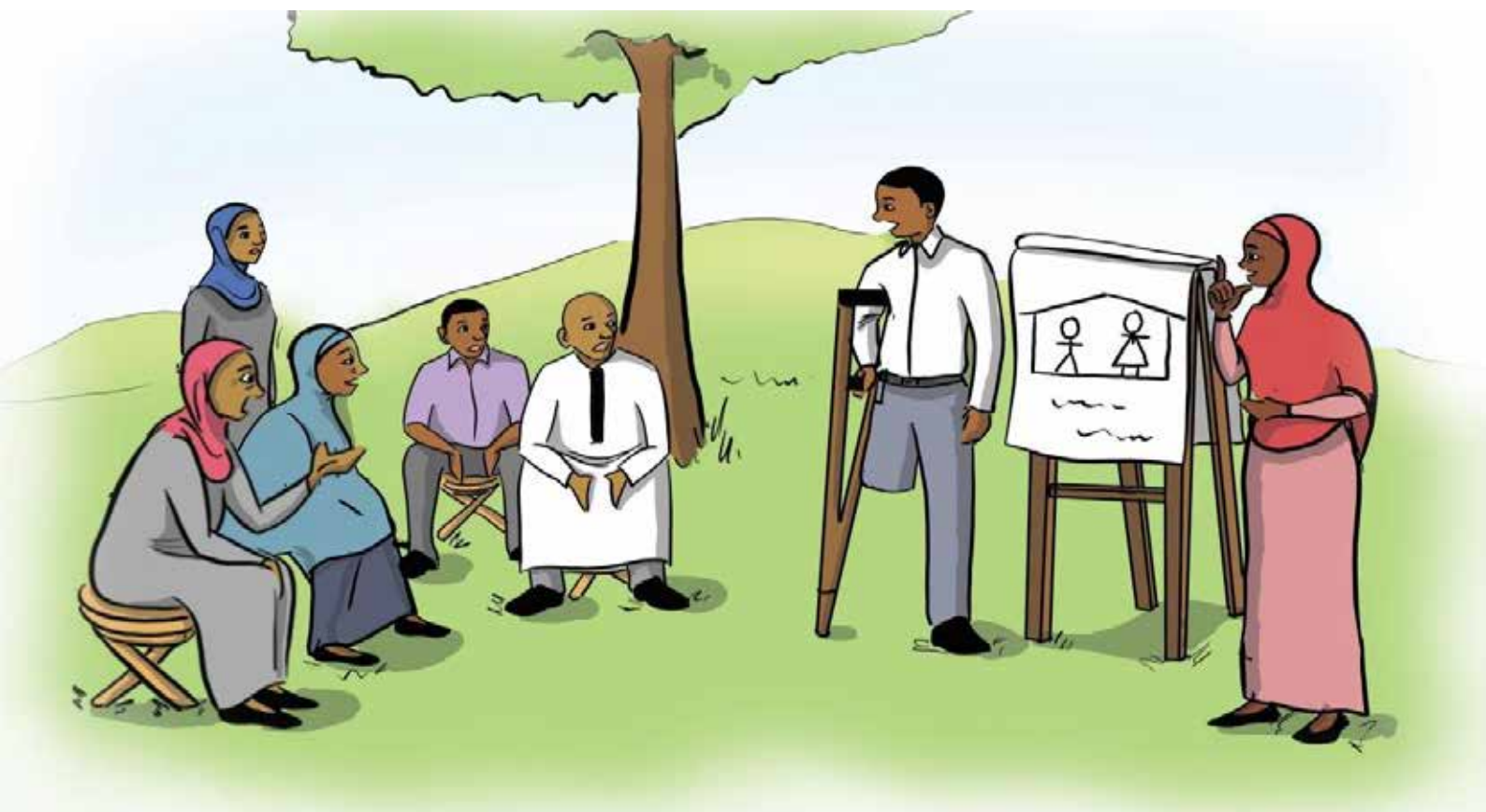


# Collaboration for inclusive education

Module

2



## Facilitator manual

Prepared for:

Zanzibar MECP-Z and the Organisations for People with Disabilities

The Norwegian Association of Disabled

Developed by:

Enabling Education Network

[Image description: (cover page): There are five people gathered outside under a tree, four sitting on stools and one standing. They include three women and two men. The five people are listening to a man talking. The man is wearing a suit, has one leg and is using a crutch. He is standing. Next to him is a flipchart on a stand with a drawing of two small stick figures - a girl and a boy inside a pitch-roofed building. On the other side of the flipchart is a woman standing and making signs with her hands. Both the man and the woman are facing and communicating with the group of five people]



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# Introduction

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

As with Module 1 (or the foundational module): 'An Introduction to Inclusive Education for OPDs', this module offers a specific focus on inclusion for all learners, including learners with special educational needs and/or disabilities (SEND), who are often the most disadvantaged and marginalised. Ideas for raising awareness on inclusive education at school and community level are suggested, with guidance for replicating and adapting the training to enable skill-sharing on inclusive education at both school and community level.

The module also introduces the idea of inclusive education champions, in the form of school inclusive education coordinators (IECo) and others, who work closely with the SIT. Part of the school IECo's role is to initiate and encourage collaboration for inclusion - strengthening the partnerships between schools, learners, parents/care-givers, communities and other professionals; activities in this module will give opportunities for discussion and sharing ideas around this topic.

Facilitators should note that although this module is intended to advise OPDs about SITs, this module is not suggesting that there is only one way of developing, managing and engaging with SITs. Each school-community needs a team and an IECo that is flexible and responds to their unique situation, problems and opportunities – so there is no fixed formula that participants can be taught. Equally, there are no predetermined procedures that they must follow. By providing some basic information and examples, this module will facilitate teachers, educators and other interested stakeholders to develop ideas to suit their own school. It will also enable them to start working together as a SIT, towards a common goal.

## **Duration of training**

Facilitators should adapt this training to suit the local context and the time available to them for training. Facilitators may decide not to use all of the activities, or to shorten some activities if time is limited, or to expand activities if participants need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this module requires approximately 18 hours of training and is best delivered over 3 days.

# Session 1: School inclusion teams

## Key message

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

## Background information for the facilitator:

Sessions 1, 2 and 3 introduce OPDs to the idea of school inclusion teams (SITs), what they are, who is involved and how to support and manage SITs. The initial development and coordination of the SIT is the responsibility of the school and the Inclusive Education coordinator (introduced in session 5). However, the OPD has a key role to play in collaborating with and supporting the SIT to function effectively and creating a more inclusive school. Developing a school inclusion team involves building confidence, skills, commitment and knowledge, and offering practical support and the ongoing success of their SIT is the responsibility of the wider school-community.

Each school needs a school inclusion team that is flexible and responds to the school's unique situation, problems and opportunities. This means teachers, their colleagues and community stakeholders will need to develop ideas to suit their own school – there is no fixed formula that participants can be taught. Equally, there are no predetermined procedures that they must follow. By providing some basic information and examples, these sessions will facilitate OPDs and community members to develop ideas to support their own school. It will also enable them to start collaborating with their school, towards a common goal.

## In this session participants will:

- ü Explore what a school inclusion team (SIT) is and who can be part of a school inclusion team (SIT)
- ü Learn from Zambia about experiences of creating an inclusive school with the support of a SIT
- ü Be introduced to the twin-track approach to inclusive education

## Activity 1.1: What is a school inclusion team?

1 30 minutes

### Instructions

- Write up the following question on flipchart:
  - **What do you think a school inclusion team is and does?**
- Ask participants to work on their own to draw a picture of what they think a school inclusion team is and does. Reassure participants that this is not a test of their knowledge, just a way of capturing their ideas.
- Tell participants to turn to the person sitting next to them and share their drawing and explain their ideas. Each pair then needs to complete this sentence:
  - **"We think a school inclusion team is..."**
- Facilitate plenary feedback and write key points on a flipchart. If anyone presents an idea that is definitely **not** part of the role of a school inclusion team, the facilitator should address this and invite participants to reflect on why a school inclusion team would not be the right body to do this (e.g., a school inclusion team probably would not have the mandate to discipline or dismiss a teacher who behaved in a non-inclusive way).
- Show the PowerPoint slide with the picture of the school inclusion team and ask participants to briefly comment on what they see.

Powerpoint

Session 1: School inclusion team picture





Example of a SIT meeting in the school grounds

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

## Activity 1.2: Reflections on inclusive schools and SITs from Zambia

<sup>1</sup> 60 minutes

This activity enables participants to hear individuals connected to a school in Zambia reflecting on what makes an inclusive school and the role of the school inclusion team (SIT). It will also help them practise a mind-mapping technique that will be useful when they are working in as an organisation and need to analyse and think about issues.



## Instructions

- Write up on flipchart/show the following questions on PowerPoint:
  1. What barriers to inclusion has the school in Zambia faced?
  2. What has the school done (with the support of the SIT) to address these barriers?
  3. Who is involved in the SIT? How are they involved?
  4. What suggestions would you give them to improve their work?

### Powerpoint

#### Session 1: School inclusion team questions

- Tell the participants we are going to watch some interviews from Zambia with people sharing their reflections on an inclusive school and experience of setting up and being involved in SITs and then discuss the questions.
- Divide the participants into four groups and tell them that each group will discuss one question. (Alternatively, the groups could discuss all four questions at once. All questions will get presented back and discussed in plenary).
- Give one question to each group so that every question is considered by at least one group. They should think about this question as they watch the video.
- Play the video. It is around 10 minutes long.

### Resource 1.2

#### Transcript of Zambia: Reflections on an inclusive school and the role of the SIT

- Rather than writing lists of answers, ask each group to record their thoughts in the form of a **mind-map** – a diagram that may have a single word or phrase in the centre, and then ideas, words and concepts associated with this word/phrase are added around it.
- Show participants an example of a mind-map if they have never used this technique before. Samples are shown below and on the PPT slides, but you can also use examples from previous workshops they have run. Stress that there is no right or wrong way to create a mind-map, so it is fine if every group produces a totally different diagram.

## Mind-maps

- A mind-map may suit some participants' preference for a visual learning style, while also suiting those who prefer to learn through discussion or writing words (see example below).
- A mind-map enables you to show links and relationships between different issues, people, events, and so on. Different colours, shapes, lines/arrows, etc, can be used to distinguish different types of information and connections (e.g., red text may indicate a negative issue while green text represents a positive issue).

