Sustainability strategies for inclusive education advocacy for OPDs

Module 4

Facilitator manual

Prepared for:
  Zanzibar MECP-Z and the Organisations for People with Disabilities
  The Norwegian Association of Disabled
Developed by:
  Enabling Education Network, March 2023

[Image description: There are five people sitting in a room. There is a calendar on the wall. On the right there is a smartly dressed man sitting behind a desk with some papers on it. The words 'District Education Officer' are written on the desk. He is listening. Facing him are four people sitting on chairs. Nearest the man is a smartly dressed woman with a long white stick. She is gesturing and explaining something to the man. She is holding some official government papers with the government logo on them. Next to her is a boy holding a white stick and a man and a woman. They are smiling.]

Contents

Introduction

This module has three aims.

1. To share our achievements and challenges in advocating for inclusive education

2. To understand and strengthen the different roles we play as OPDs.

3. To explore the importance of sustainability and agree on strategies to sustain advocacy work in inclusive education.

Module 4 supports Organisations of People with Disabilities (OPDs) and other relevant stakeholders to review the key concepts and messages from modules 1-3. This includes introducing 'The Advocacy manual' which pulls together key tools and resources for supporting the inclusive education advocacy work of OPDs.

It also provides an opportunity for OPDs to share their achievements and challenges in advocating for inclusive education. It encourages OPDs to recognise the different roles that they have played as advocates and how they can build on these roles.

Finally, module 4 explores the importance of sustainability and strategies to sustain advocacy work in inclusive education.

Duration of training

If all activities are used, without significant adaptation, shortening or lengthening, this module requires approximately 14 hours of training. The three modules probably carried out over 1year conducted for three days to five, depending on the preferred length of training days, number, and length of breaks, and so on.

Session 1: Reviewing modules 1-3 and introducing the Advocacy Manual

> **Key message**
>
> It is important to review key messages and concepts from the previous training module to ensure everyone is on the same page. It also helps bring new OPD members up to speed if they are joining the training for the first time.

Background information for the facilitator:

This session introduces some 'review cards' that illustrate in pictures and words the key messages and concepts from modules 1-3. The main purpose of these review-cards is to provide a resource that can be used to review key messages and concepts from the OPD inclusive education training. These could be used by SHIJUWAZA and OPDs at national and district levels as part of refresher training for its members.

This session also introduces the Advocacy Manual, which brings together all the important things OPDs have learnt to help them to be good advocates for inclusive education.

In this session participants will:
- ü Review the key messages and concepts from the OPD inclusive education modules 1 to 3.
- ü Be introduced to the OPD inclusive education Advocacy Manual

Activity 1.1: Reviewing modules 1-3

◀ 60 mins

Instructions

· Ask participants to get into groups of 4-5

Resource 1.1 **Inclusive education review cards**

- Hand out one set of 'inclusive education concept review cards' to each group which they should mix up and place face down in the centre of the table.

- These cards include one A4 paper each with pictures and words illustrating one of the following:

    a. Presence, participation, and achievement

    b. Categories of barrier to inclusive education

    c. Education sector – multiple components

    d. Interconnected barriers to inclusive education

    e. Cycle of discrimination

    f. Collaboration with the school inclusion team

    g. IECo role linking the community and the school

    h. Education system is the problem NOT the learner

    i. The twin-track approach

    j. LOOK and THINK before we ACT.

    k. Identifying assets across the community

    l. Big and small acts of advocacy

    m. Inclusive transition starts at home.

    n. Roles of OPDs in advocating for inclusive education

Power Point ➤ Session 1 slide 1: Activity 1.1: Instructions

- Each member of the group should take it in turns to pick up one review card, look at it secretly (without the others seeing) and describe the concept/key message shown on the card through giving 'real examples' but trying NOT to use the actual word on the card. To demonstrate the activity, do one together as a whole group.

[Image description: Participants in a groupwork activity in Zanzibar looking at the 'inclusive education concept review cards' and explaining the concepts to each other].

- If a participant picks up a card that they find difficult to describe, they can 'pass', put it to the bottom of the pile and take a new one.

- Once the key concept/message has been correctly guessed the other members of the group should verbally add their own examples to the description/explanation and discuss any differences in understanding before moving onto the next one.

Activity 1.2: Introducing the Advocacy Manual

1   40 mins

Instructions

- Hold up a copy of the final Advocacy Manual and explain that this has been developed to support DPOs on inclusive education advocacy work.

- Explain that the Advocacy Manual brings together all the work we have been doing to build advocacy capacity over the last 1 year and includes real examples from the work the OPDs have been doing.

- Put up **PPT 3 Activity 1.2: What is the Advocacy Manual?** and remind everyone what the Advocacy Manual is and isn't.

Power Point   Session 1 Slide 2: What is the Advocacy Manual?

· Ask the participants to break into pairs and give every pair a copy of
  Resource 1.3: Overview of the Advocacy Manual

Resource 1.3   Overview of Advocacy Manual

· Ask each pair to read carefully through the overview of what is in the
  Advocacy Manual. Make sure that every pair has someone who can read
  the overview.

   Ask each pair to discuss the following questions (show PPT 4 Activity 1.2)

Power Point   Session 1 Slide 3: Looking and thinking about the
                    Advocacy Manual

  – **Which section of the Advocacy Manual do you think will be most
    helpful for your advocacy work? Why?**

  – **In what ways can you use the Advocacy Manual to help you to
    implement your advocacy activities?**

  – **Can you give some examples?**

· Give the pairs about 20 mins to discuss the questions.

· When everyone has finished in plenary ask if anyone would like to share
  what they said. Encourage people to share examples of how they think
  they can use the manual. Write up any suggested additions that are shared
  on the flipchart.

· Finally explain that we will refer to the Advocacy Manual throughout the
  different training sessions and on the last day there will be a more detailed
  activity on 'Using the Advocacy Manual'.

Session 2: Sharing our achievements in advocating for inclusive education.

> **Key message**
>
> It's important to recognise the achievements we have made, the assets that exist within the district and the partnerships that have been established as a first step in thinking about sustaining our work in advocating for inclusive education.

Background information for the facilitator

This session is an opportunity for the OPD leadership, OPD members, local government, parents, and other education stakeholders to reflect on the achievements of the OPD in advocating for inclusive education so far.

Through reflecting on their achievements, OPDs can ask questions such as:

- **What have we been doing well that we want to do more of? (Strengths)**

- **How can we build on our achievements? What opportunities are there? (Opportunities)**

- **Where are there gaps in our work? What could we be doing better? (Weaknesses)**

- **What challenges are there to carrying out our inclusive education advocacy work? (Threats)**

The above types of questions are sometimes known as a SWOT analysis. SWOT stands for:

S = Strengths

W = Weaknesses

O = Opportunities

T = Threats

In this session participants will:
- ü Reflect on what they have achieved so far in advocating for inclusive education.
- ü Discuss what opportunities and challenges there are in advocating for inclusive education.

Activity 2.1: Reflecting on our achievements.

- **National level delivery:** Before the day starts the room should already be set up with fifteen (15) Shehia (Kikwajuni juu, Chumbuni, Wazee, Alimsha and Mchngani for the Urban also, Mtende, Kizimkazi, Kajengwa, Paje and Jambiani for South in Unguja and Ng'ambwa, Shungi, Mjini Ole, Tibirinzi and Pujini for Chakechake District in Pemba) displaying the posters and any other resources that illustrate the achievements and challenges in implementing the IE advocacy work in their district over the last 1 year.

- **Roll-out/local level:** Before the day starts the OPD should prepare and display photos, posters and any other resources that illustrate the achievements and challenges in implementing the IE advocacy work in their district over the last 1 year.

- Share the guidance for developing posters in resource 2.1 well in advance of delivering module 4 so the OPDs have time to prepare and support them with the resources they need. The same posters can be used at roll-out level.

Resource 2.1	Guidance for developing posters

A poster display prepared by an OPD

[Image description: The photos show several pieces of flipchart paper stuck to the wall. One has a map and an arrow with the word 'Wakiso' written on it. Other papers have drawings showing improved accessibility to schools and DPO Office and associations of parents of children with disabilities]

Please inform the participants that for the first activity in session 2 they will need to bring in the prepared visual (posters or drawing or flip charts to illustrate/demonstrate their advocacy work. Give them time at the end of this session (15 minutes) to discuss which visuals they want to display.

Instructions

1 60 minutes

- **National level:** Tell participants that we're going to share our posters through doing a 'gallery walk' – and point to the posters displayed around the room Show the questions on the **PowerPoint slide (Session 2, slide 1)** and ask the participants to reflect on them as they move around the room.

- **Roll-out/local level:** Take 10-15 mins maximum to talk through the achievements, any challenges you faced and how they addressed those challenges.

- Allow some time for questions and clarifications.

[Image description: The photo of seven OPD participants from South Unguja during a gallery walk in the OPD workshop, one female participant explaining the achievements, challenges and addresses ways to overcome the problems from their community after Module 2. There are other six participants who visit the displayed work, waching and listening very attentively.]

- After the gallery walk or presentation, invite participants to work in groups of 4-5 to discuss the following questions:

Power Point   **Session 2 Slide 1: Reflecting on our 'achievements'**

- What have we been doing well that we want to do more of? **(Strengths)**

- How can we build on our achievements? What opportunities are there? **(Opportunities)**

- Where are there gaps in our work? What could we be doing better? **(Weaknesses)**

- What challenges are there to carrying out our inclusive education advocacy work? **(Threats)**

- In plenary ask each group to share their responses and note them down under each of the four headings:

Strengths	Opportunities
Weaknesses	**Threats/Challenges**

Session 3: The roles of OPDs in advocating for inclusive education

Key message

- OPDs have a very important role to play with families, in communities and nationally around advocating for inclusive education.

- This role can take many forms but there are five roles that are most important. These are:

    o Using policy to influence decision making for change.

    o Looking, gathering and sharing information to collect evidence for change.

    o Facilitating collaboration to build strong partnerships and networks for change (between families, parents and learners, the school/school inclusion team, and people/organisations within the community)

    o Raising awareness about what change is needed for inclusive education.

    o Monitoring and supporting processes of change for inclusive education (in schools, in communities and in government)

- The role that an OPD needs to play depends on what kind of change is needed at a particular time and so the advocacy role may change depending on the situation.

Background information for the facilitator

There are several reasons why OPDs are well placed to advocate for inclusive education. They are a very important link between schools and communities, especially parents. Their members are also members of communities and so that have a good understanding of the challenges communities face. Their members also have a strong understanding, drawing from their own experiences, of issues important to inclusive education, such as discrimination and exclusion. They also often participate in structures with government representatives and other decision makers where they can raise important issues and influence peoples thinking.

But being able to play these roles effectively means understanding what the role involves and be able to assess what role is needed in different circumstances. So, we need to understand what each role is about, what skills and knowledge members of the OPD need to play this role effectively and when would it be best to use this role. Although there are many advocacy roles OPDs can play, there are five key roles that this session will focus on. Sometimes the change that is needed will require us to use more than one role.

In this session participants will:
- ü Explore and understand key roles that OPDs can play as advocates for inclusive education and how to use them effectively.
- ü Reflect on the advocacy work they have done so far and how they have used these roles.
- ü Consider some of the challenges in using these roles.

