

Inclusive Education



A manual for teacher trainers

Prepared for:

Federal Government of Somalia Ministry of Education, Culture and Higher Education (MOECHE)

Puntland State of Somalia Ministry of Education and Higher Education (MOEHE)

Hirshabelle State Ministry of Education, Culture and Higher Education (MOECHE)

South West State of Somalia Ministry of Education, Culture and Higher Education (MOECHE)

Jubaland State of Somalia Ministry of Education and Higher Learning (MOEHL)

Norwegian Association of Disabled (NAD)

Save the Children (SC)

Adventist Development and Relief Agency (ADRA)

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Introductory booklet: Inclusive Education

A teacher training resource for teacher trainers

Version 1

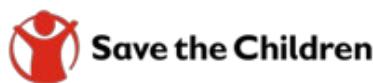
This teacher training resource was developed originally as a collaboration between Norwegian Association of Disabled (NAD) and Enabling Education Network (EENET) for the Ministry of Education in Zambia and Ministry of Education and Vocational Training in Zanzibar.



NAD - The Norwegian Association of Disabled



This Somali edition has been created by EENET for Save the Children (SC), Adventist Development and Relief Agency (ADRA), NAD, and the Ministry of Education, Culture and Higher Education (MOECHE).



NAD - The Norwegian Association of Disabled



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Acknowledgements and sources

The materials in this introduction and accompanying set of training modules are based on materials developed, tried and tested by Enabling Education Network (EENET)¹ team members in various locations across Africa, Asia and Europe over a period of at least ten years. These include:

- Training-of-trainers workshop developed for Diakonia, Palestine, July 2011;
- ‘Inclusive Education: Manual for teacher trainers’, prepared for the Handicap International Federation (HIF), Cambodia, 2011;
- Training-of-trainers programme developed for the United Nations Children’s Fund (UNICEF), Macedonia, 2012–13;
- Training-of-trainers programme developed for UNICEF, Libya, 2012–2013;
- ‘An Introduction to Inclusive Education: Manual for teacher trainers’, created for HIF, Liberia, 2012–13;
- ‘The Foundations of Teaching: Training for educators in core teaching competencies’, prepared for Save the Children, 2017
- ‘Inclusive Education: Introductory training for teachers’, developed and tested for Leonard Cheshire, Tanzania and Uganda, 2017–2018;
- Training-of-trainers programme developed and piloted for the Norwegian Association for Persons with Developmental Disabilities (NFU) and the Norwegian Association of Disabled (NAD), Zanzibar and Zambia, 2016 – 2019.

Several organisations, including EENET, the Federal Government of Somalia (FGS) Ministry of Education Culture and Higher Education (MOECHE), the Puntland State of Somalia (PSS) Ministry of Education and Higher Education (MOEHE), universities and teacher training colleges (TTCs), Adventist Development and Relief Agency (ADRA) and Save the Children (SC), together with a large number of individuals, are involved in the process of developing and testing the training modules. We are unable to list everyone here, but express deep gratitude for their energy and commitment to supporting the development of inclusive education in Somalia.

¹ EENET is a global information-sharing network. Since 1997, it has been dedicated to supporting education stakeholders and practitioners to document and share their experiences and ideas relating to the inclusion, and to think and act critically about how they implement inclusive, quality education for marginalised groups.

Useful information

Resources such as handouts, forms, activity cards and worksheets mentioned in the training sessions can be found at the back of each module.

Throughout the modules, photographs and diagrams have been annotated to assist readers with visual impairment.

The term 'learner' is used throughout the training modules to denote children, pupils, students, teenagers, young people and adult learners.

Similarly, the term '**school**' is often used for brevity and can be interpreted to cover educational settings at all levels: early childhood development (ECD) settings, pre-school, nursery, primary schools, secondary schools, colleges, higher education institutions, and other settings that provide education.

Acronyms

| | |
|-----------|---|
| ADRA | Adventist Development and Relief Agency |
| Covid-19 | coronavirus-19 |
| CPD | continuing professional development |
| CSS | Central South Somalia |
| DEO | district education officer |
| EARC | Educational Assessment and Resource Centre |
| ECCE | early childhood care and education |
| ECD | early childhood development |
| EENET | Enabling Education Network |
| EiE | education in emergencies |
| ESSP | Education Sector Strategic Plan |
| FGS | Federal Government of Somalia |
| HIF | Handicap International Federation |
| IDP | internally displaced person |
| IECo | Inclusive Education Coordinator |
| IEP | Individual Education Plan |
| IETT | inclusive education teacher training |
| INSET | in-service training |
| MOECHE | FGS, Hirshabelle and South West State Ministry of Education, Culture and Higher Education |
| MOEHE | PSS Ministry of Education and Higher Education |
| MOEHL | Jubaland Ministry of Education and Higher Learning |
| NAD | Norwegian Association of Disabled |
| NFU | Norwegian Association for Persons with Developmental Disabilities |
| NGO | Non-Governmental Organisation |
| NSEND&IEP | FGS National Special Education Needs Disability and Inclusive Education Policy |
| PSNEP | Puntland Special Needs Education Policy |
| PSS | Puntland State of Somalia |
| PT | Principal Trainer |
| REO | regional education officer |
| SC | Save the Children |
| SEC | Somali Education Cluster |
| SIT | school inclusion team |