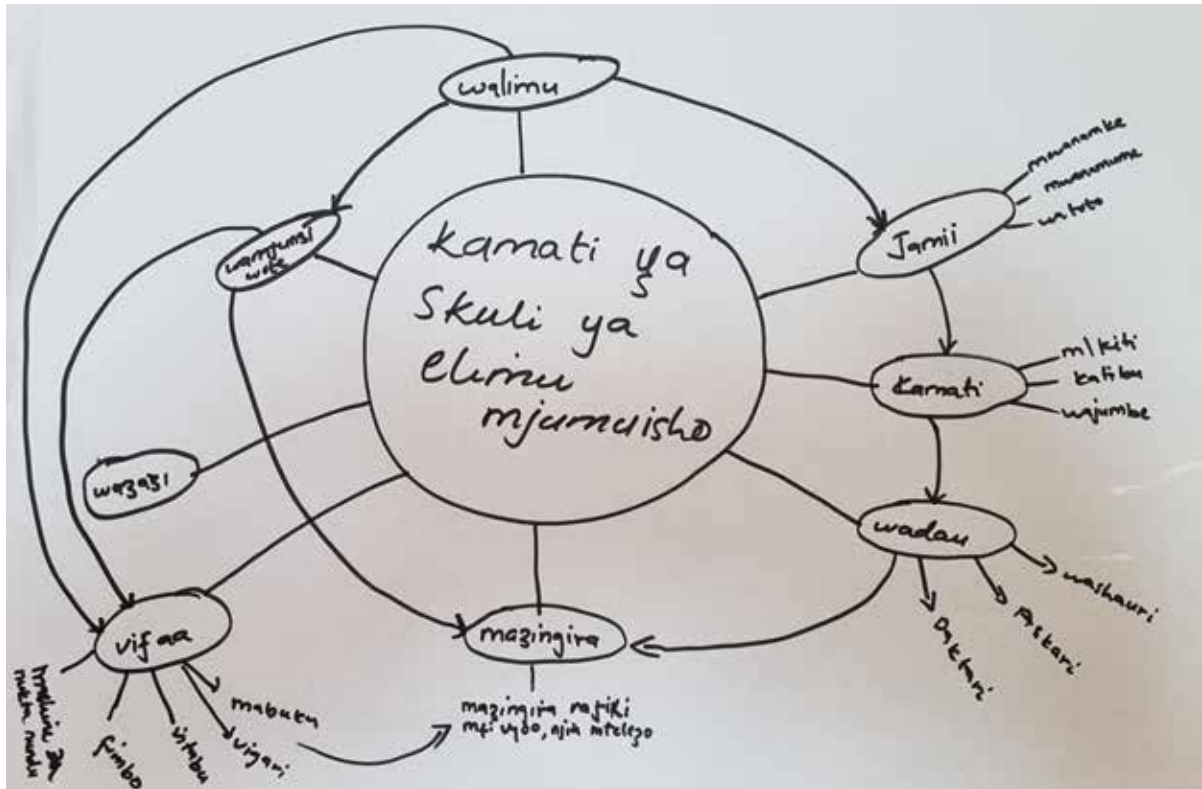


Participants in Zanzibar creating a mind-map

[Image description: Two men and three women are gathered around a table, with one man writing on paper that is in the middle of the table.]

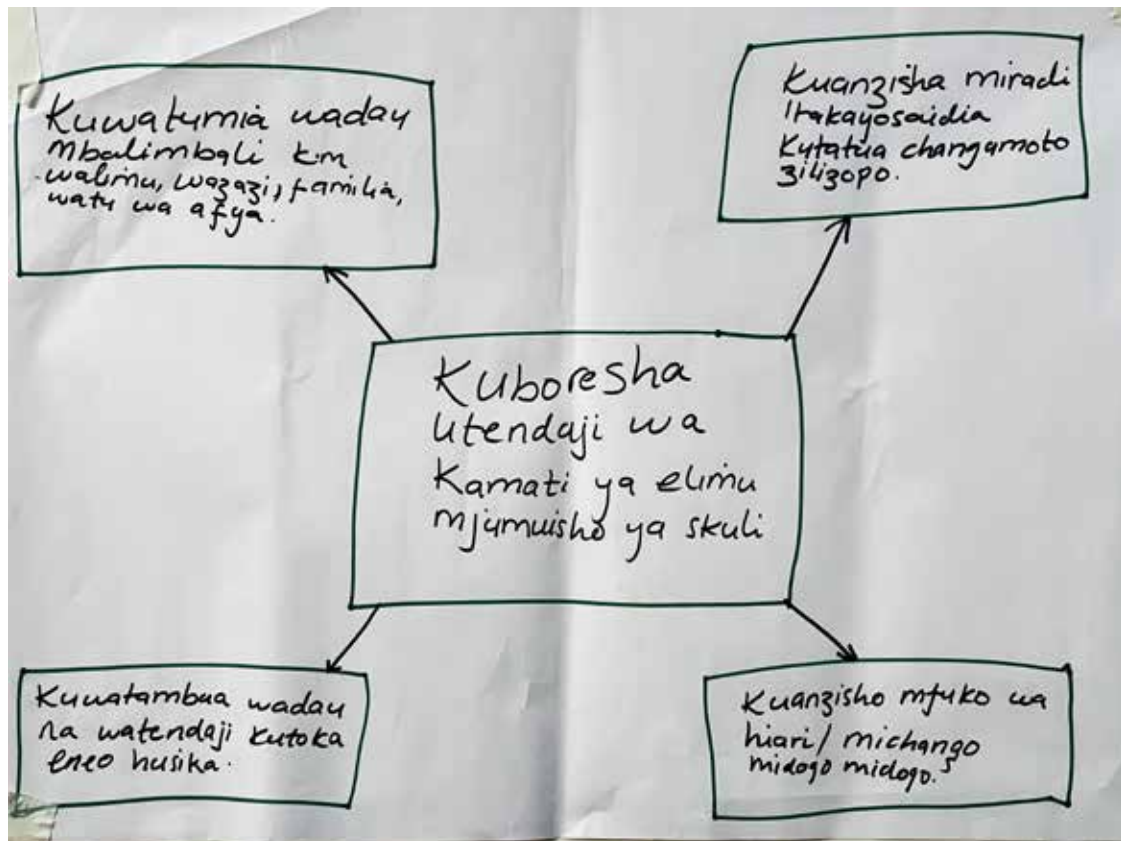
PowerPoint

Session 1: examples of mind-maps



A mind-map created by participants in Zanzibar

[Image description: A drawing of a circle in the middle which is written 'Inclusive Education Committee of Schools'. Another 8 circles are surrounding the central circle, connected in the middle by lines. The nearby circles have words such as 'teachers and parents'.]



An example of a mind-map created by teachers who were thinking about how to make their school more inclusive

[Image description: A mind-map, with a central text box containing a key word or phrase, and then multiple differently shaped text boxes and words around it, connected by lines and arrows.]

- Use one of the following feedback techniques to facilitate a plenary feedback and discussion and clarify any points of confusion that have come up. These should be recorded on a flipchart:
  - look at each question in turn and ask the group (s) who discussed that particular question to call out their main points.
  - invite each group to give a presentation to share and explain their main points to the question they discussed.
  - ask each group to display their mind maps around the room and then take the whole group around each display, asking the group whose display it is to explain their main points.
- During the plenary discussion, you could refer to the facilitator's notes on the next page (but remember this is not a prescriptive list of answers and allow participants to share different responses too).

## **Facilitator's notes: Reflections on an inclusive school and the role of the SIT, Shungu school, Zambia**

### **1. What barriers to inclusion has the school faced?**

- Violence and drug use
- Long distance to travel to get to school
- Learners working in the market
- Infrastructure/environmental barriers
- Attitudinal barriers – children with disabilities hidden at home and stigma faced by children with disabilities in the community

### **2. What has the school done (with the support of the SIT) to address these barriers?**

- Worked with the local community including churches, the market, the health clinic and the police
- Carried out sensitisation campaigns – put posters around the community encouraging parents to send their children to school – especially parents of learners with disabilities and learners who have dropped out
- Worked closely with parents and caregivers
- Made improvements to the school: walkways and ramps, lighting in the school and toilets,
- Provided bicycles to learners who live far from the school
- Created an inclusive school garden. Learners from very poor families who work in the garden don't have to pay school fees

### **3. Who is involved in the SIT? How are they involved?**

- School principal, deputy Head teacher, teachers, pupils,
- health workers, social welfare, church leaders, community workers, law makers,
- parents of children who have disabilities,
- parents who are painters, bricklayers, builders and carpenters

### **4. What suggestions would you give them to improve their work?**

*Allow participants to share their own ideas here*

## Activity 1.3: School inclusion team case studies

1 45 minutes

### Instructions

- Divide the participants into groups of 4 or 5.
- Hand out one copy of [Resource 1.3a](#) (short case studies) and ask one person in the group to read each case study aloud. Each group should then discuss the case study and decide if it is describing a school inclusion team. Remind them that there is no absolute right or wrong answer.

#### Resource 1.3a

#### Case studies: what are school inclusion teams?

- After the groups have discussed all the case studies. Use the notes below to guide the feedback plenary discussion:

### Notes on possible answers, to guide the plenary discussion

#### Case study A: Is it a school inclusion team?

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

#### Case study B: Is it a school inclusion team?

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



- No... because the membership is mainly specialists, not regular, inclusive teachers and other stakeholders.

#### Case study C: Is it a school inclusion team?

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

#### Case study D: Is it a school inclusion team?

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

- Finish by sharing an explanation of a school inclusion team (give out [Handout 1.3b](#)) and ask participants to reflect on any elements they had not previously thought about.

### Handout 1.3b Summary of what a school inclusion team is

## Activity 1.4: The twin-track approach: Yusuf's story

1 75 minutes

### Key message

Efforts to improve the inclusiveness of schools/education can be divided into 2 broad tracks – things we do to **change the system**, and things we do to **support the needs of individual learners**. We need to work on both tracks simultaneously, otherwise we will create only a partial solution.

### Instructions

- Ask participants to work in small groups (these could be the same groups as before or different groups)
- Tell the groups that you are going to share a story. You could then either read out the story ([Handout 1.4a Yusuf's story – a summary](#)) to the whole group OR hand out the story and the participants read the stories on their own or someone in the group reads the story out loud for the others.



- Give each group **Handout 1.4a** (Yusuf's story – a summary).
- Give the groups the following instructions (or write them on flipchart): -  
Read Yusuf's story and look at the pictures.
  - In your groups, discuss all the interventions that you think might have happened in those 2 years to enable Yusuf to eventually go to school.
  - Write each idea onto a separate post-it note.
- After 10-20 minutes, give the groups the following instructions (show the PPT slide):

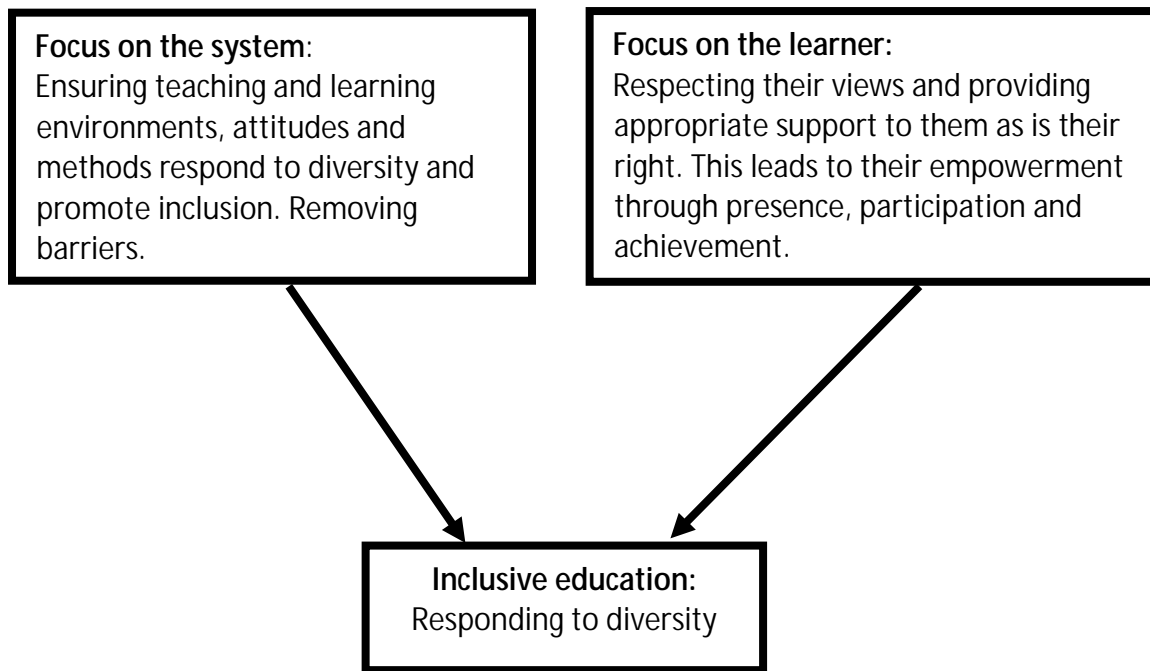
## PowerPoint

### Session 1: Reflecting on Yusuf's story

- Look at your ideas and group them into two groups:
  - Interventions which focus on **changing the system**, or making changes to the whole school or whole class
  - Interventions which focus on **providing individual support** to one child or a few specific children.
- Reflect on these questions:
  - Do you have a balance of systemic level interventions and individual support interventions?
  - If not, can you think of some other interventions that might improve the balance?
  - If you took away all the systemic interventions and just did the individual support, what would be the result?
  - If you took away all the individual support interventions and just made system-level changes, what would be the result?
- Ask the groups to share their thoughts in plenary.
- Show the following diagram on flipchart or PPT: (if you draw it on flipchart it can be displayed on the training room wall throughout the training).