Activity 3.1: The five key inclusive education advocacy roles for OPDs

Before the session make strips of paper from three different colours of A4 paper.

◀ 60 mins

Instructions

- Remind the participants that in Module 3 we talked about the key roles that OPDs can play to support schools to identify out of school children and support inclusive transition.

- Say that although we talked about these roles in relation to out of school children and inclusive transition, these are important roles that OPDs can play to advocate for inclusive education.

- Put up **Slide 1** and remind the participants of the five keys roles.

Power Point Session 3 Slide 1: Key advocacy roles that OPDs can play.

- Divide the participants into five groups. Make sure that there is representation of different people e.g. parents, community members in each group.

- Give each group a piece of flip chart paper, one of the five roles and the corresponding picture from **Resource 3.1**.

Resource 3.1   **Pictures of roles of OPDs**

- Ask them to stick their picture in the middle of their flipchart paper and write down their role underneath (so each group has a different role to the other groups).

- Hand out the coloured strips of paper to each group and make sure that each group has a few strips of each colour.

Power Point   - Put up **Slide 2** and ask them to discuss the three questions on the slide and read out the three questions.

Session 3 Slide 2: Questions on key roles

The questions are:

– **Question 1**: What important changes for inclusive education can we bring about by playing this role? (e.g. we can use this role to help parents to understand their children's rights)

– **Question 2**: What skills do we need to effectively play this advocacy role? (e.g. we need good listening skills)

– **Question 3**: What kinds of challenges might we face when we play this advocacy role? (e.g. persons without disabilities in the community might not take us seriously).

- Explain that they should write their answers to the questions on the strips of paper. Assign one colour to each question so everyone is writing the answer to that question on the same colour paper. For example:
  o Answers to Question 1: **Blue strips**
  o Answers to Question 2: **Pink strips**
  o Answers to Question 3: **White strips**

- Write the colour they should use for each question on the flipchart/board, so everyone remembers what colour to use.

- Give them 45 minutes to discuss and answer the questions.

An example of a completed flipchart looking at the role of 'raising awareness about what change is needed for inclusive education'.

[Image description: The photo shows a flipchart paper with a picture in the middle and the words 'raising awareness about what change is needed for inclusive education'. There are some smaller strips of paper in different colours – blue, pink, and white – with writing on them around the edge of the flipchart].

- When they have finished ask each group to go and stick their piece of flipchart paper on the wall and paste their answers around it.

- Now ask everyone to walk around the room and look at the different roles and the answers from the groups. Make sure that, there are some extra strips of coloured paper available so participants can add to the roles if they want to.

- When everyone has a chance to look and think about the five roles ask everyone to come back to reflect in plenary. You could ask them:

  o How easy was it to think about what kind of change we can use a role for and the challenges we may face?

  o Did anything come up in the discussion that they would like to share with the big group?

Power Point

- Show **Slide 3** and read through the points on what is important to think about to play our advocacy roles effectively.

Session 3 Slide 3: What is important to think about to play our advocacy roles effectively.

- The advocacy role that we need to play as an OPD depends on what kind of change is needed - but what is needed might be different at different times (e.g. after COVID), so we need to always think about which role is best for the change we want to bring about at that time.

- Often the change we want to bring about will involve playing more than one advocacy role.

- To play an advocacy role effectively we need to have the right skills for that role – so we need to always think about the skills we need to play a role effectively.

- There will always be challenges to playing an advocacy role – but we can minimize these challenges by planning around how we can address them.

Think of an issue in your community that your OPD would like to advocate effectively and then fill in the following table:

1.	Why is this an issue?	
2.	Where does the problem lie in this issue?	
3.	How can the OPD work with the people to understand the consequences and find alternatives or compromise?	
4.	What should the government/community do to address the issue	
5.	Who would be involved in addressing the issue?	
6.	What would be the OPD's role(s) in this situation?	

- End the session by asking if anyone has any questions.

Activity 3.2: Reflecting back on the roles we have been playing

This activity could either be conducted in groups or as a whole group discussion with all participants.

◀ 45 mins

Instructions

- Ask the participants to break into new groups or conduct the activity as a whole group.

- Explain that we are going to think back to the advocacy work we have been doing over the last year and discuss the roles that we have been playing.

- Give each group some flipchart paper and pens (if working in groups)

- Put up **Slide 4** and read out the questions for the groups to discuss.

Power Point

Session 3 Slide 4: How effectively have we been playing our advocacy roles?

- The questions are:
  - What <u>TWO advocacy roles</u> do you feel you have played most effectively as an OPD to build inclusive education in your district?
    - § Why do you think you were effective in these roles?
  - Which advocacy role do you feel that you have not played effectively?
    - § Why do you think you were not able to play this role well?

- Give them about 30 mins to discuss the questions. Ask each group to write up their responses on the flip chart (or if working as a whole group, write responses on flipchart at the front of the training room).

- When they have finished ask everyone to come back together.

- Ask each group to report back the main points that came up. Allow some time for others to ask each group any questions.

- When all the groups have reported back thank everyone for their participation in this session. Say that playing our different advocacy roles as OPDs is a very important part of carrying on building and strengthening inclusive education in Zanzibar and we are now going to look more at how we can sustain our advocacy work.

Session 4: Strategies and opportunities for sustaining advocacy work in inclusive education

> **Key message**
>
> When we think about sustainability, we often just think about how to continue doing the project activities and therefore, how to acquire the funding to do that. However real sustainability concerns longer-term systemic change and only happens when changes are sustained within the education system.
>
> There are many things that OPDs do to build sustainability and it is important to recognise and acknowledge those. The ongoing challenge is to be strategic and consider which activities are needed to address persistent barriers and gaps and build sustainability at different levels.

Background information for the facilitator

One way of understanding and analysing sustainability in inclusive education is thinking about changes in relation to the following four components:

- **Education system**; changes to policy and practice.
- **Community:** promoting community rising awareness and changes of local social structures and changes that demonstrate a shift in attitude.
- **Organisation:** changes of organisational capacity.
- **Resources:** changes of human, material, and financial resources.
- **Environmental:** changes of building infrastructures to be universally.

While OPDs may not have direct influence on systemic changes, there are many things that they may have already been doing to build sustainability such as:

- Building advocacy capacity at local level
- Training local advocates and champions of inclusive education
- Collaborating with the school, local government, and other key stakeholders
- Supporting the school inclusion team
- Working with parents and families of children with disabilities

- Mapping the assets (and resources) that already exist within the community.

- Raising awareness of inclusive education and helping to change attitudes in the community.

- Income-generating activities and working with local businesses to raise funds for inclusive education.

This session will invite OPDs to reflect on the activities that they have already been doing to build sustainability and from those identify 'key strategies' to sustain advocacy work in inclusive education. They will go on to analyse which strategies they could strengthen and/or do more of within their Shehias and how to address challenges to sustainability that may arise.

In this session participants will:
ü Look at examples of sustainability in inclusive education.
ü Reflect on what they have already been doing as OPDs to sustain advocacy for inclusive education.
ü Explore different key strategies for sustaining inclusive education advocacy.
ü Discuss some of the opportunities and challenges to sustainability in their contexts.

Activity 4.1: What is sustainability?

1 45 mins

Instructions

- Write the word '**sustainability**' in large letters in the middle of a piece of flipchart paper.

- Ask participants to spend 2-3 minutes individually thinking about words or phrases that come to mind when they think about 'sustainability' and note them down on a piece of paper. Do one example together if helpful.

- After 2-3 minutes ask participants to share some of their words and phrases and write these on the flipchart paper around the central word 'sustainability' in the form of a mind-map (or put them on post-it's as shown below). Only take one word/phrase per participant. You don't need to ask everyone.

- Ask everyone to look at the words/phrases on the mind-map (read them out again for those with visual impairments) and ask the following questions:

  - **What do you notice about the words/phrases?**

  - **Are there any common themes that you can, see?**

A poster showing the words written on post-it notes that participants associate with 'sustainability', arranged in groups by the facilitator.

[Image description: The photo shows two flipchart sheets stuck together with the word 'sustainability' written in large letters in the middle. The are groups of different coloured post-it notes with words written on them clustered around the word 'sustainability' like a mind-map. The post-it notes are grouped under the headings 'policies/implementation of policy', 'future/long-lasting', 'continuity/maintenance', 'ownership', 'beyond funding', 'impact' and 'progress/development'].

- Try to draw out the following **4 components of sustainability**. Tell the participants that when we think about sustainability, we can think about **change that has a lasting impact** in relation to the following four areas. (Please note – this is just one way of thinking about/analysing sustainability, but you may come up with other components to consider).

- Present each point by sharing local relevant examples.

Power Point   Session 4 Slide 1: Components of sustainability

Education system; changes to policy and practice. For example, an inclusive education policy that has been adapted at school level and is understood and applied by the school leadership. Local government from Shehia levels collaborate with OPDs to ensuring local schools are inclusive. That is commitment to ensuring local schools are inclusive.

Community: changes to local social structures and changes that demonstrate a shift in attitude. For example, local groups have been established such as a group for parents of children with disabilities that both as a resource and a role-model for other families.

Organisation; changes to organisational capacity. For example, OPDs that are trained and have the capacity to advocate for inclusive education and continually reflect on steps they are taking to move towards inclusive education.

Resources; changes to human, material, and financial resources. For example, evidence of inclusive education being included in local government budgets and teachers being trained in inclusive education.

- Ask participants to get into groups of 4-5 people. (Alternatively, this activity could also be done as a whole group if you thought it would work better).
- In their groups ask participants to copy the table below onto flipchart and then discuss the following question for each of the components. They should note their ideas down on the flipchart. Do one or two examples together if helpful.

What are some examples of sustainability for inclusive education in relation to this component?

Power Point ▶ Session 4: Instructions for activity

- Make sure that participants are clear that these don't necessarily need to be examples of things that have already been implemented in their context but rather it is a list of what would ideally be in place to ensure sustainability.

System	Community
Organisation	Resources

- If time, ask two groups to come together to share and compare their ideas before going into plenary.

- In plenary invite different groups in turn to share the examples they noted down and write them up on the flipchart as you go. Make sure that each new group adds different ideas to the list. Either write these on one flipchart as shown below or on four separate pieces of flipchart if you need more room. Stick these on the training room wall to refer to in the next activity.

SYSTEM	COMMUNITY
inclusive education teacher training inclusive school curriculum Co-curricular Activities [inclusive extra curricular Activities — Inclusive Education should be compulsory in IETT — Recruitment of Special needs teachers to be reviewed	Mindset change Community ownership & Contribution
ORGANISATION OPD functions well Identifying Key Personnel Building opd capacity bottom-up ⇌ Incorporating IE in strategic plans Team work and building collaboration Transparent processes	**RESOURCES** Using local resources innovative / Improvisation Fundraising Skills — Collaboration and networking

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Note to facilitator

Below are some of the examples of sustainability in relation to inclusive education for each of the components, but this is not an exhaustive list and participants may come up with additional ideas of their own

System	Community
Inclusive education framework and policies in place at national level and policies in place and understood at local level. Teachers trained and using inclusive education practices in the classroom. Schools' environment adapted	Parents and caregivers understand the importance of education for their children. There is community ownership and contribution towards making schools more inclusive. School inclusion teams have been set up involving wider members of the community

Organisation	Resources
The OPDs function well and have identified personnel to lead on inclusive education advocacy.	There is evidence of innovative use of local resources for addressing barriers to inclusive education.
The OPDs incorporate inclusive education into their strategic planning processes	There is collaboration and networking across the community to identify resources

Activity 4.2: Strategies to sustain advocacy work in inclusive education

◀ 90 mins

Instructions

- Ask participants to make groups of 4-5 participants. Each group should nominate a facilitator, notetaker, timekeeper and reporter.