| | |
|--------|--|
| SNE | special needs education |
| SNEARC | Special Needs Education Assessment Resource Centre |
| SNECo | Special Needs Education Coordinator |
| TLM | teaching and learning material |
| TOFI | Together for Inclusion |
| ToT | training of trainers |
| TTI | teacher training institution |
| TTC | teacher training college |
| UNICEF | United Nations Children's Fund |

Preface

Adventist Development and Relief Agency (ADRA) and Save the Children (SC) in Somalia are working with Enabling Education Network (EENET) to develop and test a whole-school approach to teacher training on inclusive education, where all teachers in a school are trained, for use in low- and middle-income contexts. The result is a high-quality teacher-training course in inclusive education.

This training package is designed to develop trainers who are already embedded within an education system as teachers, teacher trainers and leaders for inclusion.

The modules used should be closely aligned with pre-service and teacher training curriculum reform, directly contributing to the systemic change needed to ensure all learners can access, participate in and progress through education. The costs of this programme can be kept low by selecting principal trainers (PTs) from those who are already employed in jobs that support, train and/or manage teachers.

The training approach used to deliver these modules should avoid cascade training which does not routinely provide teachers with high-quality learning opportunities that ensure genuine and sustained changes in their attitudes and practices within schools.² Cascade approaches are rapid, often consisting of short, one-off courses, and can reach a lot of trainees, but the trainees often learn only superficial theory and have little chance to observe, discuss or try out inclusive practices in a real-world situation. Materials are often developed by external experts and are not locally ‘owned.’ Such trainings succeed in raising teachers’ awareness but fall short of changing their practice.

² For brevity in this document we use the term ‘school’ to include all educational settings at all levels (e.g., pre-school/early education settings, tertiary institutions, non-formal education settings, and so on).

Summary of key characteristics of the training approach

The approach is designed to:

- Focus on building a cadre of experienced, skilled and confident PTs who have the capacity both to roll out the training to teachers and trainee teachers and to make ongoing improvements to the training. This training takes place incrementally over a period of at least two years.
- Create contextually relevant training materials that are co-developed and therefore co-owned by key education stakeholders, including trainers.
- Promote the use of a teacher training approach that prioritises practice over theory, promotes learning-by-doing, and builds teachers' capacity to be innovative and critically reflective problem-solvers and planners (for all learners at all levels).
- Take an accumulative approach to learning, starting with basic inclusive education foundations and then moving on to more complex and specific topics. This helps teachers to gradually build their confidence with learning.
- Take an approach to teacher capacity-building that recognises the vital importance of collaboration and therefore embeds mechanisms to ensure teachers are not tackling inclusion challenges on their own.
- Ensure that in-service teacher training is closely linked to and/or influences sustained change in pre-service training, by enlisting trainers who are employed by TTIs and by maintaining links with those institutions to share materials and information.
- Promote a qualitative approach of inclusive analysis using action research.

Timescale

Ideally, plan for a course that will roll out all the modules sequentially over two years. This requires PTs to learn about and help to adapt the training modules, attend two or three training-of-trainers (ToT) workshops each year, and schedule their first batch of school-based teacher training sessions after each of the ToT workshops.

If this is not realistic for your context, identify a) a longer timeframe, or b) a compromise on how many modules are rolled out.

A. Contents of the manual

The training manual consists of this introductory booklet plus seven modules and two supplementary modules: ‘Including Learners with Additional Needs’ and the ‘Self-assessment Competency Framework’. Six other shorter modules have also been developed; on ECD, promoting the emotional wellbeing of learners experiencing displacement and loss, disaster risk reduction, monitoring and evaluation, home learning and positive discipline.

Each module within the manual provides PTs with:

- the content and methodology they need to learn and practise during ToT workshops and then use during workshops with teachers and trainee teachers;
- guidance for how to replicate and adapt workshop activities in their own training work with teachers and trainee teachers;
- ideas for how to continue working on some of the topics raised in the workshops, and how to expand on other activities after the workshops.