## PowerPoint

### Session 1: the twin-track approach (slides 6-7)



- Tell the participants that they **should always** consider both 'tracks' of inclusion – changing the system and society to make them more inclusive, but also providing support to specific individual learners when needed.
- Tell the participants that it is very important that we take a twin-track approach to inclusive education. Working on one track only will lead to us creating only partial solutions and being only partially successful (a bit like a train running on one track – it will keep moving for a while, then derail!)
- Being able to create education interventions that can address a huge range of systemic changes and individual support needs is not something that any organisation or government department can do on its own. **Collaboration is at the heart of successful inclusive education.** For instance, mainstream NGOs may be more experienced at pushing for systemic changes such as policy change, while disability-specific organisations may be better placed to address individual support needs, such as providing rehabilitation or equipment. But if they work in isolation, each organisation will be delivering a partial solution with limited chance of success.
- Give out a copy of [Handout 1.4c: the twin-track approach to inclusion](#).

#### Handout 1.4c The twin-track approach

**If you have more time, you could:**

- Give participants **Handout 1.4b** which tells **the full story of Yusuf**, so they can see if their ideas for interventions match with what happened in the story.
- Ask them to read it for a few minutes and reflect individually on how their ideas compare with those in the story.
- Then hold a plenary discussion. Focus on any ideas raised in the full story that participants had not considered or that they have queries about.
- Participants can be given **Handout 1.4b** to read later, even if you don't have time to facilitate a discussion about it.

## Session 2: How can a school inclusion team help a school to become more inclusive?

During this session participants will build up an idea of how a school inclusion team can be relevant in their own context. By understanding how it could help them and help address the specific barriers to inclusive education faced in their communities and schools, they should be motivated to support the development of and collaborate with the SITs at the pilot schools.

### In this session participants will:

- Brainstorm different barriers to inclusion present in their own communities and schools
- Discuss how the SIT could help address those barriers and the benefits of working in collaboration

## Activity 2.1: What problems could a school inclusion team help you to solve?

<sup>1</sup> 45 minutes

### Instructions

#### PowerPoint


#### Session 2: What problems could a school inclusion team help to solve?

- Show PPT slides 1-7 for Session 2, reminding participants what inclusive education is about and the main categories of barrier to inclusive education.
- Ask participants to work in small groups, ideally with people from the same school-community or district, to discuss the following question (write it up on flipchart or show the instructions on PPT slide):
  - What sort of problems do you face in your community with regards to ensuring that all learners **attend** school, **participate** in the learning process, and **achieve** to the best of their ability?

- Encourage participants to think about a broad range of learners who are at risk of exclusion – for example, learners with SEND, those who speak another language, those from very poor families, those who have behavioural or emotional problems, those from a minority ethnic community, girls and boys, those experiencing health problems, those who have lost one or both parents.
- Remind participants to think about problems from a social model perspective discussed previously (i.e., that the problem is not located in the learner but in the society/education system). If helpful show slides 8-9 illustrating the 'learner as the problem' vs 'education system as the problem' models to help remind them to focus on barriers in the system.

## PowerPoint

### Session 2: What problems could a school inclusion team help to solve?

- Ask each group to write each barrier they have identified on a separate plain sheet of paper (landscape orientation –  ) – these will be 'bricks.'
- Each group then sticks their 'bricks' on part of the training room wall to form a brick wall diagram. Each brick represents a barrier or challenge that stops learners from having access to school, or participating, or achieving.
- Show the PPT slide 10 with instructions for the activity and slide 11 with an example of a 'brick wall', (please note, this example is related to health not education)
- Tell participants that they could do something similar when they go back to their organisations, to gather a more complete analysis of barriers, particularly at community level, in collaboration with colleagues, parents/care-givers and their children.



## Activity 2.2: How could a school inclusion team help you to solve barriers to inclusion

**1** 45-60 minutes

Through this activity participants will think more specifically about barriers to inclusion and the inputs needed to solve them, as well as reflect on how a school inclusion team could make this more effective.

### Instructions

- In their groups, ask participants to select a few of the 'bricks' (barriers) from their wall (they can take them away to their group if they wish) and discuss the following (also on PPT slide 12):
  - How could this barrier be tackled? What practical action could be taken?
  - Who needs to be involved in choosing, developing and implementing the solution? What would each person do?
  - In what ways might team-work offer a more effective approach for solving this barrier than if individual people try to solve it alone?
- Ask the groups to copy the following table onto a piece of flipchart and write their answers into the table (also on PPT slide 13):

Barrier	How could this barrier be tackled?	Who needs to be involved and what would each person do?	In what ways might team-work offer a more effective approach for solving this barrier than people working alone?
[describe barrier 1]			
[describe barrier 2]			
[describe barrier 3]			



- Ask participants to think about any commonalities between their answers for each barrier (e.g., a solution that would help tackle more than one barrier).
- In plenary ask each group to explain one of their examples.
- Finally share example from Zambia on PPT 14 if time.

Ukuta wa matofali wa vikwazo			
Kikwazo	Je tunawezaje kutoka vipi kikwazo hiki?	Nani ashirikishwe na nani atapanga nani?	U. kwa njia gani tutapanga? Kazi kwa pamoja kama mabina ya kazi ya kazi kutoka kikwazo kutoa kazi mte Kazi mte mte mte?
Miundombinu sio rafiki kwa wanafunzi	• Matengenezo ya skuli • Kujenga upya	• Jamil • Ayisa elimu • Kusonga na kazi	• Kuwipo na taaluma tofauti • Kuondolewa mawazo ya jinsi ya kutafuta
Mitazamo hizi kwa watoto /wanafunzi wengi mambozi ya (KIMWI)	• Walimu, Jamil, Mawazo nko, na wazoz, kama na ufahamu	• Wazoz, wazoz, mawazo • Wazoz, kazi na kazi • Mawazo Elimu na Mawazo Ayisa - kazi	• Kuwipo na taaluma tofauti • Kuondolewa mawazo ya jinsi ya kutafuta
Njia za kujifunza na kujundisha bado na za kizamau sana.	• Matengenezo • Ufahamu	• Walimu - wazoz, kazi • Ayisa Elimu - kazi • Mawazo - kazi	• Kuwipo na taaluma tofauti • Kuondolewa mawazo ya jinsi ya kutafuta

Example of a barrier analysis table from Zanzibar

[Image description: large sheet of paper stuck on the wall, divided into 4 columns headed 'barriers', 'how?', 'who?', 'what?'. Answers are written under each heading].



SITs in Zambia help to find and support learners who are out of school or experiencing barriers to participation and achievement

[Image description: 4 women are gathered supportively around a learner in a wheelchair in the learner's family compound.]

## Session 3: Understanding power relations

### Key message

'Power over' is the way we usually see power. We usually assume that if one person/group in a relationship is powerful, then the others in the relationship must be less powerful. We assume that if the less powerful gain new power, then the more powerful inevitably have to lose some of their power, because there is only a restricted amount of power to be shared!

To achieve our goals, we need to change the way we (and others) perceive power. This means finding ways to facilitate in our work more instances of 'power within' and 'power with' – and more understanding of power as an infinite resource – there's enough for everyone!

### Background information for the facilitator:

There are different examples of the perception of power described above in Somalia. For example, in School Management Committees teachers may be perceived as having more power than community members and parents. Teachers may also be worried about handing power over to parents and community members which could result in them losing some of their power.

This view of power in which one side can only gain if the other side loses will not help us to achieve a diverse and non-discriminatory society in which the disempowered who face rights violations become empowered rights-holders.

Inevitably under this perception of power, the side which stands to lose will not willingly help us to change the balance of power!

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

The following two activities explore the concept of power and power relations. The activities help participants reflect on the importance of **equal relationships** and **collective power** when working as part of a team or group. The SIT may have a co-ordinator but this person **is not** more powerful than any

other member of the team. A SIT cannot be successful if it is used as a tool for expanding someone's personal power.

### In this session participants will:

- ü Explore the idea of 'power' and who holds more or less power within our society and our communities
- ü Understand the importance of equal relationships when collaborating and working as a group
- ü Understand that 'power over' isn't the only way of defining power and that 'power with' (collective power) and 'power within' (individual power) are important for moving towards a more inclusive society

## Activity 3.1: Power lines

**1** 45 minutes

### Instructions

- Sticks up two signs, at opposite ends of the room: one says 'Powerful', the other 'Powerless'. There should be a clear space between the two signs.
- Give every participant a sticky label or pieces of paper describing an occupation or status. See examples in the box below.
- Tell the participants that they must all **pretend to be male**. They must arrange themselves along the 'power line' depending on whether they think a male person of that occupation/status is powerful or powerless. This should be based on the situation in their own society, not on what the ideal might be. Participants can debate and encourage each other to change positions.

## **Ideas for occupation/status labels<sup>1</sup>**

- Grade 1 class teacher with 3 years' experience
- Speech-therapist
- Learner with physical impairment aged 6
- Physiotherapist
- Judge
- Psychologist
- School nurse
- Learner with intellectual impairment aged 9
- Family doctor
- Learner with no impairment aged 7
- Police officer
- Adult with a disability who lives near the school
- Village Head
- School cook
- Sibling of a learner with a disability
- Classroom assistant
- University lecturer
- Grade 5 class teacher with 25 years' experience
- Parent/care-giver of a learner with a disability
- School caretaker
- Head teacher
- PE/Sports teacher
- Bus driver
- Unemployed parent/ care-giver of a learner without a disability
- Cleaner
- Grade 10 teacher with one year's experience
- Head prefect of the school
- Parent/ care-giver who is a member of the 'parent-teacher association'

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<sup>1</sup> The facilitator should change these occupations to suit the context in which she/he is training.