- Ask the groups to discuss the following questions and the notetaker should note down their responses on flipchart:

  As Organisations of People with Disabilities, please reflect on the following:

  - § **What have you already been doing in your districts to sustain building inclusive education?**

  - § **Why is this action important for sustainability?**

Power Point ▶ Session 4: Slide 1: Strategies to sustain advocacy work in inclusive education.

- To help with the discussion of the question ask the groups to think back to the different components of sustainability they discussed in detail the previous day (e.g. system, community, organisation, and resources). Groups should be careful not to just list activities that they have done (e.g. hosted a radio programme about inclusive education), but rather actions that have supported sustainability (e.g. planned a series of awareness raising activities over the next year and integrated them into their strategic plan).

- Each small group facilitator should make sure everyone in the group could contribute to the discussion.
- After 20 minutes discussion. Tell the groups that we're now going to look at some specific strategies to support sustainability. Hand out a set of **sustainability strategies** cut up on pieces of paper to each group. Resource 4.2: Key strategies to sustain advocacy work in IE.

Resource 4.2   Key strategies to sustain advocacy work in IE.

- The list of 'sustainability strategies' are below. This is not a comprehensive list, and the participants may have others that they would like to add. Some of the strategies such as 'conducting national level advocacy campaigns' would require extra specific support and guidance but are included as an example of an effective advocacy strategy. **You can also decide to remove some strategies if you think there are too many.**

- Building advocacy capacity at local level (e.g. training the DPO leadership
- Training local advocates and champions of inclusive education
- Collaborating with the school, local government, and other key stakeholders
- Identifying and collaborating with key influential people at the local level (e.g. religious leaders, Local Council Chairpersons)
- Working in partnership with the school inclusion team
- Working in partnership with local government
- Working with parents and families of children with disabilities
- Establishing local level structures such as parent support groups
- Mapping the assets (and resources) that already exist within the community.
- Raising awareness of inclusive education and helping to shift negative attitudes in the community.
- Using policies to influence change.
- Conducting national level advocacy campaigns
- Identifying out of school children and provision of assistive devices
- Income-generating activities/working with local businesses or charity groups, to raise funds for inclusive education.
- Continually reflecting on learning and using that learning to revise advocacy plans.


System	Community
Organisation	Resources

- Ask each group to return to their '4 components of sustainability' table. Give each group some sticky tape or glue.

- Next ask groups to try to stick each of the strategies in one of the four categories by asking the question:

  o **Which area of sustainability does that strategy support?**

- Make it clear that there will be overlaps and some strategies will support more than one area of sustainability. For example, 'Working in **partnership with the school inclusion team**' could equally fall into the category of **'system'** and **'community'**.

OPD members from Zanzibar discussing the different strategies written on pieces of paper.

[Image description: The photo shows nine (four females and five males) sitting in a workshop, working in a group, looking on flip chart paper while one parson is writing, and One person is reading out loud.]
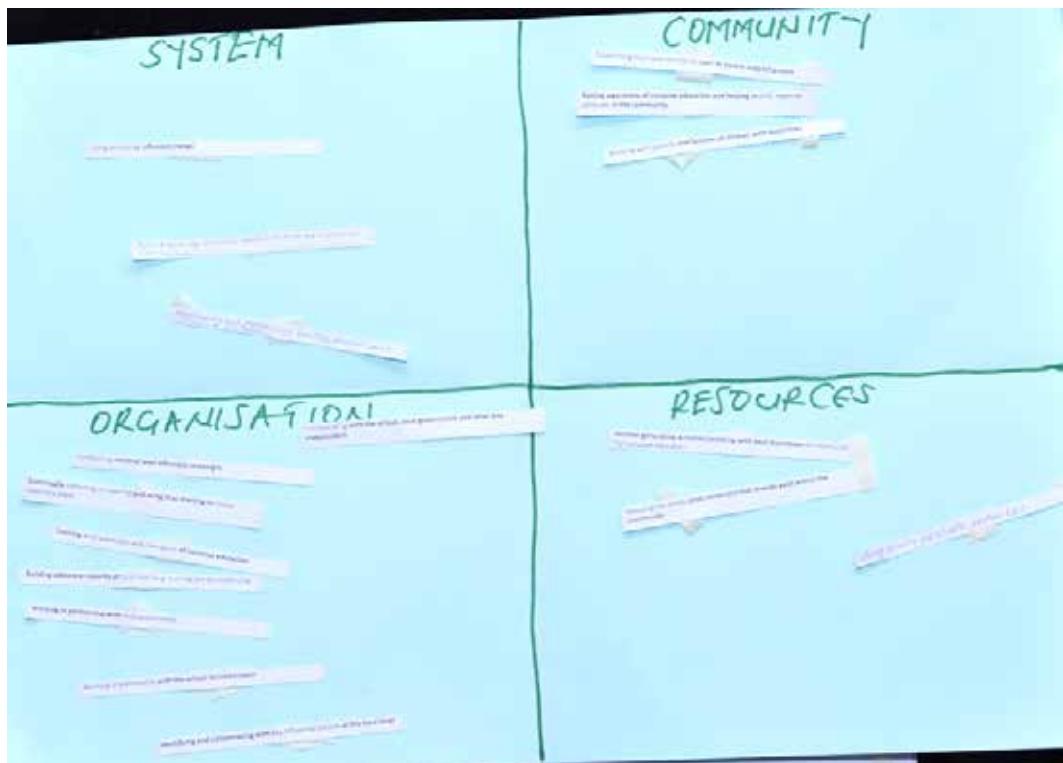
An example of the different strategies stuck on flipchart under the four headings of: system, community, organisation, and resources.

[Image description: The photo shows a large piece of blue card divided into four squares, each square has one heading: system, community, organisation, and resources. There are pieces of white paper with writing on them stuck under each heading].

Note to facilitator

We categorise the strategies like this to help identify where there might be gaps in focus and where we could be doing more to help build sustainability.

On the next page is an example of which category each strategy could fit into. This is NOT the only way of organising the strategies. Groups should discuss and explain WHY they think a particular strategy fits into a certain category.

There are also additional blank pieces of paper so groups can add additional strategies that they think should be included.

- Finally, in their groups participants should identify **one example from their list of activities that they have been conducting as OPDs that they discussed at the beginning of the activity, that matches the strategy**.

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- In plenary go through each strategy and ask different groups to share:
  - o Which category they placed it in and why
  - o An example of an activity that matches that strategy.
- Note: Resources is where there is the biggest gap. Important to acknowledge that development aid is important in resource poor contexts and how to continually look for opportunities for additional funding.

An example of how the strategies could be organised into each category – but they can also be organised differently if the participant can explain why they think that strategy should go in a particular category.

System	Community
– Working in partnership with the school inclusion team – Working in partnership with local government – Using policies to influence change. – Conducting national level advocacy campaigns	– Collaborating with the school, local government, and other key stakeholders – Identifying and collaborating with key influential people at the local – Working with parents and families of children with disabilities – Establishing local level structures such as parent support groups – Raising awareness of inclusive education and helping to shift negative attitudes in the community
Organisation	**Resources**
– Building advocacy capacity at local level (e.g. training the OPD leadership) – Training local advocates and champions of inclusive education – Continually reflecting on learning and using that learning to revise advocacy plans. – Identifying out of school children and provision of assistive devices.	– Income-generating activities/working with local businesses to raise funds for inclusive education. – Mapping the assets (and resources) that already exist within the community.

Extension of the activity: focus on 'Working with parents' strategy

If time and interest, take some time to focus on the **'working with parents'** strategy.

- Make the point that while other stakeholders may come and go, parents are a constant and therefore critical for sustainability. It is therefore important for us to consider how we can continue to work with and support parents.

- Ask the whole group for some different examples of how they can work with parents (these also may have been mentioned already).

- Note these down on flipchart. Examples may include the following but make sure you add participants' own suggestions:

   - helping parents to support their children at home.

   - providing ongoing training support to parents as needs arise

   - identifying 'role-model' parents of children with disabilities as ambassadors for IE

   - formation of associations/support groups of parents of children with disabilities

   - linking families to rehabilitation services

- Share photos/video clips of parents/caregivers' sharing how they have engaged with and been impacted by the OPD inclusive education advocacy work.

- Invite questions and discussion.

Activity 4.3: Strengthening sustainability for inclusive education advocacy.

In this next activity participants reflect on each of the strategies and consider what opportunities there are to strengthen sustainability for inclusive education in their Shehia or community. This activity may need to be spit over lunch.

◀ 45 mins

Instructions

· Working in the same groups, ask participants to reflect on the **inclusive education sustainability strategies** and consider where there are opportunities for them to strengthen sustainability in inclusive education. They should particularly concentrate on strategies where they are currently not very active/don't have examples from their recent advocacy activities.

Power Point ▶ Session 4 PPT: Slide 3: Strengthening sustainability for inclusive education advocacy.

· Groups should discuss the questions:

  – **Which strategies are we currently good at engaging in?**
  – **Which strategies could we do more of?**
  – **List any recommendations/actions for strengthening sustainability in relation to strategies you want to focus on.**

· You can also re-visit the achievements poster display from the previous day and the list of activities that they are currently doing.

· Groups should pick which strategies they want to focus on and **list concrete sustainability recommendations/actions in relation to that strategy**. They should write the strategy in one colour at the top of the piece of paper and the related recommendations/actions underneath in a different colour.

· In plenary invite groups to share suggested recommendations and actions and write them up on flipchart. Make sure the same points don't get written down twice.

· If time, as a whole group try to identify which are the priority recommendations and actions and underline these in a different colour.

Activity 4.4: Addressing challenges to sustainability – participatory role-play

⌐ 150 mins (30 mins to set up and 2 hours for the participatory role-plays)

Instructions

- Conduct a fun activity to put participants into new groups. There should be as many groups as there are scenarios for the role-play. (No more than 6 groups in total).

- Ask the participants to look back at the list of recommendations/actions that were suggested in the previous activity.

- Ask participants in their groups to discuss any challenges to be carrying out or achieving each of the actions.

- In plenary take feedback and note down challenges on a separate piece of flipchart, linking the challenges with the suggested recommendations/actions.

- Next give each group one 'scenario' (situation) from Resource 4.3 that describes a particular challenge to sustainability in more detail.

Resource 4.3 ▶ **Slide 4: Scenarios/situations illustrating challenges to sustainability in inclusive education**

Power Point ▶ **Session 4 PPT: Slide 4: Preparing your role-play.**

- Ask one participant in the group to read out loud the scenario carefully to everyone else. They then should discuss as a group how they can act it out as a role-play. As part of their preparation, they should discuss the following:

  - **What is the situation and what is the challenge?**

  - **Who is involved? (Who in your group will play each role?)**

  - **How can you clearly demonstrate the situation and the challenge to an audience?**

  - **What details can you add to the situation to make it realistic and relevant?**

- Tell participants that they now have 15-20 minutes to prepare their role-play. Everyone in their group should be involved. If someone doesn't want to act, then they can always help to direct/organise the role-play.