The modules support a training approach that helps teachers become innovative and confident problem-solvers through:

- **Active learning.** All modules contain participatory, learner-centred activities that require participants to reflect on their own lives and experiences and work through problems individually, in pairs and in groups. Participants are never just told the answers to questions. Like an active learner in school, they must work out the answers themselves, with support from the trainer.
- **Action research tasks.** In between every module there is an action research task. At their pilot school, PTs carry out a small investigation into a problem they have identified and/or experiment with a new way of working. They work with the school inclusion team (SIT), school inclusive education coordinator (IECo) and members of the community to document and share the investigation or experiment with colleagues at the next training workshop.
- **Accumulative learning.** The modules take an accumulative approach to learning. They start with basic inclusive education foundations and then move on to more complex and specific topics. This helps participants to gradually build their confidence with learning about and implementing inclusive practice and solving inclusion problems, without placing

overwhelming and confusing expectations on them after just one workshop.

- **Learning to collaborate.** The training does not expect participants to learn everything and solve every problem themselves. For instance, there are modules that support participants to work collaboratively to develop SITs and school IECos. In addition, all the modules encourage action research through which participants work with colleagues, parents, learners and the community to investigate and address inclusion challenges.

Trainers are advised to follow the steps laid out in the manual to ensure that there is a thorough understanding of inclusion. The training manual has been developed and tested in an inclusive education ToT programme³ with PTs.⁴ The PTs use the manual to guide their work training teachers in schools, and trainee teachers in TTIs. The supplementary module contains information on supporting learners with additional needs and guidance around specific impairments.

The following table provides a brief description of all modules in the inclusive education training course. It also describes the topic areas that are covered in each module. Please note that conducting action research on the topics covered is a component that runs through all of the modules.

³ To date the ToT programme has been funded by NAD, supported by the MoEHE, SC, ADRA and their partners, and designed and facilitated by EENET.

⁴ See Section H below for more information about PTs.

| Module | Brief description | Key topics covered |
|--|--|--|
| Module 1: Introduction to inclusive education | <p>Introduces the concepts and theories of inclusive education and the theoretical basis for its implementation; and introduces active participatory learning methods which participants will experience throughout the training.</p> | <p>Inclusive education definition and discussion (including concepts, theories and principles of inclusive education)</p> <p>Policy frameworks and legislation</p> <p>Learning styles</p> <p>Active learning</p> <p>Barriers to inclusive education including discrimination, teacher attitudes and systemic hurdles.</p> <p>Action research and appreciative enquiry.</p> |
| Module 2: School Inclusion Teams and the Role of the School Inclusive Education Coordinator | <p>Provides information for teachers and other relevant stakeholders, such as school support staff, District and Regional Education Officers, community members and other stakeholders who want to plan, develop and manage a school inclusion team (SIT) in their school.</p> <p>The Module also looks at the role of a school Inclusive Education Co-ordinator (IECo), how</p> | <p>Building school inclusion teams (SITs)</p> <p>Guidance on selecting members</p> <p>Awareness of power dynamics</p> <p>School Inclusive Education Coordinator definition</p> <p>Characteristics of a school IECo</p> <p>Whole school approaches</p> <p>Establishing and adapting learning bases for effective inclusion support</p> |

| Module | Brief description | Key topics covered |
|--|--|--|
| | <p>they can co-ordinate additional needs and inclusive education activities, and how they can be a catalyst for change towards a whole-school approach to inclusive education for all.</p> | |
| Module 3: Identifying Out-of-School Learners and Supporting Education Transitions | <p>Provides a broad overview of the issue of out-of-school learners in both local and global terms; and explores why some learners are out of school, and the chain of causes and effects which result in them being absent from school.</p> <p>The module also provides ideas to promote the achievement of learners who are in transition. Education transition refers to learners who are leaving, arriving or newly arrived in an education setting, or moving mid-year. Transition can be from home to early learning centre, from there to primary and then secondary and tertiary education, from education to employment, and so on.</p> | <p>Rights-based approaches to out-of-school learners</p> <p>Policy frameworks and legislation</p> <p>Out-of-school learners in Somalia</p> <p>Strategies and solutions</p> <p>Understanding transition between education levels</p> <p>Managing inclusive transitions</p> <p>Planning guidance</p> <p>Teacher checklists</p> <p>Observations</p> <p>School self-evaluation</p> |