Participants during the power relations activity in Zambia

[Image description: Around 25 male and female participants are standing in a line. Each one is wearing a label on the front of their clothes.]

- Then give some participants a sticker to indicate they should **pretend to be female**. Give these to about half the total number of participants.
- The participants must then decide (and debate) whether they should move up or down the line, depending on whether they think their female status makes them more or less 'powerful' in their current society.
- Finally, hand out a few more stickers to some participants, describing an **impairment or other health or wealth status** (e.g., blind; physically impaired; very poor; from a minority language group; refugee; elderly; is HIV-positive, etc). The participants must once more assess and debate whether their position on the power line needs to change. Keep the discussion focused on how society perceives these categories at this stage rather than what the SIT or others should try to do to change the situation.
- Conduct a short plenary discussion about power issues, discussing why some people are perceived as more powerful than others, and what impact this might have on efforts to make education more inclusive?

## Activity 3.2: Power plays

This activity is designed to help participants reflect on what power means to them and to show participants that power is not a finite resource, but can be divided and shared to make society more equal and less discriminatory.

1 60 minutes

### Instructions

- Put participants into small groups and give the following instructions (and show them on PowerPoint):
  - Create a very short play – two minutes maximum.
  - The play must illustrate 'power'.
  - You can choose who your characters are and what situation they are in.
- After 10 minutes of preparation the participants perform their plays. If there is not enough time and/or lots of groups, randomly select just a few groups to perform their plays.
- Once participants have performed, lead a brief plenary discussion about the plays to draw out some of the key elements, for example:
  - who had power?
  - who lacked power?
  - how was the power shown?.
- Ask the participants to offer suggestions for a definition of power and write these up on flipchart.
- Present the following key points (and show the PowerPoint slides 3-5). Try to give your own examples as you present to help the participants understand:

PowerPoint

Session 3: Understanding power relations

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

- Knowledge, work, experience, status and wealth

- listening skills, position in hierarchy, ability to persuade
- analytical skills, control over resources, problem solving ability.

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

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

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

- Tell participants that power can be categorised as follows (show the PowerPoint slide):
  - **Power over:** most attempts to increase individual power assume that power is finite – when one individual or group gets more power, the others get less
  - **Power with:** this includes collective power and is experienced when a group tackles problems together and creates energy that is greater than simply the sum of the individuals making up the group
  - **Power within:** this type of power resides within the individual and represents internal strength. It is based on self-acceptance and self respect, which in turn extends to respect for others and acceptance of others as equals.
- Asks the participants the following questions:
  - What type of power do you think your plays illustrated?
  - Was one type of power more common in the plays?

**[Note for facilitator:** it is likely that ‘power over’ was the most common type of power shown in the plays]

- Ask participants to compare their definitions of power (written up on flipchart) with the ones presented on the PPT slides. What are the similarities and the differences?
- Give out a set of 3 picture cards representing 3 ‘images of power’ to each small group. In their groups ask them to (show instructions on the PPT):



- a) look at the images and decide what category of power each represents.
- b) Put the pictures in order and 'tell the story' shown by the pictures.
- c) Discuss how the story illustrates changes in the power relations.

## PowerPoint

### 'Images of power'

- After 10 minutes in plenary ask for feedback from the groups.
- Show the next PPT slide with all three pictures in order. Use the notes on the next page to feed into the discussion if needed. The notes provide one interpretation of the pictures however, there may be other interpretations, so stay open to those if the participants offer different ideas.

### Notes for the facilitator: shifts in power

#### Image 1: Power over

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

#### Image 2: Power with

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

#### Image 3: Power within

The image shows the mother of the child with the visual impairment standing and talking outside the school to the wider-school community. There are many people seated and listening her talk. Her child is next to her,

holding the hand of a man, probably his father. The father's presence shows that he is supporting his wife. The head teacher is sitting in the audience listening to what the woman has to say along with everyone else. The implication is that the mother feels **power within** and her body language is very different from when she first met the head teacher on her own, she looks empowered and confident.

- Finish the session by sharing the key points below (and show the PowerPoint slides). Relate the points back to the 3 'images of power':

## PowerPoint

### Session 3: Understanding power relations

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

- Ask the participants to share with each other in pairs or small groups, situations they have known in which other types of power (e.g., **power with** or **power within**) have been observed or experienced.
- Give out copies of Handout 3.2b: Understanding power relations so participants have a summary of the issues discussed

#### Handout 3.2b

#### Understanding power relations

## Session 4: Collaborating with the school inclusion team

### Key message

Even if you are not a school inclusion team (SIT) member there are many ways you can support and collaborate with the SIT in order to help your school become more inclusive. The Organisation of People with disabilities (OPD) has received extensive training on inclusive education compared to the wider SIT membership and therefore any sharing of knowledge and skills by the OPD on what inclusive education is, how it differs from special education and how we can collaboratively address barriers to inclusive education is a great resource for the SITs.

### Background information for the facilitator

- Collaboration is needed between parents, communities and schools in order to make progress towards inclusive education. This includes forming and strengthening the partnerships between schools, learners, parents/care-givers, communities and other professionals.
- Parents and communities are often not involved in education and may not be aware of the services that are available and the help and the knowledge they can provide. Similarly, many teachers and other educators work in isolation and struggle to meet the needs of all the learners they work with. They can be extremely committed to their work but lack support, training opportunities and materials to enable them to be more inclusive teachers. In short, there can often be a lack of collaboration that is necessary if schools and communities are to become more inclusive.
- Efforts and interventions to make schools more inclusive and address barriers to inclusive education are often initiated by donor-funded projects and when that funding or project ends the interventions themselves may also end, meaning they are unsustainable. This could also be true of the development and activities of school inclusion teams. When setting up and managing SITs the school and the wider community therefore need to consider what needs to be in place to ensure the SIT is as sustainable as possible.

### In this session participants will:

- ü Learn the progress that has been made towards the development of school inclusion teams for the pilot schools in their districts
- ü Reflect on how OPDs can add value/contribute to SITs most effectively.

## Activity 4.1: Reflecting on the development of the SITs

In advance of this activity, you should ask the OPD members who have already been engaged with the SIT to prepare to share their experiences. Additionally, or alternatively, you could invite the head teacher from a school that has already started activities with their SIT to come and share their experiences.

1 45 minutes

### Instructions

PowerPoint

#### Collaborating with the SIT

- Present/share the following key points on PowerPoint:
  - Parents and communities are often not involved in education and may not be aware of the services that are available and the help and the knowledge they can provide.
  - Many teachers and other educators work in isolation and struggle to meet the needs of all the learners they work with. They can be extremely committed to their work but lack support, training opportunities and materials to enable them to be more inclusive teachers.
  - In short, there can often be **a lack of collaboration** that is necessary if schools and communities are to become more inclusive.
- On PowerPoint (or flipchart) show a summary of the progress towards forming SITs within the pilot schools so far. **At district/local level this summary will only focus on the pilot schools situated in that district.** This summary should be based on what the reports from the Principal Trainers are saying (as shared through the TOFI inclusive education teacher training component) coming from the pilot schools. The summary should respond to the following questions and written up on a PowerPoint slide or flipchart:

- What progress have the pilot schools made towards developing SITs?
- Which pilot schools have developed SITs already?
- Who are involved in the SITs?
- What have been the activities of the SITs so far?
- Invite questions/comments from the participants.
- Ask the OPD members who have already been engaged with the SIT to share their experiences (you will need to ask them to prepare something in advance). At district/local level, **invite the Head teachers at the pilot schools and/or another SIT member to come and share information about the development of their SIT so far** (this will need to be done in advance).
- Invite further discussion and questions from the other participants in the room.

## Activity 4.2: OPD collaboration with the SIT

<sup>1</sup> 75 minutes

### Instructions

PowerPoint

#### Collaborating with the SIT

- Show PowerPoint slide 3. Remind participants that even if you are not directly part of a SIT as a member you also have a responsibility as a OPD member/parent/community member to support the SIT and collaborate with the SIT in order to help your school become more inclusive.
- Also remind the OPDs that they have received more training and capacity building than the individual members of the SIT therefore they are in a strong position to share their knowledge and skills about what inclusive education is and isn't with the wider SIT membership.
- Ask the participants to discuss the following question in pairs:  
**"How can your organisation add value/contribute to a school inclusion team?"**

When answering this question encourage participants look back at the barriers identified the previous day when discussing 'how could a school

inclusion team help you to solve barriers to inclusion'. Encourage them to think about the advantage that their organisation has in terms of its connection with the community and parents/caregivers.

- After a few minutes in plenary ask participants for their ideas and note them down on flipchart.

## PowerPoint

### Collaborating with the SIT

- Show PowerPoint slide 4. Ask the participants to get into small groups (at national level they should get into **district/regional groups**). In their groups ask the participants to build on the previous discussion and think about the situation in their own districts, discuss the following questions and write their responses on flipchart:
  - **What opportunities are there for you to engage with and support the SITs in your district?**
  - **What specific barriers to inclusive education do you think your organisation/community can help address?**
  - **How can your organisation support the SIT to be sustained beyond the timeframe of the project?**
- Ask the small groups to now join with another small group to make a larger group, (in the national level training they should get into their 'facilitation teams', e.g., Gardo or Kismayo etc.)
- Ask the new groups to compare their ideas.
- Take brief plenary feedback from a few of a groups/facilitation teams.



## Session 5: The role of the school Inclusive Education Co-ordinator (IECo)

### Key message

A key part of the school IECo's role is to initiate and encourage collaboration for inclusion. The IECo performs the role of organising and managing IE meetings within the school, follows up action points to ensure that they are implemented within the school. She/he is not responsible for identification and assessment of learners for recruitment or provision of other related IE necessities e.g. Assistive devices.

### Background information for the facilitator:

This session is intended to provide a clear understanding of the important role a school IECo plays in inclusive schools, communities and societies. Participants will understand that a school IECo is not responsible for carrying out all inclusion work. She/he has a **co-ordinating role**; this means, working with the school inclusion team, organising and managing, rather than having total responsibility for, the identification, assessment and provision of all good inclusive practice.

As the school IECo is a crucial position in education, it is important to recognise the type of person who would be most effective in this role; it is not necessarily the person in the most senior position or the one with the most qualifications. A school IECo must be committed to giving full opportunities to all learners. She/he should be a good, supportive role model and able to motivate others, while understanding the needs of colleagues and peers as well as learners.

Participants may want to know during this session if the SITs that are already developing in the pilot schools have also identified an IECo. It is worth finding out where this is the case and having this information ready to share during the session.

### In this session participants will:

- ü Learn about the role of the school inclusive education coordinator (IECo) and their function in relation to the SIT
- ü Discuss how the IECo form the network of support for inclusive schools and communities through creating links at community, school and policy levels.

## Activity 5.1: The role of a school inclusive education coordinator: agree or disagree

**1** 45 minutes

This activity gives each participant the opportunity to reflect on and discuss what a school inclusive education coordinator does and does not do.

### Instructions

- Remind participants that there is a need for a coordinating role for the school inclusion team (this was mentioned in a previous session).