- Remind groups that they are not trying to 'solve' the challenge through the role-play but rather just demonstrate the challenge.

- When the groups are ready, invite them to perform their role-plays one by one. After each group has finished, ask them to remain at the front ask the audience the following (or similar) questions:

  - **What was the challenge? Who was involved? What caused the problem?**

  - **Did you recognise the challenge? Have you experienced similar challenges in your context?**

  - **What would you do in this situation? How would you resolve this challenge? Is any additional person needed to help resolve this challenge?**

- At this point, if someone from the audience offers a good suggestion, invite them to come and 'show' their solution through acting it out with the group who have just demonstrated their role-play. This will be an improvisation and you should only invite a participant to do this if they seem confident and willing to do so.

- Allow the intervention to continue for a few minutes or until a strategy for addressing the problem has been demonstrated. Afterwards ask the following:

  - **Was that realistic? Would that really happen?**

  - **Does someone else have a different suggestion?**

- You want to check at this stage that the audience are offering strategies for addressing the challenge that are realistic and could be applied in real life.

- Continue the same process with the other groups (or do as many as you have time for). The main stages are:

1. Role-play demonstrating the challenge.

2. Facilitator asking questions about the situation to check understanding.

3. Facilitator inviting suggestions/strategies.

4. Audience 'acting out' strategies with the actors.

5. Facilitator asking questions after strategies have been shared.

Note for facilitator

The technique described above for facilitating audience participation is adapted from 'Forum theatre', a type of participatory theatre pioneered by the Brazilian Augusto Boal.

The purpose of the facilitator is to help **create a conversation (dialogue) with the community (audience)** after the role-play has stopped at the point of challenge or 'conflict'. The actors should remain at the front and the facilitator comes to the front and begins asking questions. He/she should engage the audience's attention and keep the energy level high, otherwise the audience may lose interest.

The main purpose of the conversation/dialogue is to **share as many different strategies as possible** to address the problem(s) that have been presented. It is a collective problem-solving tool. Where the community (audience) has **ownership of the situation and the solutions.**

Below are some questions you can ask. You don't need to ask all these questions or in this order; they are just suggestions but, you must always **ask questions and NOT give solutions yourself.**

Facilitator asking questions about the situation
– What did you see in the role-play?
– What happened?
– Were there any problem(s) in the role-play? What are they?
– Do you recognise this situation?
– Does this happen in your community?
– How many people here have experienced this problem (or knows someone who has experienced this problem)? (Raise your hands!)

Facilitator inviting suggestions/strategies
– What would you do in this situation?
– What can (the person facing the problem) do?
– Any other suggestions?
– (After sharing suggestions), Do you agree?

Audience 'acting out' strategies with the actors

– Ask several people from the audience for their ideas – when someone has a good idea invite them to come and act it out at the front.
– Ask the relevant actors to come to stay at the front and improvise the role-play with the audience member as he/she 'tries out' their idea.

Facilitator asking questions after strategies have been shared:

– Thank the audience member and clap.
– Ask: What did you think of what you just saw?
– What do you think of this idea?
– Do you agree with what he/she did?
– What is realistic?
– Does anyone have another idea?

Continue to invite people if they have more suggestions to share. The idea is to share different strategies; **there is no right or wrong answer!** There is no need to agree on one single strategy as there can be more than one way of addressing a problem.

Finally, thank everyone for all their contributions before moving onto the next role-play.

Resources and handouts

Module

4

# Resource 1.1: Inclusive education review cards

1.1a: Presence, Participation, Achievement

Inclusive education means all learners are:

Present accessing and attending school

Participating joining in the academic and social activities
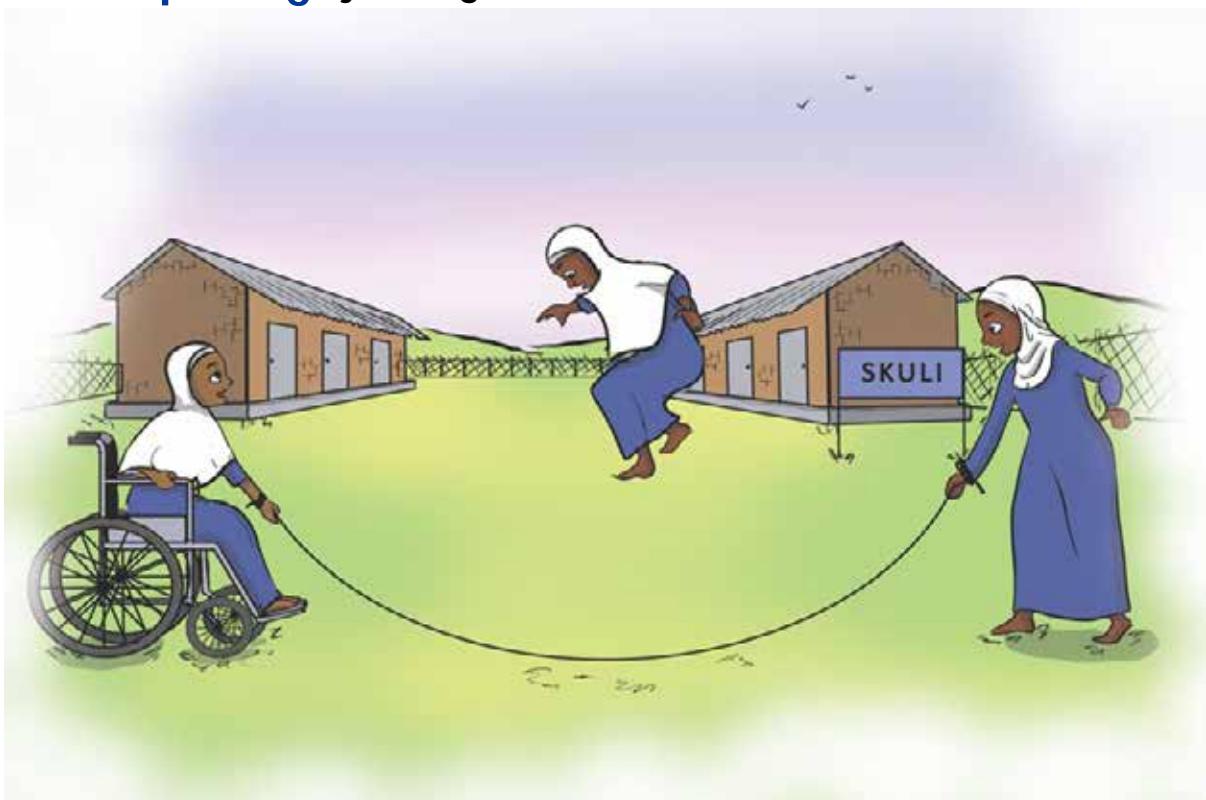
Achieving to the best of their ability

[Image description 1: In the foreground two girls, one with albinism, are sitting on the floor laughing with a large piece of paper between them with writing and drawings on it. In the background two boys, one with a crutch, are sticking a large poster on the wall. To the right three children are sitting either side of a desk, two girls and a boy and a teacher is smiling and leaning over them. They are all in a classroom with pieces of paper with writing on the walls]

[Image description 2: Three girls are playing outside with the school building in the background. One girl in a wheelchair is holding one end of a skipping rope and a second girl is holding the other end. They are both in blue school uniform. A third girl in blue uniform is jumping over the rope. They are smiling.]

1.1b: Six types of barriers to inclusion

1. Environmental barriers: for example, inaccessible classrooms

**2. Attitude barriers:** for example, parents not valuing education

3. Policy barriers: for example, no policy supporting young mothers to return to school


4. Practice barriers: for example, teachers not using inclusive teaching practices

5. Information barrier: for example, parents not knowing their child can go to school
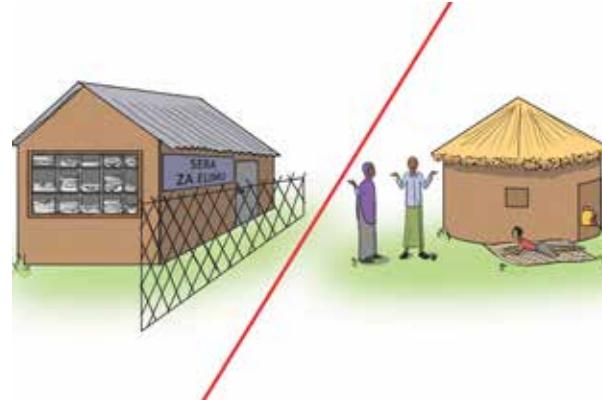
6. Resource barriers: for example, lack of trained teachers and classrooms

[Image description 1 (environmental barriers): a boy is sitting in a wheelchair on his own looking at the ground. There are several steps behind him going up to a classroom doorway. Through the doorway there is a teacher teaching.]

[Image description 2 (attitude barriers): A man is lying on a sofa with his feet up, talking on the mobile phone. It is clearly not a work call. A young boy in school uniform is holding papers with writing on them up to the man. The man is looking away and putting up his hand. His facial expression is annoyed]

[Image description 3 (policy barriers): An adolescent girl not in school uniform, is carrying a baby on her back. She is standing outside the school and looking in. She looks sad. There are two girls in school uniform standing in front of the school looking at her and talking]

[Image description 4 (practice barriers): A woman is standing in front of learners who are sitting at their desks. She is pointing upwards and talking and has her back to them. At the front of the class one learner is looking out of the window and another learner has his head in his arms on the desk.]

[Image description 5 (information barriers): There are two images separated by a long red line. The image on the left shows a building with the words EDUCATION POLICIES on the side. It is behind a wire fence. Through the window there are piles of disordered papers. The image on the right shows a man and a woman outside a straw-roofed house. They have their hands in the air indicating they don't understand. Lying on a mat outside the house is a child with one leg].

[Image description 6 (resource barriers): A crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair.]