| Module | Brief description | Key topics covered |
|---|---|--|
| Module 4: Screening and Identification of Learning Needs | <p>Promotes a move away from the 'special needs' / medical model approach to identifying learners' learning needs, and encourages an approach which focuses on identifying barriers impacting learning and development ('social' model approach).</p> | <p>Inclusive approaches to education in practice</p> <p>Inclusive principles for identification, screening and assessment</p> <p>Learning styles</p> <p>Barriers to education</p> <p>Impact of impairments on learning</p> <p>Understanding wider contexts affecting the learner</p> <p>Organising support for the learner and for schools</p> |
| Module 5: Creating Individual Education Plans and Teaching and Learning Aids | <p>Supports understanding of what an individual education plan (IEP) is, its characteristics, and the reasons why schools develop and use IEPs; and looks at some of the benefits of IEPs and which learners can benefit from having one.</p> <p>Provides advice for trainers of trainers to develop teaching and learning aids from locally available resources.</p> | <p>Individual Education Plans: definition</p> <p>What is included in an IEP</p> <p>How to develop an IEP</p> <p>Collaborating on IEPs</p> <p>Running successful IEP meetings</p> <p>Monitoring, reviewing and revising IEPs</p> <p>Identifying teaching and learning aids</p> <p>Creating teaching and learning aids</p> |

| Module | Brief description | Key topics covered |
|---|---|---|
| Module 6: Promoting Active Learning in the Classroom | <p>Provides ideas for inclusive teaching strategies for active learning that are effective in diverse settings, including under-resourced schools with large class sizes. These strategies support differentiation and highlight the effectiveness of mixed-ability groupings in promoting achievement.</p> | <p>Committing to inclusive education Active learning Developing learning objectives Group-work Differentiation in teaching and learning Organising classrooms – physical and psychosocial environments Asking questions Feeding back Assessing learning</p> |
| Module 7: Developing Learner Participation | <p>Enables teachers to further develop learner participation in their school through peer support, peer mentoring, peer tutoring, and involving learners in making decisions that affect them.</p> | <p>Commitment to learner participation Developing peer support Developing independent learning and critical thinking Supportive environments and safe spaces Barriers to participation</p> |

| Module | Brief description | Key topics covered |
|---|---|--|
| Supplementary Module: Including Learners with Additional Needs | <p>Offers basic information about different additional needs, how to identify additional needs, how additional needs can exclude learners and practical tips and ideas for teachers on supporting learners with additional needs in the school and classroom environment.</p> | <p>Identifying impairments</p> <p>Understanding barriers faced by individuals with specific impairments.</p> <p>Practical approaches, hints and tips for teachers on:</p> <ul style="list-style-type: none"> • Cognitive or learning impairments • Speech and communication difficulties • Behavioural, emotional and social difficulties • Visual impairments • Hearing impairments • Physical impairments • Health problems • Multiple impairments • Gifted and talented learners |
| Supplementary Module: Self-assessment Competency Framework | <p>Provides training activities to introduce the IETT programme teacher self-assessment competency framework for the promotion of inclusive education competency and how teachers and schools can use the inclusive</p> | <p>The self-assessment competency framework is organised around these four domains:</p> <ol style="list-style-type: none"> 1. Teaching and learning |

| Module | Brief description | Key topics covered |
|--------|--|--|
| | <p>education competencies against a set of criteria.</p> | <p>2. Learners' personal development and wellbeing 3. Engaging parents/caregivers and the community 4. Leadership and management</p> <p>There are four levels of each competency (<u>level-descriptors</u>):</p> <ul style="list-style-type: none"> • Beginning' showing awareness, but not the confidence to put that awareness effectively into practice. • 'Developing' showing that practice is informed by awareness, but is not yet consistent. • 'Proficient' meaning that practice is informed, and consistent. • 'Advanced' meaning that practice is not just informed and consistent, but also innovative and authentically disseminated to other colleagues and stakeholders. |

B. The Training of Trainers (ToT) workshops

The training manual is delivered through training of trainers (ToT) workshops, where one module is delivered during each workshop. During these workshops teacher trainers:

- learn about the inclusion-related topics they will be training teachers in;
- experience the learner-centred pedagogy / methodology that is essential for effective inclusive trainers and teachers;
- learn about, and contribute to, localising and improving the training modules.

The series of workshops is spread over at least two years. This ensures the trainers are not overwhelmed with too much new information all at once. They will have time to internalise and become comfortable with the training content and methodology. This longer timescale also means that they have enough time to roll out training on each module to their teachers/schools, before returning as a group to learn about and co-develop the next module.

C. Methodology

The training outlined in the manual focuses on using participatory methods and active learning techniques. It follows this basic principle:

We must use inclusive training methods if we are to successfully train others how to teach inclusively.

Teacher development is most effective when the training activities reflect the inclusive practice expected from teachers in the classroom. During the training sessions provided in this manual, therefore, participants are always given direct experience of interactive learning, through group-work, pair-work, buddying, and other activities that respond to different learning styles.