**PowerPoint**

**Session 5: The role of the inclusive education coordinator**

- Show PPT session 5, slide 1. Ask participants to work in pairs and discuss their understanding of the meaning of a school IECo. Each pair should write one sentence to explain what they understand it to mean.
- Ask the pairs to then share their sentences within a small group and discuss their ideas.
- Finally, ask groups to give feedback to the whole group.
- After everyone has had an opportunity to give feedback, share the following written up on flipchart (or on PowerPoint Session 5, slide 2) that explains what a school IECo does:

**PowerPoint**

**Session 5: The role of the inclusive education coordinator**

- The school IECo is a voluntary role.
  - The school IECo should work in a co-ordinating role; this means organising and managing, rather than having total responsibility for, the identification, assessment and provision of inclusive education.
  - She/he should be a member of the school inclusion team and she/he will help work towards inclusive policies and practice within schools.
- These statements should also be displayed on the wall to be referred to throughout the training. Ask participants if they would like to add anything to the statements.
  - Give each participant a red card and a green card, similar to those used by a soccer referee.
  - Then read out a sentence from [the statements below](#) and asks each participant to hold up one card depending on whether they agree or disagree with the statement.

Green card is '**Agree**'

Red card is '**Disagree**'

[**Please note:** alternatively, this activity could be conducted by moving along an 'invisible' line in the training room. One end of the room there is a sign displayed 'agree' and the other end of the room there is a sign displayed 'disagree' and participants move along the invisible line towards the end of the room they agree with most based on their response to the statements].

## Statements for discussion

- **A school IECo must have specialist skills such as Braille and Sign Language.**

*(Disagree: The school IECo does NOT need to have specialist skills. They function as the coordinator bringing people together to discuss solutions. This may involve linking with specialist teachers if they are available but the IECo doesn't need these skills themselves)*

- **A school IECo will be able to carry out specialist assessments for vision and hearing.**

*(Disagree: as above)*

- **A school IECo should be in the unit or education office 8 hours each day to ensure that parents, teachers, etc., know where to find them if they need advice.**

*(Disagree: The IECo role is a voluntary role and therefore they are likely to have another job in the school or community. They can arrange specific meeting times when they are available to meet with parents and teachers etc.)*

- **A teacher who has at least 20 years' experience of teaching and the highest qualifications should have the role of a school IECo.**

*(Disagree: the most important attribute is that the IECo is passionate about and believes in inclusive education. This role could also be taken on by a newly qualified teacher or administrative staff.)*

- **A school IECo should involve learners and parents/care-givers on specific matters whenever possible.**

*(Agree: learners and parents/caregivers are some of the most important stakeholders and the primary beneficiaries of inclusive education. Therefore, they should be involved and consulted whenever possible and appropriate)*

- **It is possible for a school IECo to be involved in planning extra-curricular activities such as sport and drama.**

*(Disagree: This is not a key part of the IECO's role. However, if the extra-curricular activities have a specific inclusion focus then the IECo may have a role to play in setting them up)*

- **The school IECo should attend meetings of the school inclusion team (SIT) whenever possible.**

*(Agree: as a champion of inclusive education it is important that the IECo attends SIT meeting whenever possible. The IECo will also often take the lead in ensuring the SIT meetings take place and actions are followed-up on)*

- After each statement is read out and decisions have been made, allow time for participants to discuss any disagreements. Encourage participants to try to change each other's views and listen to one another.
- This activity is designed to encourage participants to think about the role of a school IECo in their school and community. It is also very good for giving you an insight into participants' views on inclusive education.

## Activity 5.2: Video: An IECo shares her experience from Zambia

1 30 minutes

### Instructions

- Ask the participants if they can remember the name of the school inclusive education coordinator from Shungu school in Zambia they saw on the video earlier.
- Her name was **Mrs Marvelous Mubi**. Tell the participants that they are going to watch another part of the video of the interview with Mrs Mubi to find out more about her role and while they watch they should think about the following questions (also on PowerPoint slide 4)

#### Powerpoint

#### Session 5: The role of the inclusive education coordinator

- What activities does Ms Mubi do as an IECo?
- Who does she coordinate with?
- What is a 'Learner Support Base' (LSB) and an 'Individual Education Plan' (IEP)?
- Show the video. It is just over 4 minutes long. After the participants have watched give them a few minutes to discuss the questions in pairs.
- In plenary ask some participants to share some of their responses. Refer to the notes below as needed.

## **Facilitator's Notes: responses to questions from Ms Mubi's interview**

### **What activities does Ms Mubi do as an IECo?**

- Coordinating the inclusive education program
- Plan SIT activities
- Establish the learning support base
- Produce and adapt teaching and learning resources
- Assist in children's individual learning needs
- Meet with parents/caregivers to discuss the problem of the child or give advice/encourage the parents/caregivers
- Coordinate teacher meetings
- Create individual education plans

### **Who does she coordinate with?**

- Learners
- Teachers
- Parents/caregivers
- Community members
- SIT members

### **What is a 'Learner Support Base' (LSB)?**

A room in the school where different inclusive education activities can take place – e.g. giving extra support to a learner if needed or teachers producing teaching and learning resources together

### **What is an 'Individual Education Plan' (IEP)?**

An individual plan for a learner who needs extra support on how the school can support that learner to progress in his or her academic work

NOTE: both the Learner Support Base and the Individual Education Plan are looked at in much more detail as part of the Inclusive Education Teacher Training (IETT) component - so teacher in the pilot schools will be trained and familiar with these concepts

## Activity 5.3: How a school IECo works at community, school and ministry/policy level

1 45 minutes

The school IECo is the main link between learners, families, communities, schools and other professionals who will form the network of support for inclusive schools and communities. This activity encourages participants to think about ways in which a school IECo can be effective and influential at all levels.

Participants may need some help/‘hints’ with this activity particularly if they have less school/policy experience. Try to ensure a mix of participants in each group covering a range of knowledge/experience.

### Instructions

- Divide participants into three groups.
- Write three headings on the board/flipchart:
  - ü school, including the SIT;
  - ü community;
  - ü Ministry of Education and Sports / at policy level.
- Give each of the three groups one of the headings and tell them they are going to **prepare a ‘poster’** to show how the school IECo could work at this level. They should draw and write their ideas up on flipchart. The ideas should be presented clearly so others can read/see them.
- For example: Group 2 is the community. This group should discuss specific actions for how the school IECo could work with the community and the benefits of school-community partnership.
- Inform participants that there are no right or wrong answers to this activity. What will often work well in one school or one community may not necessarily work in others. They should also think about the **twin-track approach** to learning when answering the question - point to the twin-track diagram displayed in the training room (i.e., they should focus on activities to support the individual learner as well as activities that look at changing the ‘system’).



- After 20 minutes or when groups have finished preparing their posters, ask each group to present their ideas one at a time.
- Allow time for a plenary discussion after each of the three presentations. Use [Resource 5.3](#) to check all suggestions and add anything that is missing, together with your own ideas. Write each addition clearly on the board/flipchart.

### Resource 5.3

### Activities a school IECo could take part in

Finally give out [Resource 5.3](#) to the participants to read.

## Session 6: Opportunities for collaboration in our communities

### Key message

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

### Background information for the facilitator

- Although it is very important for participants to understand the barriers to inclusive education that exist in their communities, it is also important for them to recognise that there are many positive things that exist in our communities that we can use to support inclusive education.
- We can see these positive things as strengths that will help to break down these barriers and strengthen the capacity of schools for inclusive education. These strengths can be regarded as assets or something of value in the community.
- The session will help the participants to understand how these assets can be particular people and the knowledge and experiences that they have; they can be physical resources such as buildings or services that can be used in different ways; or they can be organisations that can be allies to help raise awareness and build the capacity of the SITs.
- The session will LOOK & THINK about the assets that exist across the communities where the pilot schools are by introducing the participants to a community asset map. They can use this identify the assets for IE in their community.
- The session will also consider the importance of effective collaboration to access and strengthen these assets and reflect on how we can work to sustain these strengths within the community.

### In this session participants will:

- ü Explore what a community asset is and why these are important for inclusive education
- ü Learn about community asset mapping as a way of identifying what assets exist in our communities and thinking about how they can support inclusive education
- ü Reflect on practices for effective collaboration to access and strengthen these assets.

## Activity 6.1: What do we see when we look at our community?

1 60 mins

### Instructions

- Make sure that each person has at least three strips of paper (A4 cut into two strips)
- Make sure that each person has about 10 yellow post-its and 10 blue post-its (or any two different colours)
- Make sure that there is masking tape or something they can use to paste papers on the wall
- Show everyone the three pictures on PowerPoint (slide 1) or hand out copies of the three pictures from [Resource 6.1](#) – one picture per A4 piece of paper to groups of participants.

PowerPoint

Session 6: Pictures of communities

or

Resource 6.2

Session 6: Pictures of communities

- Show the slide (Slide 2) with this question or write it up on the flipchart.

**When you look at the three photos, what do you see?**

- Ask each person to write down one word that they first think about when they look at each of the photos. They should write each word on a separate strip of paper (3 words – one for each photo)
- Explain to the participants that it can be any word they think of when they look at the photo (there are no right or wrong words)
- When they have finished looking at the photos and writing their words, ask the participants to go and paste their words on the wall. They can paste them anywhere they like on the training room wall.
- Ask the participants to walk around the room and look at all the different words that everyone has written.
- Ask them to think carefully if they think that the word describes a problem or something that is wrong (negative) or if it describes something that is good (positive)
- Explain that if they think the word is negative then they should put a yellow post-it on the paper and if they think that the word is positive put a blue post-it on it.
- Once everyone has put their post-its on the words ask them to sit down
- Now ask one of the other facilitators to re-organise the words on the wall so that they paste all the negative words close together and all the positive words close together.
- When you have done this ask them if there is anything that they notice about the words
  - Are there mostly positive or negative words?
  - What stands out from the negative words?
  - What stands out from the positive words?
- Once you have had some discussion put up Slide 3 and go through the following points about moving from problems to assets

## PowerPoint

## Session 6: Moving from problems to assets

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

- We can see these positive things as strengths or something of value within the community – we can call these **ASSETS**
- Assets in the community can help to break down the barriers to inclusive education or they can help to bring about change
- We can use assets in the community to support the SITs and to help raise awareness about inclusive education
- Say to the participants that we are now going to look and think more about assets

## Activity 6.2: What kinds of assets are there?

1 45 mins

### Instructions

- Explain to the participants that we are now going to think about how we can identify assets in our community that can be important sources of support for inclusive education
- Ask the group if anyone can share an example of a 'community asset' and explain why they think it's an asset – take one or two examples
- Remind everyone that assets are strengths or something of value within the community, that have the potential to be of benefit to the community – say that they can be a person or people, they can be a physical resource like a community hall or a mosque, or they can be an organisation – keep the description general at this stage.
- Ask the participants to now organise themselves into groups. There should be about 4 people in each group
- Hand out to each group a copy of the detailed drawing of a community ([Resource 6.2](#))
- Ask them to look carefully at the picture and discuss the following questions (on Slide 4).
  - What assets can you see in the picture that may be important as a support or resource for the SITs?

- How could these assets help to address the barriers to inclusive education that they identified and discussed the day before (point to the wall that they developed)
  - How could these assets be a support or a resource for the SITs?
- Give the groups 25 minutes to discuss the questions
- Ask each group to briefly share with everyone the assets they could see in the picture and how the assets can support the SITs and help build inclusive education
- Write the main assets that come up on the flipchart
- Now go back to Slide 1 (three photos) or ask them to look again at the three pictures they first looked at and see if they can see any “assets” in these pictures – add anything that comes up to the flipchart.
- Now put up PPT Slide 6 and go through the points (below) on what kind of assets you find in a community.

