

An Introduction to Inclusive Education

Refresher Session for Principal Trainers Module 1



Refresher activities for teacher trainers

Prepared for:
Ministry of Education, Zambia
The Norwegian Association of Disabled

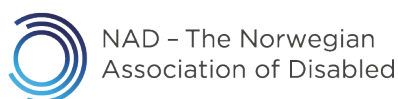
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Module 1: An Introduction to Inclusive Education refresher session

A teacher training resource for teacher trainers

Version 1

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Ministry of Education



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Introduction

This Refresher Session for Module 1 is devised to help teacher-trainers refresh their understanding of the module before training schools.

The aim of Module 1 is to introduce participants to the concepts and theories of inclusive education and the theoretical basis for its implementation. In addition, it introduces participants to active participatory learning methods, which they will experience through the training. At the end of this module participants will have a stronger understanding of inclusion and be able to begin applying inclusive education in their own educational contexts.

Materials and facilities needed for the refresher workshop

Each participant needs a copy of Module 1 to refer to whilst undertaking this Refresher Session. Further useful reference information is also contained in the **Inclusive Education** Introductory booklet, and the Supplementary Module on **Including Learners with Additional Needs**.

The workshop also requires a white screen/wall, laptop and projector for PowerPoint presentations, illustrated by the symbol:



Further resources needed include speakers to support film presentations, a flipchart stand, flipchart paper, flipchart pens in various colours, packs of felt tip colouring pens and Bostick/Sticky stuff/blue tac for sticking sheets of paper/flipchart paper on walls.

The room should be large and airy, and accessible to all participants, with fire exits and toilets close by. There should preferably be large circular tables, with a couple of tables for the facilitators at the front for resources, etc.

Duration of training

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

If all activities are used, without significant adaptation, shortening or lengthening, this refresher session requires up to **4 hours** of training.

Refresher Session for Module 1 (R1): An Introduction to Inclusive Education

Activity R1.1: Introduction to the aims of the session

 10 minutes

Welcome the participants and explain that this Refresher Session for Module 1 is devised to help teacher-trainers refresh their understanding of the module before training schools.

Remind participants that the aim of Module 1 is to introduce participants to the concepts and theories of inclusive education and the theoretical basis for its implementation. In addition, it introduces participants to active participatory learning methods, which they will experience through the training.



PPT 1.1 Module 1 Training Itinerary – slide presentation

Show the slide presentation reminding participants of Module 1's school in-service training (INSET) content.

Activity R1.2: Warm up and recap

 20 minutes

Ask everyone to stand up, move around the room and find a partner – each pair then nominate themselves as A and B. **They will be talking and listening to each other.**

- Ask them to introduce themselves to each other.
- Shout out a question (see below) that A has to answer first. After 30 seconds shout it out again for B to answer. Then they do the same again with question 2 – though B could start this time. The pairs are listening to one another. For questions 3 to 7, the second participant in the pair should expand on, or add additional points to those mentioned by the other participant in the pair.

- The questions start with general ones, to help the participants relax and focus; they then relate more specifically to the training they received when they undertook Module 1.
- The activity is pacy and the trainer needs to be strict about only allowing 30 seconds for each participant to answer the question, even if participants protest that they need more time!

Here are the questions in the order they are asked:

1. How do you feel about today's training?
2. Are you looking forward to visiting a school and training the teachers?
3. What does inclusive education mean to you?
4. Why is it important that teachers use different teaching and learning approaches in the classroom?
5. Who in your community are not being included in education and why are they not included?
6. What are the characteristics of an inclusive teacher and/or school?
7. One way of describing action research is the 'look-think-act cycle'. What examples can you give of either **looking**, or **thinking** action research activities?

Then ask each pair of participants to join the pair nearest them and form a group. It may be that, if there are large numbers of participants, three pairs join to make groups of six. Each group then sit together and will work together when undertaking any group tasks throughout this Refresher Session.



PPT 1.2 Pictures from the ToT workshops – slides presentation (31 slides).

Show this presentation of pictures taken of the Module 1 training that was undertaken by participants in Zambian Training of Trainers (ToT) workshops. This can assist participants' recollection. **The slideshow should be pacy**, no more than a few seconds per slide.

In plenary, ask the group if there are any questions.