The ideal room set-up is to have participants working in small groups around tables, for instance 4-6 participants per table. The tables should be large enough to accommodate flipchart paper and for the groups to work comfortably together, wearing masks and socially distant if coronavirus-19 (Covid-19) safety regulations apply. The tables should be positioned so that everyone can easily move their chairs to see the front of the room or wall where PowerPoints are being projected, whenever necessary. There should be plenty of space between tables to ensure accessibility and ease of movement for trainer and trainees.



An example of a workshop room set up for group-work

[Image description: A large room with square tables, spread out so each table fits 5-6 chairs around it. Many chairs are occupied by male and female participants. Wide spaces between the tables make the room feel spacious.]

Professional development provides the biggest impact for teachers when it:

- is concrete and classroom-based;
- brings in expertise from outside the school;
- involves teachers in choosing areas to develop and activities to undertake;
- enables teachers to work collaboratively with peers;
- provides opportunities for mentoring and coaching;
- is sustained over time;
- is supported by effective school leadership.⁵

Within each module there are activities labelled as '**Main**' activities and others labelled as '**Extra**' activities

Main

The '**Main**' training activities are designed to help trainers respond inclusively to the varied learning styles of their participants. These activities **should be used flexibly, in response to participants' needs, interests, and existing level of knowledge and experience**. The order and timing of activities provided is only a guide, not a rigid prescription. Some activities will need more or less time than suggested, depending on the size of the group, their levels of understanding and/or interest in investigating particular issues more deeply, whether you are using language/sign language interpretation, and so on.

Extra

'**Extra**' activities can be delivered if there is sufficient time and/or if the trainer feels that her/his participants would benefit from doing them.

Trainers are encouraged to be reflective practitioners. They need to look at how they facilitated an activity or explained a particular topic, and think critically about its success and how they could improve it in a future workshop. Workshop evaluation activities should be used to elicit participants' views about the content and methodology of training. Trainers can use reflective diaries to document and reflect on their own training/facilitation work.

⁵ From Walter, C. and Briggs, J. (2012). 'What professional development makes the most difference to teachers? Oxford University Department of Education.

D. Communication skills

Whether we are training in a workshop, or teaching in a classroom, it is important to ensure that we communicate as effectively and accessibly as possible with everyone. Here are some important communication guidelines for trainers to follow and encourage participants to follow:

- Speak and/or sign clearly and at a pace at which everyone can understand.
- We may pronounce or sign words differently depending on where we come from, so be aware of this.
- When communicating in a group with someone who has a visual impairment, make yourself known by saying your name to get yourself noticed.
- When communicating in a group with someone who has a hearing impairment, make yourself known by raising your hand. Make sure you face them so that they can see your lips moving.
- Reintroduce yourself to people in case they have forgotten your name.
- Ask for clarification if you do not understand something.
- When working in small groups, ask colleagues to explain if you do not understand something.
- Try to use different communication methods, e.g., gestures, drawings, etc.
- When writing on a flip chart, use large, clear letters in a bold dark colour such as blue or black.
- When working in groups, some people are quiet while others have strong personalities. Make sure each group has a facilitator, a recorder and someone who will report back to the main group.
- When we observe turn-taking (speak/sign only when the listeners are able to listen to you (and vice versa).

E. What is inclusive education?

Inclusive education is a process of increasing the **presence, participation** and **achievement** of **all** learners in educational settings: nurseries, pre-schools, primary schools, secondary schools and tertiary institutions.

Education for all learners means for all girls and boys, teenagers and young adults regardless of gender identity, from majority and minority ethnic groups, refugee and asylum-seeking learners, displaced learners, learners with and without additional needs, learners with health problems, and those who are street-connected and working as well as those who are orphaned, among others. It involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of **all** learners in their community.

Inclusive education is built on the understanding that educational exclusion happens because of fundamental problems in the education system or school – it does not place the ‘blame’ for exclusion on a learner’s personal characteristics or abilities. Therefore, through an inclusive education approach we seek to bring about changes to the school, education system and neighbouring society – **the system** – so that schools and other education settings can effectively welcome and educate any learner, including those with additional needs. Inclusive education does not focus primarily on changing aspects of the learner (physically or intellectually). This does not prevent us from carrying out interventions that might prove beneficial to a learner’s physical and intellectual wellbeing. It simply does not make these interventions the primary or only solution we strive for.

Inclusive education acknowledges that **all** children, young people and adults can learn, and that they learn at different speeds. It encourages flexible teaching, which supports differentiated learning, using different methods to suit various learning styles. It draws on a range of methods for supporting learners with additional needs or other marginalised learners, depending on local context, e.g., peer support, parental/caregiver involvement, adult volunteers with additional needs, further in-service training for mainstream teachers, etc.