## PowerPoint

### Session 6: What is an asset?

- An asset can be a practical skill (for example, carpentry)
- An asset can be some specialist knowledge that a person has (for example, the knowledge of the university lecturer)
- An asset can be some interest or passion that a member of the community has, for example, a local soccer team.
- An asset can be a physical resource in the community (for example, a mosque or eating place where people can meet)
- An asset can be an organization that works in the community (for example, a women’s organization)
- An asset can be an influential person in the community, such as the Imam.
- Although many assets are clear to us, sometimes they are not so clear, and we need to think creatively about how someone or something could be a potential asset
- Ask if there are any questions from what you have presented on the slide.

- Say to the participants that we are now going to think about what we have learnt to develop a map of all the potential assets for inclusive education that exist in our own communities

## Activity 6.3: Developing an asset map of the community

1 120 mins

5 mins introduction and instructions

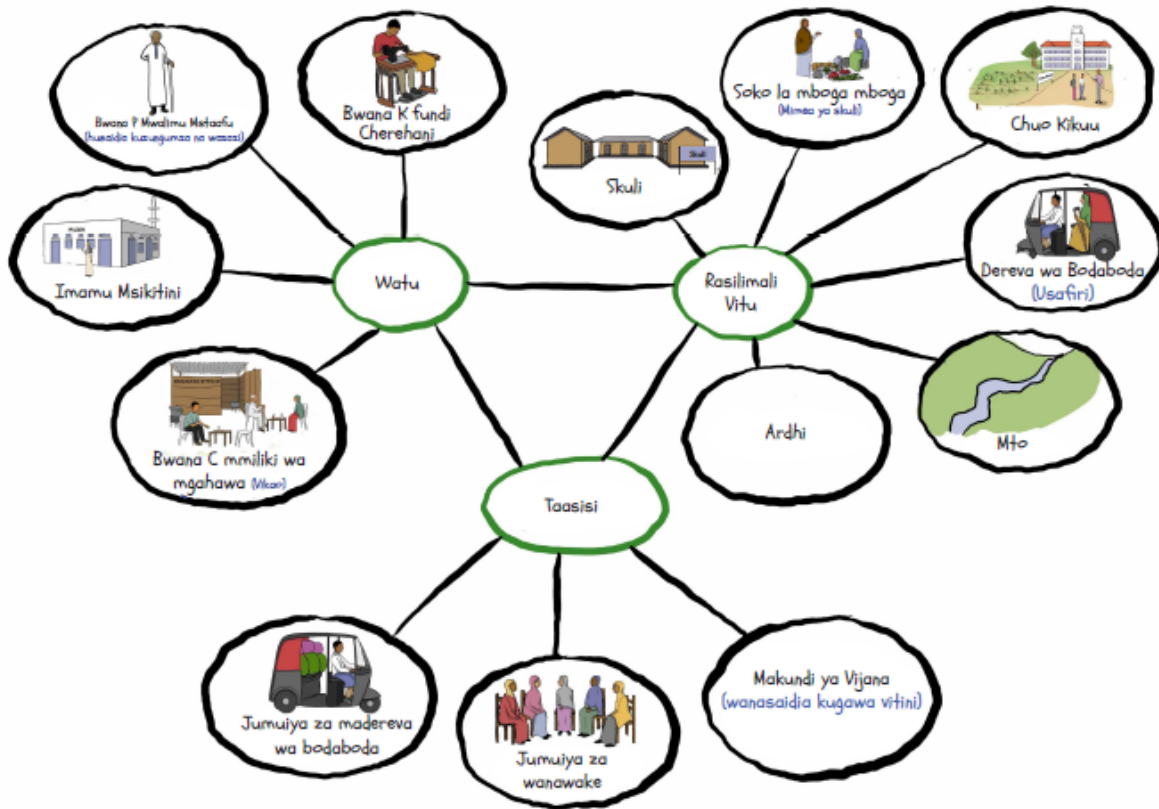
45 mins creating maps

40 mins for report back and discussion

30 mins for plenary discussion

- Ask the participants to organise themselves into their local district/regional groups (so all the people from the same district/region should sit together)
- Make sure that each group has a large piece of A3 flip chart paper and different coloured pens for drawing and writing
- Tell participants that we are now going to create an 'asset map' of our community
- Show them Slide 7 which explains how to do a community asset map
- Then show them Slide 8 which shows some ideas to help them think about the assets in their communities
- Then show them Slide 9 that shows an example of a community asset map.





An example of a community asset map

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

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

Around the “organisations” circle are three smaller circles connected to it with a black line. The first smaller circle has a picture of a tuk tuk driver and underneath him is written “Association of tuk tuk drivers”. The next small circle has a picture in it of a group of women sitting talking. Under them is written “Local women’s organisation”. In the third small circle is written “Youth Group” and underneath in brackets is written “helps with distributing pamphlets”.

Around the physical resources circle are six smaller circles connected to it with a black line. In the first is a picture of a school with the words “Dugsi/ Masdrasa”. The next small circle has a picture of a woman selling fruit and vegetables and under is written “Vegetable Market” with “plants for school” in brackets. The next small circle has a picture of a building with lots of windows and a large clock tower in the middle. Outside this building is a sign that says “Jaamacad” and in front of the sign are three people talking. The next smaller circle has a picture of a tuk tuk driver with a passenger. Under this picture is written “tuk tuk drivers” with the word “transport” in brackets. There are two other small circles connected to physical resources – one has the word “river” and a picture of a river and the other has the word “land” written inside.]

## PowerPoint

### Session 6: What is an asset map?

- Ask them if anyone has any questions about this task or any comments
- Say to them that they will have 45 minutes to work on their maps
- Remind them that they should not just copy what they saw in the picture – they should try and think of specific people, resources or organisations in their own community
- Walk around the room while everyone is working on their maps to answer any questions
- After 40 mins remind everyone that they have 5 mins left to finish their maps
- After the 5 mins is up, ask the groups to go and put their maps up on the wall
- Now explain that two districts/regions should come together and present their maps to each other, ask questions and discuss any similarities or differences.

- Give the groups about 40 minutes for their presentations and discussion
- Now bring everyone back together and facilitate discussion on the following questions (30 mins)
  - How hard was it to think about what assets exist in our community?
  - Were there any important assets from other groups drawings that you had not thought about?
  - Why do you think it is useful to LOOK & THINK about the assets in our communities?

## Activity 6.4: Strengthening community assets through effective collaboration

1 60 minutes

### Instructions

- Remind the participants that before lunch we learnt about community assets and thought about the assets that exist in our communities.
- Explain that recognising and appreciating our community assets is the first step, but we also need to think about how we can build a strong network of community assets that can support the SITs and help build IE
- Say that in this session we are going to think about how to do this through effective collaboration
- Introduce the discussion by asking people why they think collaboration is important for IE
- Spend about 10 minutes reflecting on this and then explain that although collaboration is important it is not always easy. Say that we are now going to do some role playing around collaboration to think about good and bad practices.
- Divide participants into groups – the number in each group will depend on the number of participants, but there should be about 4 or 5 in each group.
- Give each group one of the scenarios from [Resource 6.3](#).

- Put up Slide 10 with the two faces (or draw them on the flipchart) and ask each person to copy each face on to a separate A4 piece of paper and keep these for later
- Explain that they have 15 mins to discuss and practice their role play. Make sure each group makes the role of the OPD member really clear when they act out their scenario.
- While the participants are planning their role-plays, prepare the room for the role-plays, identify an area for the 'stage' and group chairs into an 'audience' area.
- After 15 minutes, each group presents their role-play, which should be no longer than 5 minutes.
- Before the role-plays begin, explain to the participants (members of the audience) that while they are watching they should hold up one of the faces to show if they feel what the DU member in the role play is doing is good or bad practice.
  - **J** The OPD member is showing good practice (positive)
  - **L** The OPD member is showing bad practice (negative)
- Before the role play begins also draw three columns on the flip chart – at the top of the one column write 'positive', on the next one write 'negative' and on the last one write 'unsure'
- While the role plays are happening capture on the flip chart the behaviours that people said were negative and those that were positive.
- If there is any behaviour where the audience shows positive and negative faces, write these behaviours in the 'unsure' column.
- After the role plays have finished ask everyone to reflect on the behaviours you have captured on the flipchart. Lead the discussion by asking:
  - Why did people think that the behaviours in the negative column were wrong?
  - Why did people think that the behaviours in the positive column were right?
  - Have some discussion on those behaviours where people felt

differently – try and reach some agreement on whether these are negative or positive?

## Activity 6.5: Sustaining a strong network of community assets

1 45 minutes

- Start the discussion for this session by thanking everyone for the role play and them to stay in the groups they had been in for the role play.
- Now ask if anyone can share an example of where people in their community (or in another community they know about) collaborated effectively to bring about some kind of change. (You can also share an example of your own to get the discussion going)
- Spend about 10 minutes letting people share any examples and get everyone to think about why these examples were successful
- Explain that we are now going to think about how we can sustain the collaborations that we want to build between the community assets and the SITs
- Remind everyone of the videos we saw from Zambia and the challenges that people mentioned about keeping the SITs going after the project ended and the relationships that had been built up to support inclusive education in their communities
- Put up Slide 11 and ask people to go back into their role-play groups to discuss these questions (or write the questions on the flip chart)
  - What challenges could you (the OPD) face in sustaining strong links between the school and the community?
  - What could the OPD do to try and address these challenges (try to make sure they don't happen)?
- Let the groups discuss these questions for about 20 mins and then ask them to share with the big group what they discussed.
- On the flipchart write up the challenges that people thought about and any solutions they discussed (15 mins).
- When the groups have finished presenting their feedback, ask if anyone would like to comment on anything.

- Bring the session to a close by reminding the participants that we need to always think about sustainability in our planning as building inclusive education takes time and we need to ensure that once the project is finished what has been achieved is not lost.

# Resources and handouts

Module

2



## Resource 1.2: Video transcript: Reflections on an inclusive school and the role of the SIT, Shungu school, Zambia

**Mr Orgency Malumbe, Headteacher, Shungu Primary & Secondary School**

Greetings to you. I am Malumbe Orgency, the headteacher for Shungu pre, primary and secondary school. I've been headteacher for this school for the past seven years now. I've been here since 2014, and together with the community here, the teachers, the parents, the line ministries around, the people in the markets, we have worked together to see the school through to the point at which it is now- of course, in line with inclusive education.

So this is Shungu, it is found, located in the centre of Maramba, Zeko, Malota, and part of the police camp. It's a very very interesting place as the school is surrounded by one of the most notorious communities. A community where violence is a little bit high, just drug use and the other social ills. But a lot has gone on through the inclusive education programme, we're able to help the community and we have embraced as you can see just right, metres away from the school we have a church there. We have another church here and we use the church leaders in these churches to help us regulate the kind of children that we have.

So inclusive education, once we practice in school, it is also practised in church. On the other end, on the other end, we have a clinic. We have a clinic, Maramba clinic, meaning that we have easy access to health facilities as a school which is part of the main thing, inclusivity. Then after, that we have a market also which is a very interesting part of inclusion. We communicate and collaborate very well with the market in terms of how to manage our children. Our children will be in school, immediately they go there, then they're able to immediately be referred back to the school by some of the leaders in the market.