Show Doodly video, "Presence, Participation and Achievement". Go to this link: <https://www.youtube.com/watch?v=dcXjVSNdFWI>

Activity R1.3: Learning styles

 15 minutes



PPT 1.3 Learning styles (4 slides)

Mention to participants that they saw pictures in the PPT 1.2 slide presentation of the “River of Life” display they developed in the ToT workshops. Further remind them about the ‘River of Life’ activity.

- In the first quarter of the diagram they stick their post-its describing what they know and can offer in relation to inclusive education, and/or they add their drawings of what inclusive education means to them.
- In the second quarter, each participant adds post-its with 3 different outcomes or questions about inclusive education that they want the workshop to answer.

Explain that this River of Life activity is already giving participants different options for how they communicate information; for example, through writing or drawing.



PPT 1.3 Slide 1

Remind participants that Module 1 encourages them to recognise the diverse ways people learn. Participants are asked to reflect on their own preferred learning styles; this helps them acknowledge the importance of using different teaching and learning approaches in the classroom.



PPT 1.3 slide 2

PPT 1.3 slide 2 shows different learning activities favoured by participants in a range of previous ToT workshops.

Explain that if we are to understand a learner’s preferred learning style, we need to observe the learner more than once, doing different activities. We also need to talk to the learner about what she/he enjoys or dislikes in school, finds

easy or difficult, and so on. We must also not expect everyone's skills to fit neatly into fixed learning style categories; and we must not fall into the trap of labelling a learner according to their learning style and then potentially ignoring any changes that subsequently develop with preferences for learning.



PPT 1.3 slides 3 – 4

PPT 1.3 slides 3 – 4 provide some key points to consider about preferred learning styles, including:

- Learning styles are sometimes categorised as auditory, visual, tactile styles.
- We may find some learning styles more effective than others. This, however, does not mean that we can classify learners by a single modality (e.g., a visual learner, or an auditory learner, or a tactile learner). Learning styles do not describe innate abilities so much as the different ways in which people learn, based on their individual strengths, their personal preferences, and other factors (such as motivation, the learning environment, even the time of day).
- Building on prior knowledge and connecting the learner to new concepts is key to teaching and learning. Activities that acknowledge a range of learning styles do this through engaging, energising, motivating and tuning learners' thinking to the task in a variety of ways.

Activity R1.4: Discrimination and human rights



40 minutes



PPT 1.4 Discrimination and human rights (7 slides)

Recall with participants how Module 1 asks them to reflect on what discrimination is, where it comes from, and how we can all help to stop it. It is very important that the teachers we train have a wider understanding about discrimination in society.



PPT 1.4 slide 1

Remind participants about the opening activity where participants jointly add their own definitions of 'discrimination' onto folded paper to reveal their combined explanations. After comparing them, each group then came up with an agreed definition.



PPT 1.4 slide 2

PPT 1.4 slide 2 shows a definition for each group to compare and contrast their agreed definition with.



PPT 1.4 slide 3

Before asking participants to think more deeply about the discrimination they are aware of in their own lives, emphasise that our experiences of discrimination will be very different, even if we are from the same professional community, or the same village or even the same family. Discriminatory behaviour may range from verbal expression, avoidance, or exclusion to physical abuse and even violence.

Also emphasise how important it is that when being asked about our own experiences of discrimination, we all feel supported. When training your school do make sure of this. Emphasise how important it is that we listen respectfully to peoples' experiences, and acknowledge how some of us in the room will be enjoying greater opportunities and privileges attached to our social status or identity.



PPT 1.4 slide 4

Ask participants to work in pairs and give them the following instructions:

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

- What happened?
- What did the other person/people do or say?

- How did you feel?
- What did you do or how did you react or respond?"

Once the pairs have both shared an example and reflected on these questions, ask them one more question:

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

After a few minutes, invite volunteers to share their ideas with the whole group about why the discrimination happened. They do not need to tell the whole group about the details of their story.

Write their ideas on a flipchart and try to group the ideas together.

Resource R1.1

Why does discrimination happen?

Resource R1.1 provides some answers for participants to consider, especially if they have not been mentioned.



PPT 1.4 slide 5

Explain that discrimination can be like a cycle. We need to break this cycle. This means everyone needs to say, 'discrimination is not acceptable and I am going to do something to stop it'.



PPT 1.4 slide 6

This diagram illustrates the cycle of discrimination in relation to learners with additional needs. Explain that discrimination against women, against persons with additional needs, against language, ethnic or religious minorities, against immigrants and so on, all has a common foundation. Therefore, if we understand more about the roots of discrimination, we can become better at stopping it – for any group. Which means we can become more inclusive.