1.1c: Components of the education system

- Teaching and learning materials.
- Education data
- Education managers and officials
- Parents and community
- Learners
- Teachers and teaching personnel
- Exams and assessments
- Laws and policies
- Schools and education
- Budgets and financing
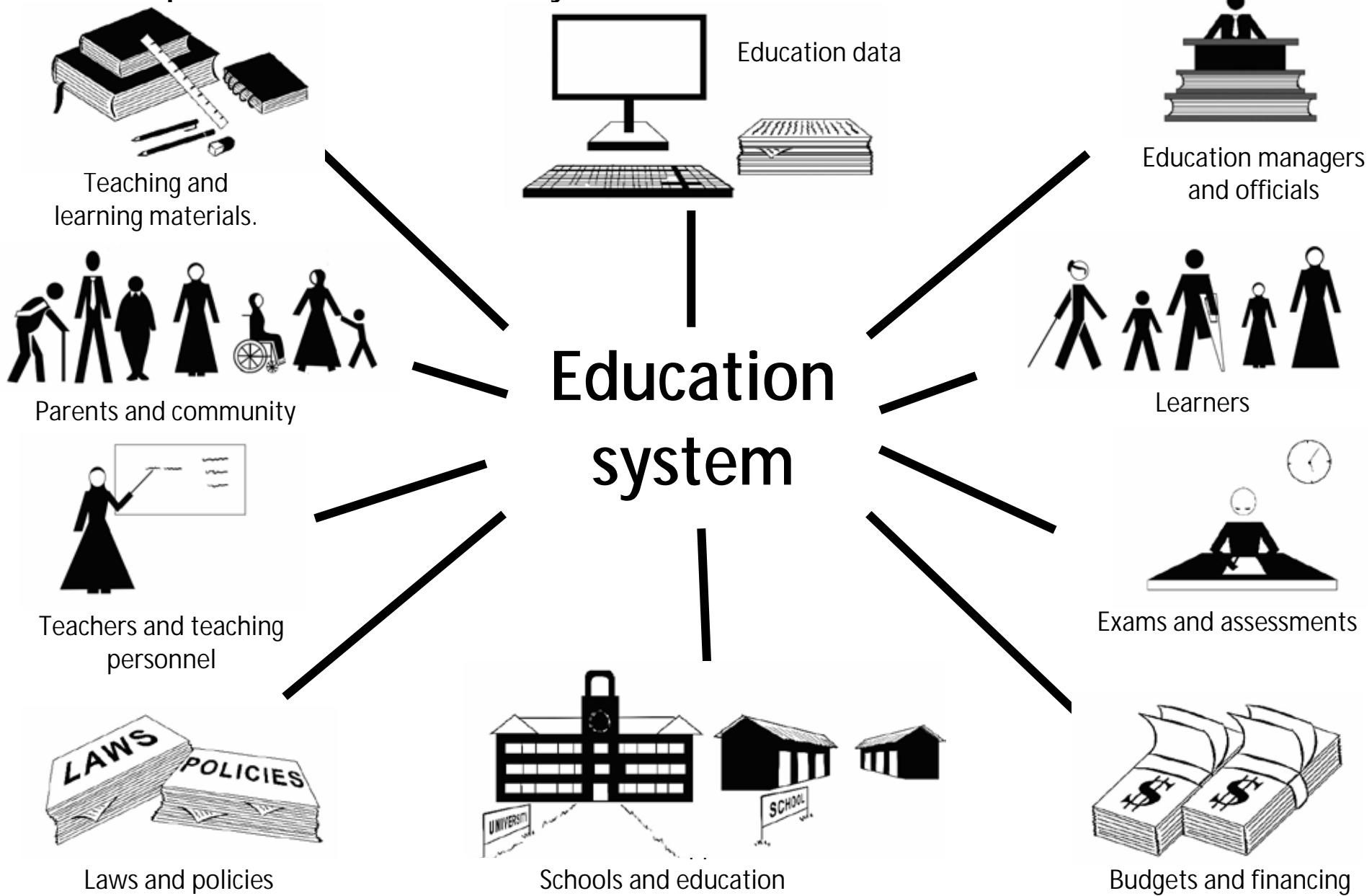
Education system

[Image description: The image on the previous page shows ten different examples of different components of the education system in words and symbolic pictures. Going clockwise starting from the top the first example is 'education data'. The accompanying picture is a computer monitor and a keyboard next to some piles of papers with some writing on them. The second example is 'education managers and officials. The accompanying picture is a stack of very large books with a figure in a tie behind them at the top as if behind a desk. The third example is 'learners. The accompanying picture is a group of five children and young people stick figures including female and males, one figure with dark glasses holding a stick and one figure with a crutch and one female figure in a hijab. The fourth example is 'exams and assessment'. The accompanying picture is a stick figure sat at a table holding a pen over a piece of paper and looking down. There is a clock on the wall in the background. The fifth example is 'budgets and financing'. The accompanying picture is two piles of bank notes with the US dollar sign on each one. The sixth example is 'schools and education institutions and the accompanying picture is a three-storey building with many windows and a sign saying 'University' on the left and two single-storey buildings with corrugated metal roofs, with a sign saying 'school' on the right. The seventh example is 'laws and policies. The accompanying picture is two piles of papers. One with the word 'LAWS' written on top and one with the word 'POLICIES' written on top. The eighth example is 'teachers are teaching personnel'. The accompanying picture is a female stick figure holding a long stick and pointing at a board with some writing on it. The ninth example is 'parents and community members. The accompanying picture is a group of seven stick figures including a woman holding the hand of a child, a woman in a wheelchair, a tall thin man in a tie and a shorter well-built man, a third woman and an elderly person using a walking stick. The tenth picture is 'teaching and learning materials. The accompanying picture is three books, one larger than the other in a pile and one spiral-bound, a ruler, a pencil and a pen and an eraser.]

1.1d: Interconnected barriers to inclusive education

A shortage of teachers with proper training

A few poorly trained teachers and very large classes

Learners receiving a poor-quality education

Learners dropping out of school because they are not learning

Parents or caregivers don't feel it is worth sending their children to school

and

The school is very far from the learners' homes
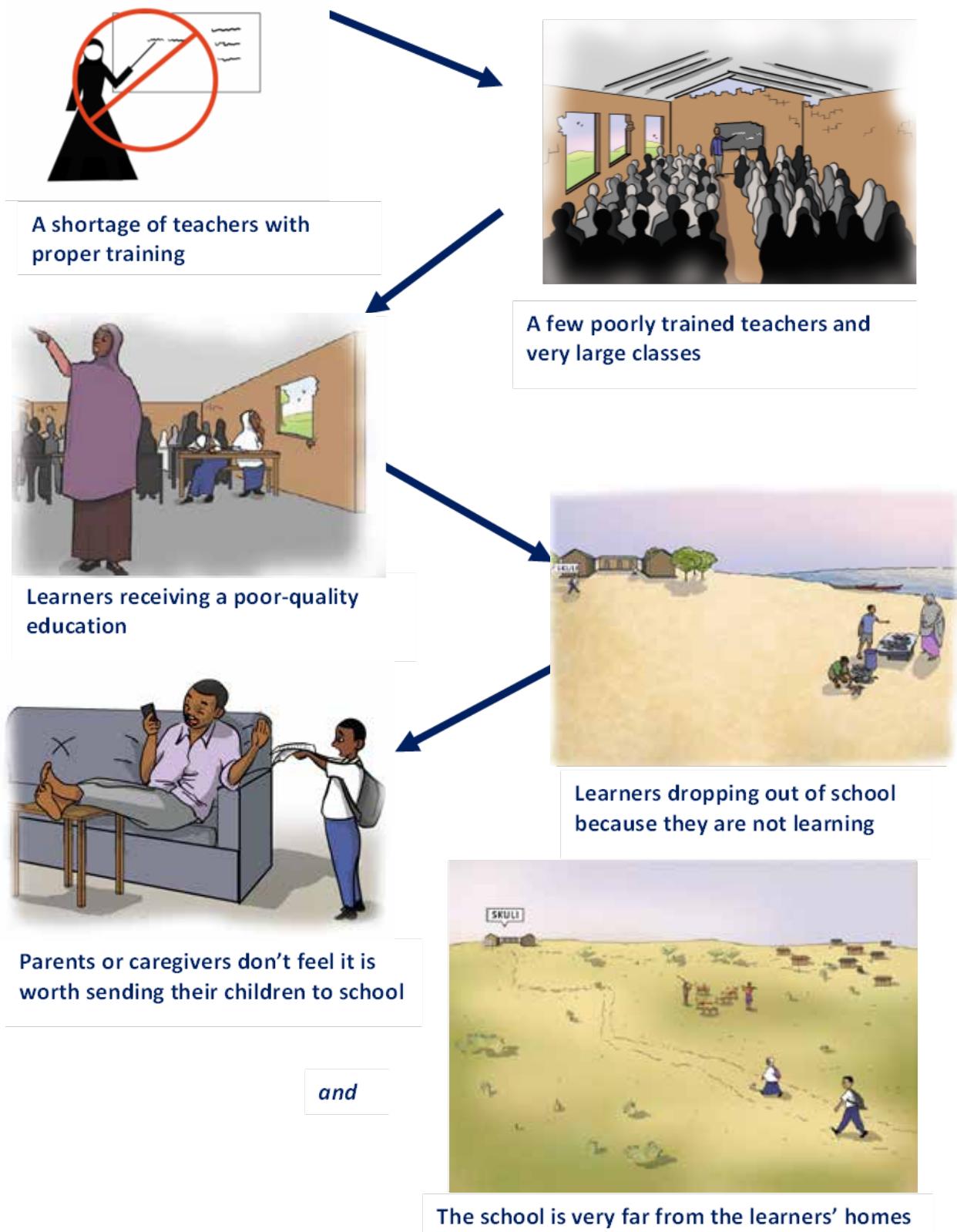
[Image description: There are six separate images linked together with arrows. The first image shows a stick figure symbol of a woman, holding a stick pointing at a board with some writing on it. There is a large red circle and red line through the middle of the stick figure. Under image 1 it says, 'A shortage of teachers with proper training'. An arrow links to the second image shows a crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair. Under image 2 it says 'A few poorly trained teachers and very large classes. An arrow links to the third image which shows a woman standing in front of learners sitting at their desks. She is pointing upwards and talking. She has her back to them. At the front of the class one learner is looking out of the window and another learner has his head in his arms on the desk. Under image 3 it says, 'Learners receiving a poor-quality education'. An arrow links to the fourth image which shows three learners holding pieces of paper. Two of the learners are smiling and it says 90% and 100% on each of their papers. The third learner is looking sad and into the distance and his paper says 20%. Under image 4 it says, 'learners dropping out because they are not learning'. An arrow links to the fifth image which shows a man sitting in front of a boardgame on a small table. A boy in school uniform is holding papers with writing on them up to the man. The man is looking away and putting up his hand. His facial expression is annoyed. The word 'and' connects the fifth image with the sixth and final image which shows a long footpath going over some hills and crossing two streams or rivers with small wooden bridges. In the distance on the left there is a school. In the distance on the right there is a village. Two children in school uniform are walking along the footpath. Under image 6 it says 'the school is very far from the learners' homes.]

1.1e: Cycle of discrimination

Boys sent to school while girls remain at home.

The negative cycle of discrimination continues.

The school curriculum reinforces the gender stereotypes.

Cycle of discrimination
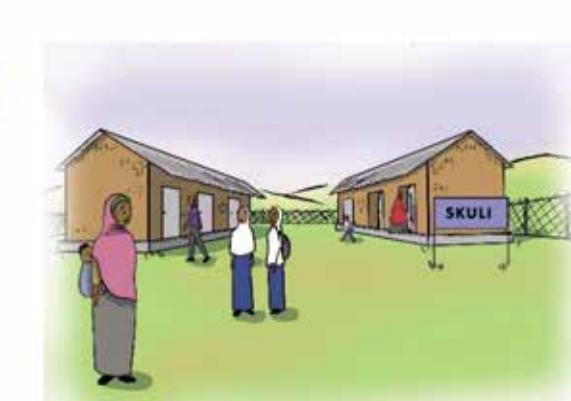
Young mothers are excluded from school due to policy and practice.

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

## 1.1f: Ongoing collaboration with the school inclusion team

Ongoing collaboration with the school inclusion team in which everyone has an equal and important role to play in making the school more inclusive.

[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.]