**Ms Marvelous Mubi, School Inclusion Team Coordinator, Shungu School**

The school inclusion team is a team that was established at this school maybe somewhere 2016 or 2017 and this is the team has worked with the school tirelessly to see us through up until this time. This team involves, some of the people that are found in this team are include the headteacher himself as school principal the deputy head teacher, we have the teacher's

representation in the team, we also have the pupil's representative in the team. And others outside the education sector, or outside of the school we have representatives from the health workers, church leaders, community workers, we have parents of children who have disabilities, the law makers, then also community - those are some of the people that are found in this school inclusion team.

Their role this team, the role of this team is to work with the school so that the programs for inclusive education, or this inclusive education works out for both the children the school the teachers and the parents as well. So the roles of this team is first of all to sensitize when we began inclusive education program, people of course were not aware of this program, they had their own beliefs, their own way of life, so there was the task of going out into communities, educating people on what inclusive education is. They were taught to say even children with disabilities were not supposed to be maybe locked inside their house, left inside their house that they cannot be educated, or they cannot go to these so-called normal schools. So they were educated on that. As a result, the response was overwhelming, they came, they came on board, the parents that through the sensitization of this team, the people from the team. Then also the other thing, their role or what they have done is also to organise projects as we are starting to be an inclusive education of course the infrastructure was not supportive of inclusive education. No as a result we had to come up with projects like making walkways making ramps around the school then also things like painting the school to improve lighting in the classes, lighting in the toilets and also just the school itself, in terms of ramps, the roads themselves how smooth the roads, the roads were meant to be smooth.

When in the SIT, we are working with people that are parents that are outside there, and when we talk about parents that are outside there, they're the ones that are in the communities. So even when we're starting when we say we want to work with, we want the children with disabilities to come to school, we want the people the pupils that have dropped out of school to come back to school, we want all the pupils that are of school age to come back to school. It is this group that went out, flat out who talked to the parents, their neighbours, the people that they are living with, and it was very easy for them to do that because live with those people and they know each other. So, they brought some of the dropouts and they brought children with disabilities to the school, those are some of the things that they have done. And also they've

managed to do some projects like building of ramps around the school these things, the work of the SIT because we've been the SIT here we have parents that are bricklayers that are builders that are painters, so those are the ones that have helped out who sit down discuss the things that are needed then they take it up...

**Mrs Pauline Hatimbula, mother to Daniel, a learner with a disability at Shungu secondary school**

Inclusive education means, it has helped me a lot. Whereby my child couldn't go to school but when this inclusive school started, my child, I took my child to school. Now here my child is enjoying her [\*his] school learning at Shungu secondary school.

... they have done a lot whereby my son, if it is not inclusive school he couldn't be able even to read, he's able to read, to start even sports. He can be able to play football with others, even running. Now, if it is not inclusive school, I don't think he can be able to do all those things. He does those things because of inclusive school.

... when my son was not under this inclusive school, my son was really in a big challenge, whereby even those people some of the people they were not letting him to play with him to chat with him. He was having the stigma time back because he was not free he was not free in everything that he was doing. But now he's free he can do whatever he wants.

... when we started inclusive school I do remember time back they wrote the post where at Shungu secondary school, informing the people that they have those people who have children, disabled in their homes, we have to take the children to school so they wrote something, a post informing us that the school is there not just to keep the children at home in the house because some of the people they do put the children, they just care their children houses not outside but now when they came open like our government...

**Mr Orgency Malumbe, Headteacher, talks to learners in the school**

"Ok, so when you look at this school, do you think it supports people with disabilities?" "Yes, it does."

"Ok so how do people with wheelchairs find their way into the classroom?"

"With help from friends, yeah."

"Are your classes designed that a wheelchair can manage to enter class?" "Yes"

"What was put there for them to be able to?"

"Slides"

"You call them slides?"

"Yeah, something that slides whereby even if a wheelchair can move"

"We call them ramps."

"Ramps yes."

"That is very good. What do you think of people that cover long, long distances. There are children that come from Gebe you know where Gebe is?"  
Even Mukuni

"Even Mukuni What do you think about them? Don't you think we have excluded them? Because they are always coming late. Have you heard of any people in the school who were given bicycles?"

"Not really."

"Last year we had given, we'd given about three boys that were coming from Gebe what's that other place that's coming after the after Linda, Maloni yes, we have given them bicycles and they are still keeping those bicycles. There are boys that come with bicycles."

"Yes, I've seen."

"Those are school bicycles. Yes, so the idea is that when they finish school, like the first group finished. Then they surrendered them to school, then the guidance teacher identifies through the interactions with the parents, they identify some other children that need to have bicycles so that they can come to school."

"But what about, I'm hearing of stories of some children that work in the garden." Yes.

They work in the garden?

Yes.

What is the arrangement for those that do?

The arrangement is that they work in the garden and they don't pay their school fees. The money that they get from the garden that is the money that they use to pay their school fees.

### **Ms Marvelous Mubi**

Here every pupil is involved, each and every pupil, each and every class regardless of how the pupil is the so-called 'normal' the disabled all of them are involved in watering this, taking turns and watering and maintaining the garden...

**Ms Marvelous Mubi**

First of all is that people need to work together from different areas. Remember here we're working with people from the health, the police, the education, the social welfare, so were bringing in ideas differently, looking at the knowledges that we have. It's lot that is learned. The carpenters will be there talking from their point of view the health people will talk from their point of you, us as education will also talk from our point of view and at the end of the day we'll be able to achieve what we want.

**Ms Marvelous Mubi**

...the school inclusive team being the people or the parents that are coming from the communities they know the people that are there, because as something comes in when it is new and you are talking to people that you know, people will listen and be able to know what you are saying. So If they use the people right from the communities they will be able to listen and follow what you are saying like we did at our school when we took the parents to the communities where they are coming from to go and educate they already knew which parents needed to hear that information and which children disabled, which parents had disabled learners or children. So they were talking to the people that they knew so as they brought them here we just added as teachers we just added onto what the parents had already done.

**Mrs Pauline Hatimbula**

...Please let us be open to the children those who [have] disabilities, let us take these children to school, let them learn because we, they are the future, we don't know what god can do in their lives.

Please Shungu is a good school, Shungu is the best school if you want to take your child, take your child at Shungu secondary school and you'll have the benefit!

## Resource 1.3a: Case studies – what are school inclusion teams?

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

### **Case study A**

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

### **Case study B**

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

### **Case study C**

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

### **Case study D**

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

## Handout 1.3b: Summary of what a school inclusion team is

### A school inclusion team:

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

## Handout 1.4a: Yusuf's story – a summary

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

The local primary school is not keen to enrol Yusuf. They think he should go to a special school. But the nearest special school is 240km away, and it can only take a few new students each year. The journey is so long and expensive that Yusuf would only see his family twice a year. He became so upset when he heard about this that he says he does not want to go to the special school ever. His parents agree that it is important for him to spend his childhood with his family and friends, so they are trying to get permission for Yusuf to enrol in the village school.

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

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

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

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



disabled people's organisation and she said she could give Yusuf's parents some advice. They arranged to meet next day.

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

## Handout 1.4b: Yusuf's full story

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

The local primary school is not keen to enrol Yusuf. They think he should go to a special school. But the nearest special school is 240km away, and it can only take a few new students each year. The journey is so long and expensive that Yusuf would only see his family twice a year. He became so upset when he heard about this that he says he does not want to go to the special school ever. His parents agree that it is important for him to spend his childhood with his family and friends, so they are trying to get permission for Yusuf to enrol in the village school.

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disabled people's organisation and she said she could give Yusuf's parents some advice. They arranged to meet next day.

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

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

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

Edith and her colleagues in the OPD therefore worked for several months to find an organisation that could give some training for the teachers. The teachers received a week of training three times during different school holidays. The training covered disability issues and child-centred teaching methods and was run by trainers with and without disabilities. They finished their training 6 months before Yusuf enrolled. When it was time for Yusuf to start school, the teachers told Edith they felt they were already teaching all their children better, so they were now more confident about welcoming Yusuf. When Yusuf enrolled, his class teacher worked with Edith, Yusuf and his parents to create an initial target sheet. This outlined what things Yusuf would learn first, how the teacher would help him, and what extra support the teacher might need from colleagues, Edith, parents or other people.

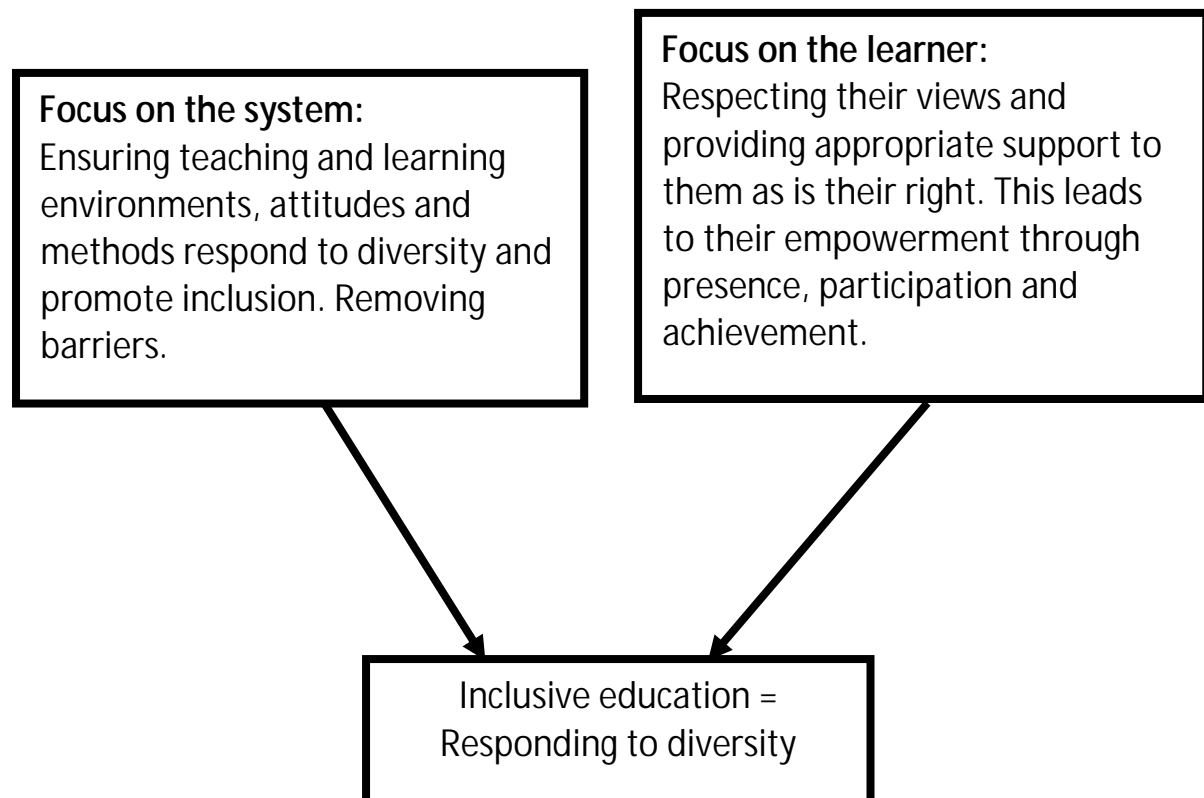
It was financially impossible for the school to hire a specialist teacher and Yusuf's parents were worried about who would be able to teach their son skills such as Braille reading and writing. After a lot of investigations, Edith invited

two blind young people from the next village to visit Yusuf twice a week at school to show him and his teacher the basics of reading and writing Braille. These young people had finished studying at a special school but were currently struggling to find employment. They were happy to volunteer if Yusuf's mother provided lunch for them. One of the volunteers was even able to convince their old special school to donate a Braille board and stylus for Yusuf. The other volunteer has enjoyed the experience of helping Yusuf so much that – with help from the OPD – she has won a scholarship to train as a teacher, starting next year. She is hoping to do her practical training at Yusuf's school and one day get a full-time job at the school.