Above all, inclusive education is an aspirational process; it is something we always keep working towards, because we can always keep improving. It is not a quick-fix – the development of inclusive education takes time and requires everyone involved to commit themselves to permanent, ongoing action.

F. IETT Self-assessment Framework for teachers and schools

Teacher and school self-evaluation is a valuable process that is especially true when advancing inclusive education as it involves system change; we need to be constantly seeking ways to improve our provision and practise.

By the start of Module 3 principal trainers are introduced to the inclusive education teacher training (IETT) inclusive education self-assessment framework. This is a competency framework designed to contribute to individual teacher, department, team and whole-school improvement across a range of competencies promoted by the IETT modules. Competencies have been identified under four ‘domains’: Teaching and learning; Learners’ personal development and wellbeing; Engaging parents/caregivers and the community; and Leadership and management. Each domain is organised under levels of competency that the teacher maps during their participation in the IETT modules.⁶

PTs will introduce this self-assessment tool to pilot-school teachers and other key staff to enable them to track their own acquisition of inclusive education competencies as they progress through the modules and apply their learning. The self-assessment tool is designed to help them clarify their ideas and learning goals, and identify what they are acquiring competency in, and what they may still need to learn. They will be encouraged to regularly refer to the tool both individually and with school colleagues, and will have opportunities for discussion and reflection on their progress at each pilot school in-service training (INSET), as will the principal trainers at the ToT workshops.

⁶ The levels of competency are described in the same way as those used in Save the Children’s Teacher Professional Development Programme: ‘beginning’, ‘developing’, ‘proficient’ and ‘advanced’.

G. The Somalia context

Somalia has a rich history, including of art, trade, commerce and Islamic scholarship. However, despite local communities' and state and federal governments' peace-building successes in many areas of the country, Somalia is experiencing one of the most protracted civil conflicts in the world, together with devastating floods and droughts. Large numbers of Somalis have sought protection overseas, and over two and a half million are internally displaced persons (IDPs). In parts of the country the security situation is still fragile, and several areas host significant numbers of IDPs, many of whom are from minority groups not only dispossessed by natural disasters but also by persecution from armed factions.

Somali society is made up of peoples from diverse cultural and linguistic backgrounds such as the Digil farmers who live along the Juba and Shabelle Rivers, the Mirifle pastoralists, the Banadiri in the coastal towns, the 'gibilcad' groups of the lower Shabelle, and the Bajuni from Kismayo and the coastal islands on the border with Kenya. Across Puntland the population includes subclans of the Hawiye, the Mijertein branch of the Darod, other Darod branches and Darod subclans, and minorities such as the Saab, and those displaced from other regions of Somalia. A range of Somali dialects are spoken, such as Af-Maxaad, Af-Hamari and Af-Maay; and different languages such as Oromo, and Af-Baraawe, which is connected to but distinctive from Swahili, and Af-Bajuni, which is a dialect of Swahili.

Islamic scholars in Somalia have long promoted education for all as a religious duty. With an inheritance of secular Italian, Egyptian and English schools during the colonial era, and with the predominance of Quranic schools and a range of other providers including non-governmental organisations (NGOs) and the private sector, education in Somalia is accustomed to a multitude of different systems. Despite this there have been, particularly before the war, examples of successful cohabitation and transition between traditional Quranic and secular schools, especially between early years education and primary education.

The federal republic's and the Puntland State of Somalia's provisional

constitutions forbid discrimination against persons including those with disabilities, and guarantee education as a right for citizens. However, over half of school age Somali children are estimated to be out-of-school. There is an urgent need for early childhood care and education (ECCE) and yet there is no ECCE curriculum framework. Many children living with disabilities experience stigma both in school and the community. Most children living with disabilities do not access school and for those that do, there is very little identification of their additional needs. Schools lack assistive aids and devices, and few teachers are trained to provide specialist support. Other groups of out-of-school learners, including girls, IDPs, pastoralists, and learners from poor families, all experience disadvantage and exclusion from participating in education.

Both the FGS and the PSS are committed to improving the quality of education and getting all learners into school. However, any consideration of effecting change needs to also acknowledge that schools are starkly under-resourced, the ratio of learners per classroom is high, infrastructure and facilities are minimal, teaching and learning materials (TLMs) are insufficient and there is a shortage of teachers, many of whom are unqualified and in receipt of low pay.

It is therefore important to acknowledge the achievements of the FGS, PSS, local government, development partners and communities in providing education in these challenging circumstances. The challenge of coordinating education in emergencies (EiE) is being met by the Somali Education Cluster (SEC) that coordinates all stakeholders involved in education in Central South Somalia (CSS), as well as in Puntland and in Somaliland.