PPT 1.4, slide 7

Remind participants that Module 1 emphasises the importance of acknowledging and respecting peoples' human rights as they protect individuals and groups against actions (or sometimes the lack of action) that interfere with their freedoms, entitlements and human dignity. When delivering INSET to their school, participants may wish to refer to what they know about the rights that are enshrined in their country's laws, including guarantees against discrimination given persons with disabilities and other marginalised groups. Section F of the Inclusive Education Introductory Booklet has some further information.

Activity R1.5: Teachers' attitudes



15 minutes

In a society where different groups experience discrimination, it is common for the attitudes of teachers to mirror those same prejudices. Emphasise how important it is to recognise this as teachers play a central role in inclusive education. To help us achieve inclusive education, teachers need to think and act in an inclusive, learner-friendly way.

Resource R1.2

'My teacher...' cards

Distribute a set of cards to each group ([Resource R1.2](#)). Each group decides if the teacher being described is an inclusive or a non-inclusive teacher. They should make two piles of cards accordingly. They can make a third pile for 'not sure', if there are some quotes they cannot decide about.

Put two flip charts on the wall – entitled 'inclusive teacher' and 'non-inclusive teacher'. The groups stick the cards onto the relevant flipchart, and then look at each other's answers and debate if there is any disagreement.

Remind participants that Module 1 shares posters presenting learners views about the behaviour they want to see from their teachers in order to feel included and learn better.

Activity R1.6: What is inclusive education?

 50 minutes



PPT 1.6 What is inclusive education? (10 slides)

Explain that the following short quiz is to support participants' recollection of how to define inclusive education.

Resource R1.3

QUIZ

Hand out **Resource R1.3**. Encourage the participants to do the quiz in pairs. Once the quiz is completed, remind participants that in Module 1 participants draw what inclusive education means to them. After 5 – 10 minutes explain that the presentation that follows provides the answers.



PPT 1.6 slide 1

PPT 1.6 slide 1 is an example of some of the drawings by participants in a previous ToT workshop.



PPT 1.6 slides 2 – 5

Module 1 introduces different ways we can view the exclusion of learners; either seeing the 'learner as the problem', or the 'education system' as the problem.



PPT 1.6 slide 6

Refresh participants' memory by displaying the illustration of the medical, charity and social models referred to in Module 1.

Stress that in a truly inclusive approach to education, the learner is never the problem; it is always the system that is the problem. Then explain that, in its

simplest form, the **social model** is about changing the system to fit the learner, not changing the learner to fit the system. It locates the ‘problem’ of exclusion firmly within the system, not within the person or their characteristics.

Emphasise that if we believe in inclusion and that ‘all learners can learn’, then we will try to find out what can be done to improve the learning environment, teachers’ attitudes and teaching and learning.

Resource R1.4

The social model

Give out **Resource R1.4** for further information (to be read later). Box 1 explains the social model; Box 2 provides an example of how we can use the social model to understand problems of exclusion and better devise solutions. The left-hand columns in the tables that follow Box 2 provide some examples of individual model approaches and their impact on the learner/practice, and the right-hand columns provide examples of social model approaches and their impact on the learner/practice.

Also remind participants that the supplementary module on **Including Learners with Additional Needs** includes advice and guidance for teachers on including learners with different impairments in the classroom, including complex impairments. This might be a useful reference point for trainers during this discussion if and when queries arise about including **all** learners.

Explain that ‘inclusive education’ is a term that is used to describe lots of different education work – some of which is not necessarily inclusive. We all need to think about whether what we are **doing** matches what we are **saying**.



PPT 1.6 slides 7 – 9

Remind participants that these diagrams attempt to illustrate the difference between special education, integrated education and inclusive education. Emphasise that inclusive education accepts that all learners are different and believes that all can learn in the school to the best of their abilities. The education system is therefore changed to accommodate all learners. The system overcomes its barriers to learning and participation, whether it is because of attitudes, poor environmental conditions, inappropriate policies and practices, or the lack of resources.

Resource R1.5

'Is this inclusive education?' Case studies

Give out **Resource R1.5** to each group. They decide if each case study shows exclusion, special education, integrated education or inclusive education. They should explain their reasons.

Facilitate plenary feedback. Remember that for some of the case studies there may not be a single correct answer. If participants provide a logical and well-argued answer, which does not exactly match the answer provided, but which is not totally wrong either, do not tell them they are wrong. Instead, they should present their own answer and ask participants to discuss whether they agree with it (and why/why not).