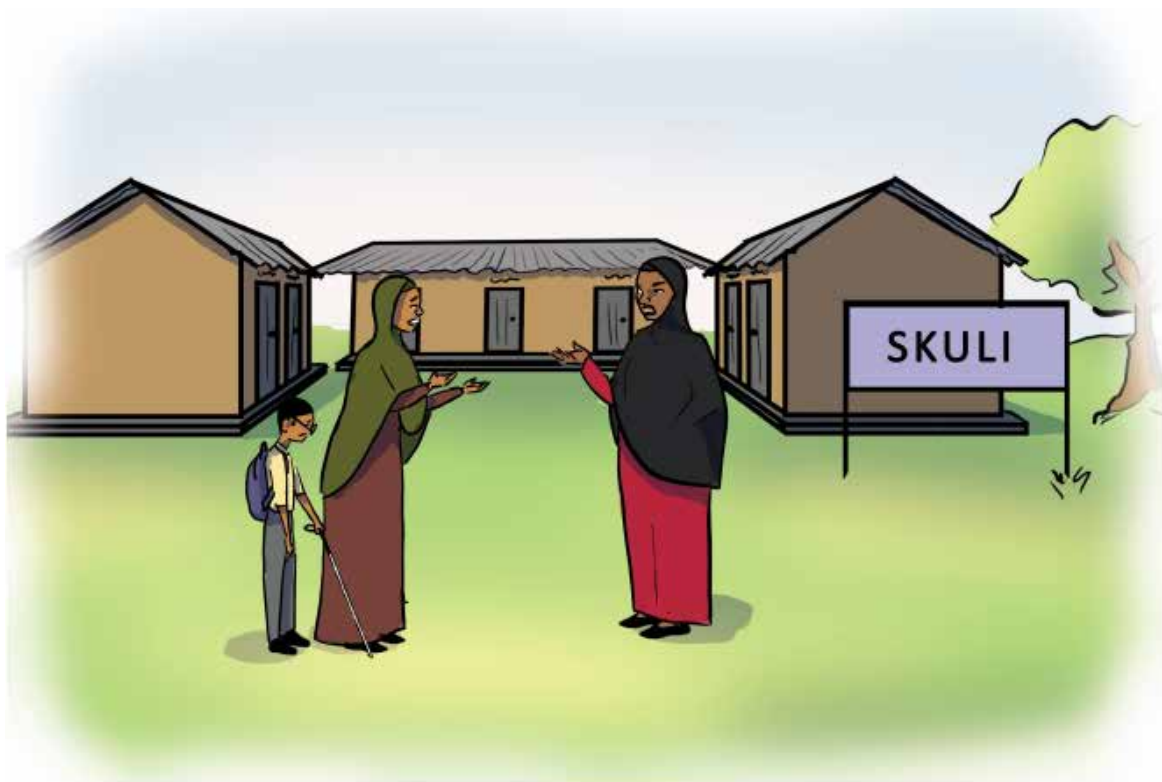
The teachers decided that they needed to prepare other children in the school to welcome Yusuf, so they organized various activities to tell the children about disability and children's rights. The children understood very quickly and soon started to ask if they could do something to make the school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

## Handout 1.4c: The twin-track approach

Inclusive education focuses on changing the system, not on changing the learner. But a focus on system-level change does not mean we should ignore the **specific** learning needs of **individual** learners. We need to tackle education exclusion from two sides – by promoting systemic change **and** by giving specific support to individual learner's learning needs. This is the **twin-track approach**:



## Resource 3.2a: Shifting the power relations



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



[Image description: There are 9 people sitting in a semi-circle on benches in a room with three windows in the background. Through the windows you can see some buildings that look like school buildings. Included in the group is a man in a wheelchair, an elderly man with a walking stick and a girl in school uniform with an amputated leg and a crutch, plus three other women and a man. The same woman dressed in everyday clothing is also sitting in the group and talking. Next to her, sitting on the bench is the young boy in dark glasses holding a long stick. The group are listening to the woman, and they have serious and concerned expressions on their faces.]



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



## Handout 3.2b: Understanding power relations

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

- Knowledge, work experience, status and wealth
- listening skills, position in hierarchy, interpersonal persuasiveness
- analytical skills, control over resources, problem-solving ability

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

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

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

Power can actually be categorised into four distinct types:

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

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

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

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

- 'Power over' is the way we usually see power.
- We usually assume that if one person/group in a relationship is powerful, then the others in the relationship must be less powerful. We assume that if the less powerful gain new power, then the more powerful inevitably have  
to lose some of their power, because there is only a restricted amount of power to be shared!
- There are different examples of the perception of power described above in Somalia. For example, in School Management Committees teachers may be perceived as having more power than community members and parents. Teachers may also be worried about handing power over to parents and community members which could result in them losing some of their power.
- This view of power in which one side can only gain if the other side loses will not help us to achieve a diverse and non-discriminatory society.
- To achieve our goals, we need to change the way we (and others) perceive /68+power. This means finding ways to facilitate in our work more instances of 'power within' and 'power to' – and more understanding of power as an infinite resource – there's enough for everyone!

Based on materials from: Lewis, I (2005) *Making a Difference: Training materials to promote diversity and tackle discrimination*, Save the Children

## Resource 5.2: Transcript of Ms Marvelous Mubi talking about her role as an Inclusive Education Coordinator, Shungu School

My name is Marvelous Mubi, I'm from Shungu Primary and secondary school. I happened to be the school inclusion co-the school inclusive education coordinator, which is IECo. My many work or jobs to do as an IECo is first of all co-ordinating inclusive education programs and also to plan for these activities, as you know it is a big school which involves a lot of work our school is from grade one up until grade twelve, meaning that all of these students are supposed to be involved in this inclusive education. So there is need for me to plan their activities then also implement as [inaudible] the plans that we makes as teachers as administration, as a school are implemented in our program.

Then the other role that I do is, my other role is to establish the learning support base, not only establishing it but also [to] take charge and control what activities are happening in the learner support base. The learner support base is a room where as an IECo or as a coordinator of inclusive education, I operate from. This is a room where all-inclusive education activities happen from like for example when we talk about production and adaptation of resources, this is a room where teachers would sit there and come up with the difference of resources, the different materials that would be used in the teaching and learning process that is in the class.

Then also assisting children's individual needs, for example if there is a child that has a need in education for example maybe the child is a slow learner the teacher of that particular pupil should find the time to come and see me in this learning support base and also meet this child on one-to-one support so that the child may be able to catch up. We're talking about inclusive education where everyone needs to, to participate everyone needs to achieve something at the end of the day. And also, this is the room where we meet with the parents and guardians or the care givers of these very children that we teach. When we talk about inclusive education, we're talking about involving everyone, that is a shareholder or stakeholder in this child's education. Therefore, the parents are very important when we want to establish what the problem with a child is we call them and these parents should come to the LSB where they would sit with the teacher and discuss the problem of the child or

maybe just encourage the parents or just giving them advice on how to help this particular child.

Then also the other thing is just to do the meetings as teachers, it's not everything we know, we sit down, we plan we help each other on how to handle learners maybe special educational needs, learners that are slow, learners that need remedial work or maybe as a teacher if I want to carry out remedial work how do I ask for advice from my friends how do I help this child who has such and such a problem.

Then also maybe the role is also to help also in creating individual education plans, if the child has a problem for example, the teacher who is teaching that child should be able to plan for this particular child and this is where the issue of the IEP comes in the individual educational plans where as a teacher or a team we partner with other teachers, sit down, discuss then plan on how we can help this child or pupil that needs help, in his academic work.

## **Handout 5.3: Activities a school IECo could take part in**

### **At school**

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

### **In the community**

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

### **With the Ministry of Education and Sports / at policy level**

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

## Resource 6.1: Pictures of communities



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





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





From: [www.unsplash.com](http://www.unsplash.com)  
(Bill Wegener)

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

## Resource 6.2: Detailed community picture



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

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

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

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

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

## Resource 6.3: Scenarios for role-play

1. A member of the OPD is invited to attend a village meeting to discuss a large number of out-of-school learners. The meeting has been organised and is chaired by the District Education Officer who does not know what to do about these learners. Attendees at the meeting include village elders, the head teacher from the local school, some parents, religious leaders and community members. The OPD member arrives late, does not pay attention and talks on her cell phone during the meeting. She does not take notes. She does not speak to anyone nor ask to meet the learners.
2. A new parent's group of children with disabilities has been set up in the community. At their first meeting they ask a member of the OPD to come and explain to them about inclusive education. At the beginning of the meeting the OPD member can see that the parents are very anxious and shy. The OPD member tries to put them at ease by asking them to tell him about their child and why they decided to join this group. When the OPD member has listened respectfully to their stories, he uses the experiences they have shared to explain what inclusive education is and how important it is for their child. Some parents are quite unsure about some of the things that he has said and ask him some difficult questions. Before answering he asks the other parents if there is anyone that would like to try and answer that question so they can all learn from each other.
3. A grandmother approaches a member of the local OPD. She is distressed and crying because her two 'naughty' grandsons keep running away from school and getting into trouble. The OPD member is impatient and does not have time to speak to her. He asks the grandparent if her grandsons are disabled – she says no they are not. The OPD member dismisses the grandmother and says that the OPD can't help because they only deal with issues around disability. He is unfriendly and his manner of speaking is sharp and disrespectful. He does not refer the grandmother to anyone else who would have time to give her help and advice.
4. A chairperson of the local OPD is invited to talk at a School Management Committee meeting. His role is to raise awareness on the current situation in the school and give details of the work the SIT is doing to build inclusive education in the schools. The members of the management committee do not fully understand inclusive education and continuously ask questions

about special schools. The chairperson of the OPD challenges their views and gets into a debate with them. He is frustrated and says that they are taking the discussion “backwards” and the committee needs to move forward.

5. A OPD member together with the head teacher from the local school, visit the home of the parents of a child who has an intellectual disability. The girl is 9 years old and has never been to school. The parents are over-protective and do not want her to be bullied. They are also worried about her safety at school. They also think she does not need to go to school or be educated because ‘she won’t be able to do anything anyway’. The head teacher and the OPD member explain why the girl should attend school and do their best to make the parents feel easier about sending her. The OPD member patiently and respectfully explains how the school will do its very best to make sure the girl is not bullied, is kept safe and is included. The OPD also explains that there are other parents with children with intellectual disabilities in the community and they have formed a parent’s group – she gives the parents the contact details of the group and suggests they contact them.