The policy framework for inclusive education in Central South Somalia

Current policy and planning relevant to inclusive education and special needs education (SNE) for CSS schools and their communities includes the FGS MOECHE's 2018-2020 Education Sector Strategic Plan (ESSP), and their 2018 National Special Educational Needs Disability and Inclusive Education Policy (NSEND&IEP).

The 2018-2020 ESSP priorities include capacity-building to increase participation in ECCE, increasing participation and retention of disadvantaged groups in primary schools and improving access and gender equity at secondary school. There is a commitment to designing and developing a strong system-wide approach to in-service teacher training in partnership with development partners, and to establishing both a core group of ‘master trainers’ and TTIs in each state. The FGS have started the review and planning process to formulate the next ESSP.

The NSEND&IEP commits to establishing a regulatory framework for SNE and inclusive education professionals, integrating special educational needs and/or disabilities and inclusive education training in teacher education curricula, developing specialist career pathways and providing in-service training (INSET). Strategies to increase the participation and achievement of learners with additional needs include providing disaggregated data, improving school infrastructure, extending social protections, and setting up Educational Assessment and Resource Centres (EARCs) to provide specialist support services to learners, schools and the community. Curriculum development to promote the needs of learners with additional needs is planned, as well as designing examinations and providing certification to learners with additional needs who cannot sit for national examinations.

The policy framework for inclusive education in Puntland State of Somalia

Current policy and planning relevant to inclusive education and SNE for Puntland schools and their communities includes the PSS MOEHE’s 2017-2021 ESSP, and their 2019 Revised Puntland Special Educational Needs Policy (PSNEP).

The ESSP’s priorities include the access and participation needs of girls, learners from pastoralist communities, from poor families, from IDP communities, other learners affected by emergencies, learners with additional needs and those from minority communities. Plans to improve their educational outcomes includes enhancing teachers’ continuing professional development (CPD). A pilot SNE school is to be established to develop and

disseminate best practice. The ESSP also recognises the need for long-term responses to large populations living in IDP settings.

The PSNEP promotes inclusive education and recognises the need to develop a range of provision and workforce skills including psychosocial support, a flexible curriculum, SNE competencies, improved learning environments for girls education, sensitisation of schools and community, stronger monitoring and evaluation systems and expanding early identification and assessment services through promoting the role of a SNE coordinator (SNECo) in schools, and establishing special needs education assessment resource centres (SNEARC). Regional education officers (REOs) and district education officers (DEOs) will support and monitor the development of inclusive education practices across schools and mandatory training courses will familiarise teachers with principles and practice for learners with additional needs. The PSNEP also proposes an in-house SNE unit and a framework for mobilising partnerships to achieve its objectives in promoting SNE, including as providers of CPD for teachers.

What learners and their parents/caregivers say

Education specialists, and learners, parents/caregivers, teachers and head teachers from SC and ADRA partner schools in CSS and Puntland, have been surveyed to help inform the Together for Inclusion (TOFI) inclusive education teacher training (IETT) programme planning. They represent primary schools, all-through⁷ primary to secondary schools, the PSS MOEHE, the FGS MOECHE and TTIs. Findings from interrogating the responses to the questionnaires include the following:

- There is willingness and enthusiasm across the board to meet the challenge of making schools more inclusive. Parents/caregivers in particular show a passionate commitment to equality of access, whilst recognising the many barriers that stand in the way. Several share powerful personal accounts of learners being unable to access school

⁷ An all-through school is one that combines at least two stages of a learner's education, e.g., primary and secondary, in one establishment.

because of poverty, mental health conditions, chronic health problems, disability, early marriage or being made to work at home.

- There is however some variation of opinion about what inclusive education is. Most see it as a guarantee of education for all, whilst some see it purely as an issue of including learners with additional needs and believe, because some learners with additional needs are present, that their school is already inclusive.
- Some mainstream teachers feel able to identify the needs of learners with additional needs and some mainstream teachers have developed some inclusive learning strategies in the classroom in response to the needs of particular learners. Several parents/caregivers mention how their children's school tries to help them manage costs and provides school feeding programmes.
- Attitude barriers are frequently mentioned as causing particular concern in their school and community, such as disability being regarded as immoral and a stigma, with a high incidence of bullying and discrimination
- Learners point out a range of poor teaching practices that prevent them succeeding, such as teachers being late to lessons, or unkind, and that they are fearful of teachers or that they feel ashamed to be asking for help. Learners suggest constructive ways to improve their lessons, such as a flexible timetable that allows more time, "quality teachers" who are kind, teachers who are trained to teach reading and writing and teachers that use sign language. They ask for more group reading, a library, coaching classes, more female staff, equipment for science practical lessons, greening the school environment, clean drinking water and wash facilities, better playgrounds and classrooms, sports equipment, more opportunities for girls to play sports, girls toilets.
- Teachers, head teachers and specialists all note an overwhelming need for mainstream teachers to receive training to identify the needs of learners with additional needs, improve their pedagogical skills, to respond to learners' psychosocial needs and for extra specialist teachers to assist learners with additional needs.
- The security situation is identified as a constant challenge in some areas. Parents/caregivers emphasise how they appreciate their child's school

keeping them safe. Other environmental barriers parents/caregivers mention include the lack of special toilets for learners with additional needs, the lack of common rooms for girls, and the distance being too far for many learners to come to school.