Remind participants that after this activity, participants are asked to compile their own case studies about examples of exclusion, integration or inclusion.



PPT 1.6 slide 10

Show **PPT 1.6 slide 10**, a summary of what we have learned about inclusive education.

Activity R1.7: Barriers to inclusion in education



30 minutes



PPT 1.7 Barriers to inclusion (3 slides)



PPT 1.7 slide 1

Remind participants that Module 1 helps them understand what a barrier to inclusion is, what sorts of things can be barriers and how these barriers affect learners. This is a key step before we then start trying to work out how to solve these barriers and include more learners.



PPT 1.7 slides 2 – 3

Show Doodly video: “Five main types of barriers”. Go to this link:

<https://www.youtube.com/watch?v=GDUUAZ0yeZ4>

Go through the five different types of barriers. Emphasise that when we are thinking about barriers to inclusion, we need to be as specific as possible, so that we can find specific and appropriate solutions that will work.

Explain that the revised version of Module 1 includes some new activities that some of the participants may not have previously done.

Resource R1.6

Before school

One of these new activities is a film showing some of the challenges learners face each day before school. Give out **Resource R1.6** and explain that the resource is a transcript of a video they are about to watch.

Show the video. It lasts for 7 minutes 40 seconds. Ask participants to note down issues raised by the film and specific solutions to specific barriers **TO INCLUSION**. At the end of the film, ask participants to share and discuss with their neighbour what they have noted down and/or remember.

Ask for feedback from some of the pairs so that the main points in the film are covered. Make sure that participants have recognised the issues of discrimination that the film raises (e.g., gender discrimination), the barriers learners face before school starts everyday (e.g., they are made tired and late to school by household chores, hunger, etc) and some possible solutions (e.g., listening to the learners, talking to/raising awareness of parents/caregivers, school feeding programmes and creating gardens, etc). Emphasise that by identifying specific barriers learners face, it is easier to come up with specific solutions.

Remind participants about another similar activity, the photo elicitation activity, that they undertook in Module 1 where they studied photographs (taken by learners of their school activities/environments) to decide what kind of barriers (if any) were being shown.

Activity R1.8: Using action research in the development of inclusive education

 15 minutes



PPT 1.8 Overview of action research (7 slides)

Module 1 asks participants to reflect on the unique set of challenges and strengths that each school and the surrounding community has, which require a unique set of responses. Teachers – along with the learners, parents/caregivers and other members of the school community – cannot simply rely on ‘experts’ from elsewhere to tell them how to make their school more inclusive. **They need to become experts in their own situation.**

These stakeholders need to be able to investigate what is happening in their school and community, identify barriers to inclusion that need tackling, work together to find solutions, and then – with the help of others – start taking relevant action.

Action research is very useful for this. It helps stakeholders to **look at** their situation, **analyse** the problems, **suggest** solutions and, finally, **take action**. This is an action research cycle.