1.1g: The Inclusive Education coordinator, through the school inclusion team, can help facilitate links at different levels

Community

POLICY

SCHOOL
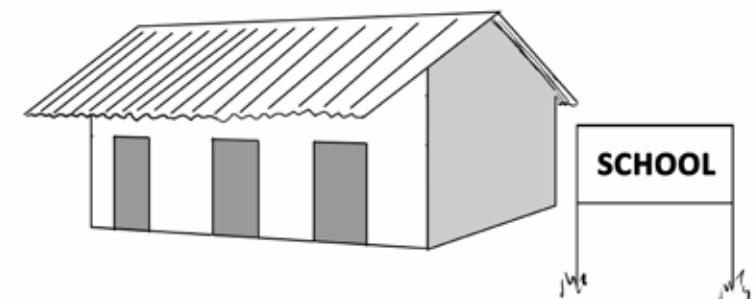
[Image description: There is a man with an amputated leg, standing and facing forwards, smiling, with one arm on his crutch and the other handheld in an open gesture. To the top left there is a group of seven stick figures including a woman holding the hand of a child, a woman in a wheelchair, a tall thin man in a tie and a shorter well-built man, a third woman and an elderly person using a walking stick and the word 'community' is underneath. To the bottom left is a large government building with a pile of official papers in front with the word 'policy' on top. To the right is a school building with the sign saying 'school' next to it.]

1.1h: The education system is always the problem NOT the learner
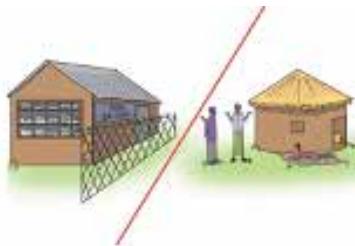
Parents not informed or involved.
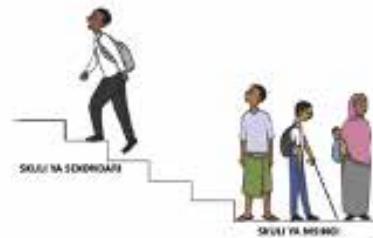
Many learners drop-out.

Lack of toilets affects girls' attendance.

Over-crowded classrooms affects the quality of learning

Education system as the problem

Inaccessible classrooms

Rigid policies exclude some learners

Lack of teaching and learning materials

Poor teaching quality means learners' needs are not being met

[Image description: The image shows eight different examples of the education system as the problem in pictures. Going clockwise from the top:

the first example shows a boy wearing school uniform, carrying a bag climbing up some steps. The word 'SECONDARY' is written at the top of the steps. Three children are standing at the bottom of the steps. The children include one boy who is looking up at the other boy, one girl holding a piece of paper with writing on it, looking down and looking sad and one boy wearing dark glasses, holding a stick and facing in the opposite direction. The word 'PRIMARY' is written at the bottom of the steps.

The second example shows seven children, both girls and boys including one with a crutch and one with albinism, standing in a queue outside waiting to use a toilet. The toilet building is in a state of disrepair. On the left, there is a child urinating behind a bush. The school building is in the background.

The third example shows a boy sitting in a wheelchair on his own, looking at the ground. There are several steps behind him going up to a classroom doorway. Through the doorway there is a teacher teaching.

The fourth example shows a woman standing in front of learners who are sitting at their desks. She is pointing upwards, talking and has her back to them. At the front of the class one learner is looking out the window and another has his head in his arms.

The fifth example shows three books in a pile, a ruler, a pencil a pen and an eraser, all with a circle round them and a line through them.

The sixth example shows a smartly dressed woman standing outside a school building pointing away from the school. A girl in a purple dress and sandals, carrying a bag is looking down at the ground and walking away. She looks sad. In the background a girl and a boy in school uniform are talking to each other.

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

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

1.1i: The twin-track approach

Focus on the system:
Ensuring teaching and learning environments, attitudes and methods respond to diversity and promote inclusion. Removing barriers.

Focus on the learner:
Respecting their views and providing appropriate support to them as is their right. This leads to their empowerment through presence, participation, and achievement.

Inclusive education =
Responding to diversity

[Image description 1 (focus on the system): There are seven adults sat around a large table including 3 women and 4 men. One woman is in a wheelchair. The same man and woman from the previous image are also at the table. Some of the people are talking to each other. In front of them on the table are pieces of paper with writing on them and pens. At the back of the room, there is someone writing on a board. The words 'Inclusive Education teacher training Day 2' are written at the top of the board.]

[Image description 2 (focus on the learner): There are learners in a classroom. There are posters with writing on the walls. They are sitting at tables and working in pairs. At the desk at the front on the left a boy with a visual impairment is using a Braille board and stylus. Next to him a young man is leaning towards him and encouraging him. On the right of the same desk a young woman is helping and second learner. Behind them the same man from the previous two pictures is looking on and smiling.]

1.1j: It is important to LOOK and THINK before we ACT

LOOK: for example, an OPD member make a home visit to find out why a learner is not in school

ACT: The OPD hosts an awareness-raising event and invites a positive female role-model to talk to parents in the local community about the importance of sending girls to school
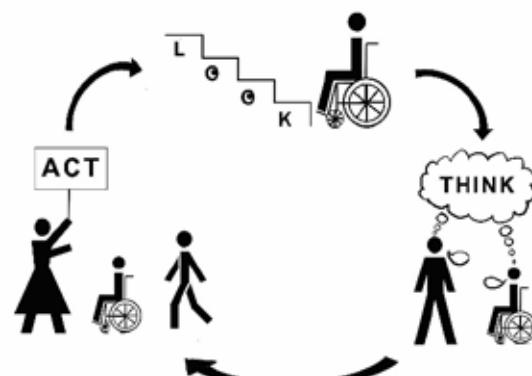
THINK: OPD members meet with the SIT team to discuss how to support both girls and boys to go to school
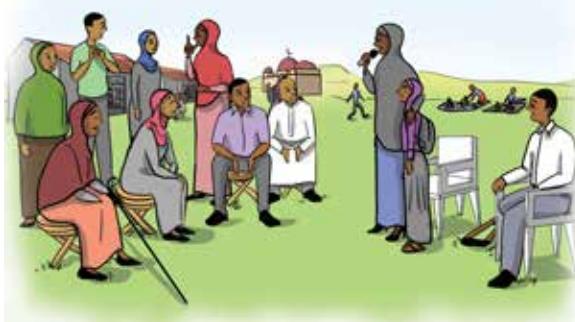
[Image description: The diagram shows the 'LOOK-THINK-ACT' image in the middle and three larger corresponding pictures around the edge.

The picture next to 'LOOK' shows a man with one leg, wearing a suit and using a crutch. He is standing just outside a door of a house. The door is open. A woman is standing in the open doorway talking to the man. She is wearing basic clothes. She is gesturing and her eyebrows are raised - like she is explaining something. Behind her, through the open doorway a young girl in a pink headband is cleaning the floor.

The picture next to 'THINK' shows five people gathered outside under a tree, four sitting on stools and one standing. They include three women and two men. Two women are wearing hijab and one man is wearing traditional Muslim clothing. The five people are listening to a man talking. The man is wearing a suit, has one leg and is using a crutch. He is standing. Next to him is a flipchart on a stand with a drawing of two small stick figures - a girl and a boy inside a pitch-roofed building. On the other side of the flipchart is a woman standing and making signs with her hands. Both the man and the woman are facing and communicating with the group of five people.

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

1.1k: Identifying assets in the local community.

We can use assets in the community to support the school inclusion teams to help raise awareness about inclusive education and bring about change.
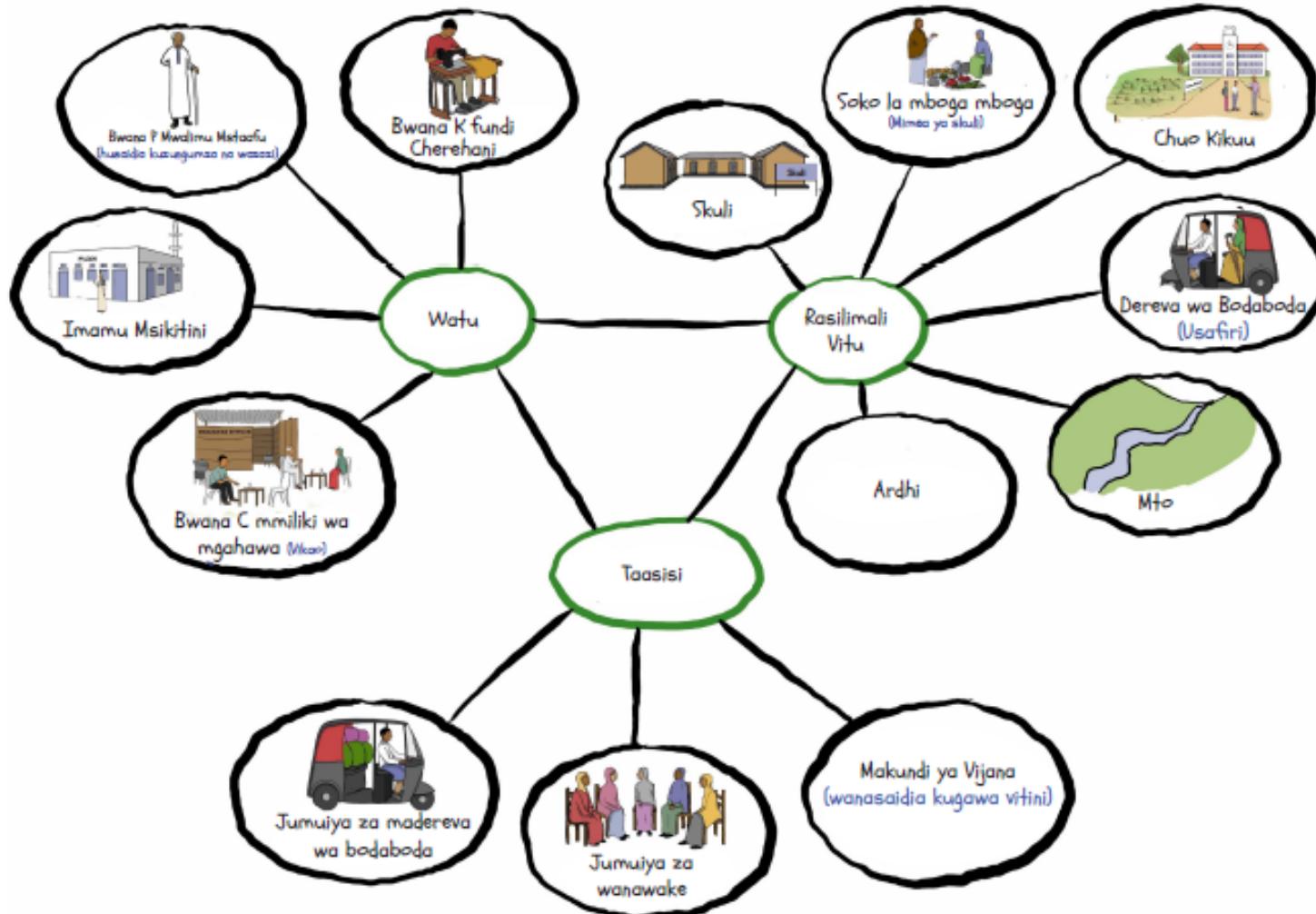
[Image description: In the middle of the piece of paper are three hand drawn circles arranged in a triangle. The first circle on the left has the word "people" written in it. The next has the word "organisations" written into it and the third circle has the words "physical resources" written into it. 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 bodaboda driver and underneath him is written "Association of bodaboda 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 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 "University" and in front of the sign are three people talking. The next smaller circle has a picture of a bodaboda driver with a passenger. Under this picture is written "bodaboda 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.]