- All schools lack specialist teachers and a wide range of teaching and learning resources, such as basic materials like pens and paper, through to assistive devices, which hampers education for all. Almost everyone identifies poverty and lack of the ability of families to pay school fees, or manage transport and other costs, as reasons for non-attendance or dropping out. Several parents/caregivers and head teachers raise the issue of teachers not being paid or needing a pay rise.
- Parents/caregivers in some areas also desire the establishment of boarding accommodation for learners who live alone or with poor relatives, incentives such as pocket money and uniforms for girls, the treating of all learners in the same way “regardless of their clan, class or ability/disability”, that schools work with aid organisations on how to enhance inclusive learning and create “belongingness”.
- Parents/caregivers emphasise that they are ready to do more to help their schools become inclusive and offer ideas about how their children’s schools could involve them. These include sensitising the local community, and also parents living with a disability being provided with assistive devices themselves so that they can participate.

H. Target audience for this training

Principal Trainers

Initial training participants will be PTs who play a role in delivering teacher training.

PTs are stakeholders who:

- have responsibility for training trainee teachers in pre-service TTIs in their main professional role; and/or
- have responsibility for training teachers, e.g., INSET, in their main professional role or are pilot school head teachers;
- have some relevant inclusive education interest, experience and skills.

PTs are in a position to embed inclusive education training responsibilities into their current job descriptions and work-plans. For example, they may be:

- TTI staff such as TTC and university lecturers.
- DEOs and REOs such as mentoring and coaching team members.
- Head teachers.

These participants will have a variety of practical experiences in education in relation to teaching, training and working with a diverse range of learners. Some will feel confident about training teachers to be inclusive educators. Others will understand the theory but, in reality, still feel nervous or reluctant to work inclusively or train others to include and teach all learners, especially those learners with additional needs. It is always best, therefore, to start each training session from ‘where the participants already are’. It is strongly advised that PTs begin each module with a short recap of content and activities from the previous modules.

The training modules in this manual will also be used by the PTs when they are training trainee teachers during pre-service training.

In addition to each module, PTs are provided with a detailed INSET workshop plan, the PowerPoint presentations that accompany each module, and other training materials to support the training activities.

Observers

Elements of the modules are drawn on to train a cohort of '**Observers**' who monitor the progress of inclusion in the pilot schools.

It is not just the teacher's duty to deliver inclusive education. To bring about the range of changes needed for successful inclusive education, key stakeholders throughout the education system and other relevant organisations need to take responsibility for encouraging, monitoring and managing inclusive education. The Observers are usually senior staff or responsible people from key stakeholder organisations who support the IETT programme and champion inclusion.

The team of Observers:

- **Observe school practice:** Before the IETT programme starts in a school, a group of Observers visit the school to see what is happening in classes and around the school. They then visit the school each year to observe changes, successes and challenges.
- **Talk to key stakeholders:** Observers interview teachers, head teachers, other key staff, learners and community members to find out how the training has been received and used. They collect ideas for how to improve or expand the teacher training.
- **Document progress:** Observers prepare brief written and photographic reports about their observations and discussions.
- **Provide feedback:** Observers act as 'critical friends'. They provide constructive feedback to the trainers. They also feed back their findings to the lead facilitators, lead organisations involved in the programme and relevant education officials.

Observers are drawn from key stakeholder organisations. They include:

- senior university and teacher training college staff, e.g., principals/vice-principals/deans;
- senior DEOs and REOs;
- MoEHE, MoECHE and MoEHL senior staff and the inspectorate;
- senior representatives from disabled people's organisations (DPOs) and other civil society organisations;
- representatives from other government Ministries and stakeholders responsible for children and young people, such as social workers and health personnel.

Observer training includes promoting understanding of inclusive education, of the action research approaches that PTs and teachers will be using, how to use a toolkit of resources that guide their monitoring of schools' inclusive education provision and practise, and an insight into the content of the training modules. Observers are also shown how to help improve teacher training by offering a critically constructive perspective. Their role is to support and motivate the trainers' and teachers' own reflections and suggestions for improvements. The observers are trained specifically not to act as inspectors who are grading and assessing teachers, but as 'critical friends'.