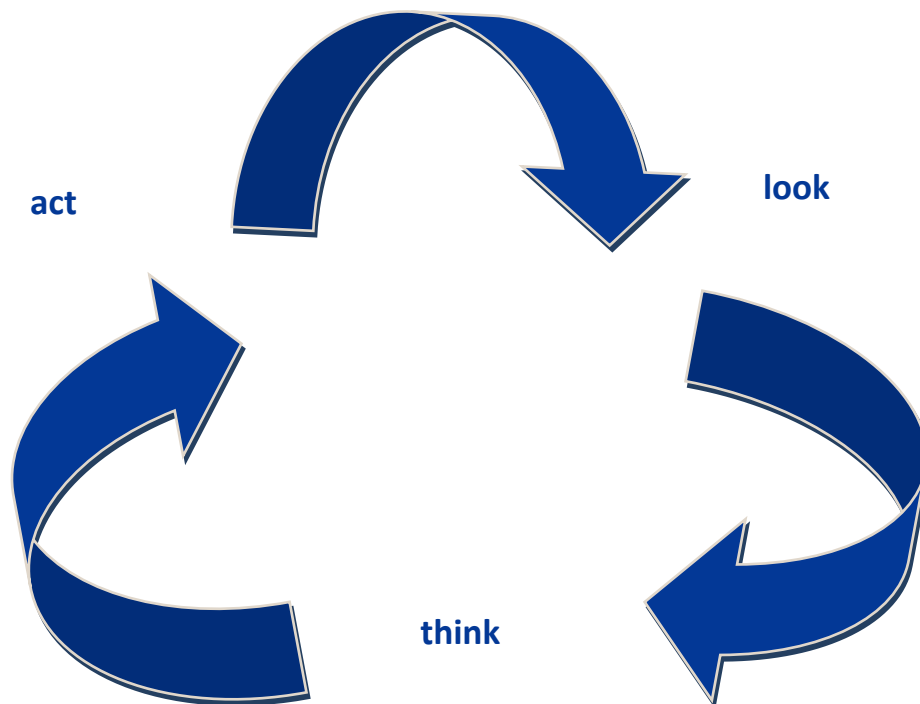
PPT 1.8 slides 1 – 2

Whilst giving participants this overview of action research, acknowledge that they have already engaged with action research tasks after each Module, so this ‘refresher’ about action research may only need to be brief. If participants need more detailed information in order to understand the action research approach, then they should be encouraged to look again at the examples given in **Activity 1.7b** of **Module 1**, including **Resource 1.8**.



PPT 1.8 slides 3 – 6

Re-introduce participants to the 'Look' – 'Think' – 'Act' cycle, with examples of looking and thinking activities.



Action research cycle

Explain that the actions that follow the **Looking** and **Thinking** stages will be different in every situation, depending on what challenges and opportunities were observed, and what ideas and suggestions resulted from the **Thinking** stage. Once action has begun there may come a time to review and so begin the action research cycle again.



PPT 1.8 slide 7

Finally, remind participants that Module 1 allows them to practise their own action research activities. For example, they are introduced to 'Mountain diagrams'. At the top they put their goal, what they want to achieve. On the mountain they draw the barriers they encounter in reaching this goal, and the solutions they could try or have tried to overcome these barriers. These diagrams are then displayed and each group visit the displays during a **gallery walk** where a member of the group whose display it is, explains it and answers questions.

Activity R1.9: What we have learned

 15 minutes



PPT 1.9 What we have learned (1 slide)

As mentioned above, the revised version of Module 1 includes some new activities that some of the participants may not have previously done.

One of these is Activity 1.8a – ‘Our training methodology’. Explain to participants that this is where they reflect on the training methodology used in the Module. They recollect the different kinds of activities they did throughout Module 1 and discuss how these activities encouraged them to be active in the learning process.



PPT 1.9 slide 1

PPT 1.9 slide 1 provides information about how these activities promote active learning.

Participants also view a very short film clip of group work taking place in a ToT workshop. Explain that they are asked to discuss the benefits of group work.

Participants may have already done Module 6, which looks in greater detail at active learning strategies including group work. However, do encourage participants to look closely at this new activity in Module 1 so that they are able to deliver it confidently at the school INSET.

Now is a good time to give to each PT team the **‘Barriers to inclusion and active learning styles’ POSTER** provided with the materials. This is for them to leave with their pilot schools to display after they have delivered the training. It can also be displayed in the local education office and in the community.

Also remind participants that they revisit the ‘River of Life’ at the end of the training. They look again at the River of Life poster, thinking about the post-its they put onto the river. Working individually, participants then make drawings

or diagrams or write statements to show what they have learned from the training.

Activity R1.10: Papering the walls with our wisdom

 25 minutes

This is an activity to reinforce the learning from this session; it is not an activity that is in Module 1.

Prepare 6 pieces of flipchart paper. Write the following statements, each in the middle of a separate sheet (leaving room for comments to be written by participants around each statement):

1. Now you have done the refresher training, explain in a sentence what **inclusive education** means to you.
2. Give reasons why it is important that teachers use different teaching and learning approaches in the classroom. Give a real-life example to explain your answer.
3. Which groups in your community are not being included in education and why?
4. Name a barrier to inclusion, state what type of barrier it is (from the '5 types of barriers') and give a real-life example of how it prevents someone from being included.
5. Write down a characteristic of an inclusive teacher and/or school.
6. Give an example of either a **looking** or **thinking** action research activity, and explain how it can be used to support a particular research enquiry.

The pieces of flipchart paper are placed on tables around the room, one on each table, or on the floor at a distance from each other. Each participant then walks around the room and writes something in response to each statement on each sheet of paper. They should try and avoid repeating anything already written on the sheet by other participants. However, they can write something that further develops or responds to another participant's point.