1.1I: Acts of advocacy can be both big and small.

Advocacy is about **taking action to bring about change.**

Advocacy can be about talking to people to bring about **changes in the way people think (attitudes).**

Advocacy also involves **helping people to find their voices**, to bring about **changes in the way things are done (practices).**

[Image description 1: Three people are standing talking. The woman on the right is using her hands to make signs to a man opposite who is also making signs with his hands. The woman in the middle is listening and watching. In the background there are some shops and a mosque and a girl, not in school uniform, is pushing a boy in a wheelchair.]

[Image description 2: a group of people are sitting in a tiered seating arrangement facing a speaker who is not in the picture. The group includes one woman in a wheelchair who is making notes, one man with albinism has his arm in the air and one woman who is standing with her arm raised. Two other people are turning to face each other and say something. The word PARLIAMENT is written in capital letters across the bottom of the picture.]

1.1m: Inclusive transition starts at home

Family, home and community remain central as the learner moves between levels of education.
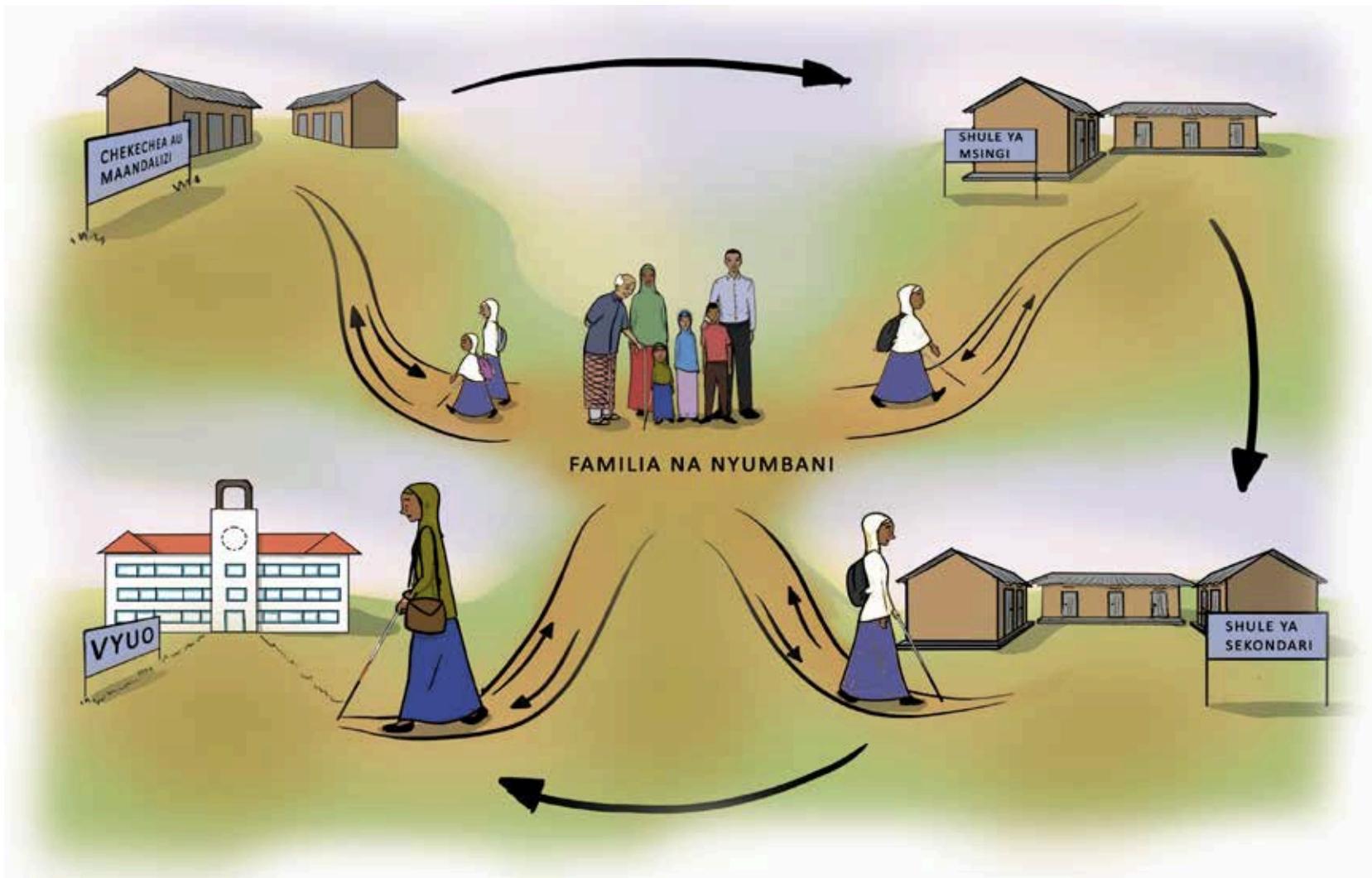
[Image description: The picture shows a family group in the middle and four buildings in each corner, with pathways and arrows joining the buildings and the family. The family includes a young girl, an older girl and an older boy, an old man with a walking stick, a woman and a man. The words 'family and home' are underneath the family group. In the top left corner, there is a building labelled 'nursery'. The little girl holding the hand of the older girl are walking on the pathway towards the 'nursery'. There is a curved arrow from the nursery to the top right corner where there is a building labelled 'primary school'. A bigger version of the little girl is walking on the pathway from the family towards the primary school; she is holding a long stick. There is a curved arrow from the primary school to the bottom right corner where there is a building labelled 'secondary school'. A bigger version of the same girl is walking on the pathway from the family towards the secondary school; she is holding a long stick. Finally, there is a curved arrow to the bottom left corner where there is a building labelled 'university'. A young woman, holding a long stick, is walking on the pathway from the family towards the university.]

1.1n: Different roles of OPDs in advocating for inclusive education

Using policy to influence decision-making for change

Looking, gathering information to build evidence for change.

Monitoring and supporting processes of change for inclusive education.

Facilitating collaboration to build strong partnerships and networks for change.

Raising awareness of what change is needed for inclusive education.
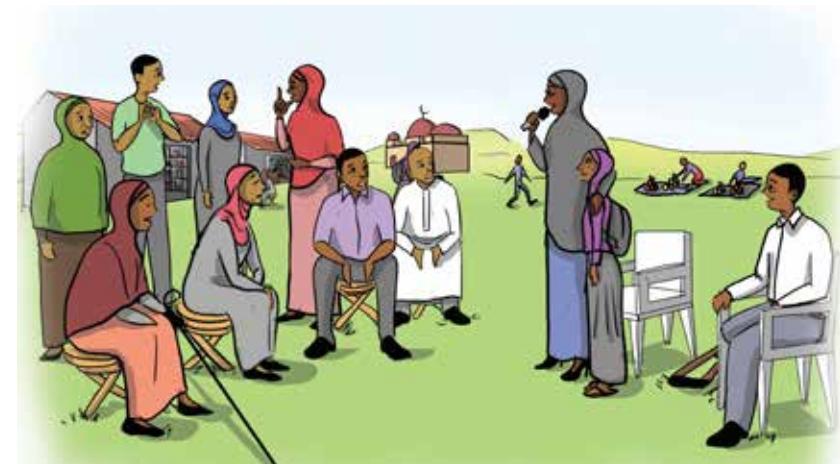
[Image description 1: There are five people sitting in a room. There is a calendar on the wall. On the right there is a smartly dressed man sitting behind a desk with some papers on it. The words 'District Education Officer' are written on the desk. He is listening. Facing him are four people sitting on chairs. Nearest the man is a woman in a long smart dress and a long white stick, gesturing and explaining something to the man. She is holding some official government papers with the government logo on them. Next to her is a boy holding a white stick and a man and a woman. They are smiling.]

[Image description 2: A man with one leg, wearing a suit and using a crutch. He is standing just outside a door of a house. The door is open. A woman is standing in the open doorway talking to the man. She is gesturing and her eyebrows are raised - like she is explaining something. Behind her, through the open doorway a young girl is cleaning the floor.]

[Image description: There are many people, men, women, and children working together in front of a school building. A man is pushing a wheelbarrow with large stones in it. Some people are placing the stones to create the edges of pathways leading to the school. A boy in a wheelchair is pointing where to place the stones. In the background two smartly dressed women are talking. The boy with a white cane is walking next to a woman who is carrying a box of water bottles.]

[Image description 4: 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. A woman dressed in everyday clothing is talking. Next to her, sitting on the bench is a 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 5: A group of eight people are gathered outside. Some people are sitting, and some are standing. One woman sitting has a stick used by blind people. Another woman standing is making signs with her hands and communicating with a man. All the people are looking at and listening to a smartly dressed woman who is standing up, smiling, and talking using a microphone. She has her arm around a young girl in a purple dress and sandals carrying a bag. The girl is looking up at her and smiling. A man in a suit with one leg is sitting on a chair next to the woman with the microphone. A crutch is lying on the ground. In the background there are some shops, a mosque, people walking and people sitting on the ground displaying piles of produce.]

Resource 1.3: THE ADVOCACY MANUAL: Supporting organisations of people with disabilities (OPDs) to advocate for inclusive education.

What is its aim?

This manual brings together all the important things we have learnt about that will help us to be good advocates for inclusive education. It summarises what we have discussed about inclusive education and what it means to be an advocate for inclusive education. It also reminds us about the important advocacy roles OPDs can play, how we can learn from what we do and sustain the change we have contributed to. The manual also discusses the key messages that are important for raising awareness about inclusive education and helping people to understand what it is.

What is in the advocacy manual?

At the beginning there is a short introduction that explains what the manual is for and how we can use it. Then there are 5 sections.

Section 1: What is advocacy for inclusive education?

This section explains what advocacy is, who can be an advocate and what an advocate does. It also explains what it means to be an advocate for inclusive education.

Section 2: The role of OPDs in inclusive education advocacy?

This section discusses the important advocacy roles OPDs can play to build and sustain inclusive education. It explains:

- what each role is about
- what skills and knowledge are needed to play this role effectively,
- what tools can support this role,
- when we can use this role.

These are the five key advocacy roles this section looks at:

- Looking and gathering information to build evidence for change
- Facilitating collaboration to build strong partnerships and networks for change
- Raising awareness about what change is needed for inclusive education
- Using policy to influence decision making for change.
- Monitoring and supporting processes of change for inclusive education.

Section 3: Key messages for inclusive education advocacy

This section reminds us that people have different ideas and understandings about inclusive education. As advocates we need to work to strengthen people's understandings about what inclusive education is and work to positively challenge views about inclusive education that are not correct. But to do this well we need to be clear about:

- The main messages about inclusive education we want to communicate.
- What message is best to communicate for that situation (e.g. explaining to parents of children with disabilities about the twin-track approach to make them feel more confident to send their child to school)
- How do we best communicate the message to the people/group we are communicating with (eg. using pictures to communicate a message to community members who have lower levels of literacy)

It reminds us of 4 important messages we learnt about:

- When children are excluded or not learning, the system is the problem not the learner.
- Inclusive education means that all children are present, participating and achieving in school.
- Building and sustaining inclusive education means developing the capacity of all role-players to identify and address barriers to inclusion.
- Supporting the system and the learner are both important for inclusive education.

Section 4: Sustaining change through inclusive education advocacy.

This section explains what we need to do to sustain our advocacy work. It reminds us of that building inclusive education is something that will take time, so we need to sustain our advocacy work. It discusses the main strategies we can use to do this. We are going to be discussing these more during Module 4 – these are the strategies we will be discussing.

- Looking and thinking about barriers to inclusive education
- Continuing to raise awareness about inclusive education.
- Strengthening community partnerships
- Continuing to influence policy to support inclusive education.
- Strengthening practices that promote inclusion.
- Continuing to learn as advocates.

Section 5: Some useful resources

This section contains several resources that we may want to use in our advocacy work – like links to important policies, templates we can use for planning and reporting on our work; guidelines to help us; and links to organisations outside our country that we can learn things from.

Resource 2.1: Guidance for developing posters/sharing achievements.

We would like you to create a very simple poster display showing the achievements and progress as an OPD you have made in advocating for inclusive education in your local areas over the last 2 years.

The poster/posters will be homemade using flipchart paper and can include:

- Simple drawings or diagrams

- Photos of activities you have done printed in colour.

- Words and sentences describing your advocacy work.

If there isn't enough space on one flipchart to include everything, you can use more <u>pieces of flipchart for your poster display</u>.

Preparing your poster display

As an OPD, you should take time to think about what you want to include on your poster/s. You might want to consider the following questions:

- What have you been doing to advocate for inclusive education in your districts?

- What skills and experience have you gained over the last two years?

- What changes have you observed in your districts because of your inclusive education advocacy work?

- What challenges have you experienced and how have you addressed these challenges? (These are not barriers to inclusive education, but challenges in carrying out your inclusive education advocacy role)

- How are you working in partnership to promote inclusive education? (This includes working with the SITs, local government and non-government stakeholders, community leaders and so on)

- What plans do you have to continue your inclusive education advocacy work going forward?

Discuss what <u>the most important points</u> to include on your posters are and how you want to illustrate those points. You won't be able to include everything, just a 'snapshot' of your work.

Remember pictures and photos often share for more information than words!

Identify the photos you want to print for your poster. If you cannot print photos at district level, there will be an opportunity to print on the first day of the training at national level.

Resource 3.1: Roles of OPDs in advocating for inclusive education

A. Using policy to influence decision-making for change

[Image description: There are five people sitting in a room. There is a calendar on the wall. On the right there is a smartly dressed man sitting behind a desk with some papers on it. The words 'District Education Officer' are written on the desk. He is listening. Facing him are four people sitting on chairs. Nearest the man is a smartly dressed woman with a long white stick. She is gesturing and explaining something to the man. She is holding some official government papers with the government logo on them. Next to her is a boy holding a white stick and a man and a woman. They are smiling.]

## B. Looking and gathering information to build evidence for change

[Image description: A man with one leg, wearing a suit and using a crutch. He is standing just outside a door of a house. The door is open. A woman is standing in the open doorway talking to the man. She is wearing basic clothes. She is gesturing and her eyebrows are raised - like she is explaining something. Behind her, through the open doorway a young girl is cleaning the floor.]

C. Facilitating collaboration to build strong partnerships and networks for change

[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 and a young boy in dark glasses holding a long stick. The group are listening to one woman talking and they have serious and concerned expressions on their faces.]

D. Raising awareness about what change is needed for inclusive education

[Image description: A group of eight people are gathered together outside. Some people are sitting and some are standing. One woman sitting has a stick used by blind people. Another woman standing is making signs with her hands and communicating with a man. All the people are looking at and listening to a smartly dressed woman who is standing up, smiling and talking using a microphone. She has her arm around a young girl in a purple dress and sandals carrying a bag. The girl is looking up at her and smiling. The man in a suit with one leg is sitting on a chair next to the woman with the microphone. A crutch is lying on the ground. In the background there are some shops, a mosque, people walking and people sitting on the ground displaying piles of produce.]

E. Monitoring and supporting processes of change for inclusive education

[Image description: There are many people, men, women, and children working together in front of a school building. A man is pushing a wheelbarrow with large stones in it. Some people are placing the stones to create the edges of pathways leading to the school. A boy in a wheelchair is pointing where to place the stones. In the background two smartly dressed women are talking. The boy with a white cane is walking next to a woman who is carrying a box of water bottles.]

Resource 4.2: Key strategies to sustain advocacy work in inclusive education

Building advocacy capacity at local level (e.g. training the OPD leadership

Training local advocates and champions of inclusive education

Collaborating with the school, local government, and other key stakeholders

Identifying and collaborating with key influential people at the local level

Working in partnership with the school inclusion team

Working in partnership with local government

Working with parents and families of children with disabilities

Establishing local level structures such as parent support groups

Mapping the assets (and resources) that already exist within the community

Raising awareness of inclusive education and helping to shift negative attitudes in the community

Using policies to influence change

Conducting national level advocacy campaigns
Income-generating activities/working with local businesses to raise funds for inclusive education
Continually reflecting on learning and using that learning to revise advocacy plans
Identifying out of school learners with disabilities and provision of assistive devices
Blank for additional strategy
Blank for additional strategy

Resource 4.4: Scenarios/situations illustrating challenges to sustainability in inclusive education

Situation 1: Change in the leadership of the OPD

There has been a change in the leadership of the OPD. New leaders have come on board who don't have the background or training in inclusive education and don't really understand how inclusive education can work. They think many resources and financial support is needed before schools can become more inclusive. There is the risk that the capacity (skills and knowledge) in inclusive education advocacy that the OPD has started to build will be lost under the new leadership. Additionally, the new leadership doesn't see why it is important to make time to 'reflect on learning' and using tools like the 'look – think – act' cycle to help make decisions about what is working well and how they could be doing things differently.

As you prepare for your role-play consider the following questions:

- What is the situation and what is the challenge to sustainability?

- Who is involved? (Who in your group will play each role?)

- How can you clearly demonstrate the situation and the challenge through the role-play?

- What details can you add to the situation to make it realistic and relevant?

Make sure your role-play demonstrates the situation clearly and that you stop the role-play at the point of challenges without resolving the situation. The idea is that the situation is left open, and the audience are invited to suggest strategies to help solve the problem.

Situation 2: The OPD is unable to effectively engage with local government

The OPD is struggling to engage effectively with the local education authority. On the one hand the OPD recognises that it is important to build a relationship with the local government to address barriers to inclusive education across the district, however they feel that they lack power in decision making processes and the district education officer doesn't give them sufficient time or take them seriously. The OPD is aware that there are some good inclusive education policies in place but also knows that they are not being implemented and thinks the district education office needs to do something about that. On the other hand, the local government is stretched and lacking capacity and resources and therefore doesn't have much motivation to focus on inclusive education.

As you prepare for your role-play consider the following questions:

- What is the situation and what is the challenge to sustainability?

- Who is involved? (Who in your group will play each role?)

- How can you clearly demonstrate the situation and the challenge through the role-play?

- What details can you add to the situation to make it realistic and relevant?

Make sure your role-play demonstrates the situation clearly and that you stop the role-play at the point of challenges without resolving the situation. The idea is that the situation is left open, and the audience are invited to suggest strategies to help solve the problem.

Situation 3: Incorrect messages about inclusive education are being shared by influential people in the community

The OPD has conducted a community asset mapping exercise to identify key influential people in the community to support their inclusive education advocacy work. However, one or two of these people are not sharing correct messages around inclusive education and in some cases are suggesting that children with disabilities should be educated within special schools. They are not fully on board with the suggestion that local mainstream schools can be supported to become more inclusive. This mixed messaging is confusing for local parents and caregivers of children with disabilities, and they are not sure what to do.

As you prepare for your role-play consider the following questions:

- What is the situation and what is the challenge to sustainability?

- Who is involved? (Who in your group will play each role?)

- How can you clearly demonstrate the situation and the challenge through the role-play?

- What details can you add to the situation to make it realistic and relevant?

Make sure your role-play demonstrates the situation clearly and that you stop the role-play at the point of challenges without resolving the situation. The idea is that the situation is left open, and the audience are invited to suggest strategies to help solve the problem.

Situation 4: The school inclusion team is not functioning effectively

The OPD has tried approaching the school inclusion team (SIT) to discuss barriers to inclusive education in the local community and plan joint activities together to address these barriers. The OPD has found however that the SIT is not functioning effectively and is not following the guidance provided for establishing and managing SITs. The SIT has only met twice and even then, there wasn't good representation from across the school-community. The SIT couldn't prioritise what it wanted to focus on and there were disagreements within the group. One or two people dominated the discussions and didn't let others speak. In addition, the OPD thinks the IECo is not committed enough to the role, isn't managing the group well and should be replaced with someone else.

As you prepare for your role-play consider the following questions:

· What is the situation and what is the challenge to sustainability?

· Who is involved? (Who in your group will play each role?)

· How can you clearly demonstrate the situation and the challenge through the role-play?

· What details can you add to the situation to make it realistic and relevant?

Make sure your role-play demonstrates the situation clearly and that you stop the role-play at the point of challenges without resolving the situation. The idea is that the situation is left open, and the audience are invited to suggest strategies to help solve the problem.

Situation 5: Extremely difficult circumstances (e.g. poverty or unemployment) make it almost impossible to focus on inclusive education

The OPD has done a lot of work engaging with parents and caregivers around the importance of sending their children to school. However, parents and caregivers are too busy focusing on feeding their families and surviving day to day that they can't think about inclusive education. As a direct result of these circumstances learners are missing out on their schooling for prolonged periods. In those situations where parents are willing or able to send their children to school, they have been prevented from doing so because they cannot afford the expenses to send their children school .

As you prepare for your role-play consider the following questions:

- What is the situation and what is the challenge to sustainability?

- Who is involved? (Who in your group will play each role?)

- How can you clearly demonstrate the situation and the challenge through the role-play?

- What details can you add to the situation to make it realistic and relevant?

Make sure your role-play demonstrates the situation clearly and that you stop the role-play at the point of challenges without resolving the situation. The idea is that the situation is left open, and the audience are invited to suggest strategies to help solve the problem.

Situation 6: Some learners dropping out of school a few months after enrolling

Awareness-raising activities on inclusive education conducted by the OPD in the local community has helped encourage more parents to understand that their children with disabilities have a right to go to school and can learn and fulfil their potential. enrol their children with disabilities in school. However, a few months later some learners are dropping out as they have not been provided with the support they need to stay in school. There are different reasons for this, some are being bullied by other learners in the school, some find the journey to school too challenging, and some are not being supported by their teachers to learn in the classroom and are being left to 'do their own thing' at the back of the class.

As you prepare for your role-play consider the following questions:

· What is the situation and what is the challenge to sustainability?

· Who is involved? (Who in your group will play each role?)

· How can you clearly demonstrate the situation and the challenge through the role-play?

· What details can you add to the situation to make it realistic and relevant?

Make sure your role-play demonstrates the situation clearly and that you stop the role-play at the point of challenges without resolving the situation. The idea is that the situation is left open, and the audience are invited to suggest strategies to help solve the problem.