Participants should use felt tip pens and add their points in the style of a mind-map.

Make sure participants keep moving so they cover each sheet in time, and also allow for others to access the statements.

Ask participants to “paper the walls with their wisdom” by displaying the sheets on the walls. Participants walk around to familiarise themselves with all the points on the displays and discuss them with each other.

Emphasise how this refresher session is no substitute for participants reading **Module 1** and its accompanying training materials thoroughly before delivering their school INSETs. However, having done this refresher session, they should find re-familiarising themselves with the content much easier.



PPT 1.10 Summary (2 slides)



PPT 1.10 slides 1 – 2

Sum up the session by reminding participants that an inclusive education is about all learners being present, participating and achieving. An inclusive approach recognises that the education system, rather than the learner, is the problem; and it's the system that needs to be changed. We need to:

- Identify some of the barriers to inclusion; and then.
- Start to identify solutions by looking at why learners are being prevented from being present, participating and achieving.
- By using action research, talking to the families and local communities, talking to the learners, and listening to what the schools identify as barriers to inclusion, we can begin the process of becoming more inclusive.

Give out the ‘**Module 1 REMINDER CARDS**’ pack provided with the materials, for PTs to look through and take to their pilot school. Trainers and teachers can carry a set of cards with them, hang a set of cards in the staffroom or office, or use the cards to stimulate chats with colleagues.

Finally, go through the materials participants need to have to prepare and deliver their school INSETs.

Resources

**Refresher
Session for
Principal
Trainers
Module 1**

Resource R1.1: Why does discrimination happen? Some suggestions.

Why does discrimination happen? Some suggestions.

- **People may not realise** they are discriminating; they may think their attitudes and behaviour are normal and acceptable.
- There are lots of stereotypes in every society (e.g., it is a stereotype that women cannot drive very well; or that learners with additional needs cannot learn academically). Children grow up listening to adults expressing stereotypes like this (e.g., they hear men making jokes about 'bad women drivers', or they hear teachers or other adults calling learners with additional needs 'slow' or 'stupid'). Children start to believe such stereotypes are true. When they grow up they repeat the stereotypes and they start to act on them (e.g., refusing to hire a woman taxi driver because they believe she will be a bad driver; or not wanting to teach or employ a person with an additional need because they believe they are unteachable or unemployable). This **behaviour based on stereotypes is discrimination**.
- People may discriminate **because they are frightened**. For instance, they may fear that some groups of people are dangerous (e.g., fear of additional needs as a curse, or fear that people from a certain religion are terrorists). Or they may fear that certain groups are going to take away something that is important (e.g., a fear that migrants will take jobs away from local people). Often these fears are based only on stereotypes and misunderstandings.
- People may discriminate in order **to maintain or build their own sense of power**. They believe they can become more powerful if they deny rights and freedom to other groups of people.

Resource R1.2: 'My teacher...' cards

Print out the following and cut them into individual cards. Make one set of cards for each group of participants. Make sure you mix up the cards well.

'My teacher really listens to me and is always smiling.'	'My teacher hits me when I am not quick enough in class.'
'My teacher treats me with respect and doesn't get angry when I lose my concentration in class.'	'My teacher doesn't stop the other learners from bullying me when I get an answer wrong.'
'My teacher lets everyone in class be the teacher for a day.'	'My teacher doesn't let us talk in class unless we are answering her questions.'
'My teacher gets us to work in groups and we help each other with learning.'	'My teacher always makes us sit in rows.'
'When we are naughty in class, my teacher has us decide our own punishments.'	'My teacher shouts at us if we make mistakes in class.'
'My teacher has us sing and do drawings.'	'My teacher arrives late for some lessons. Sometimes he spends the lesson using his mobile phone instead of teaching us.'
'My teacher sometimes teaches lessons outside the classroom.'	'My teacher takes ages to mark our books or homework.'
'My teacher encouraged me to keep coming to school even when I didn't want to.'	'My teacher will not let me go to the toilet when I need to.'

Resource R1.3: QUIZ

1. Which of the following statements show that learners are viewed as the problem that causes exclusion; and which statements show that the system is viewed as the problem?

- a) We don't have the expertise to meet the learners' needs so we can't help.
- b) The learner lives too far away from school so there's nothing we can do.
- c) We need to change teachers' attitudes.
- d) We need to do more so that all learners achieve their potential.
- e) The learning environment is not accessible so that must be dealt with.
- f) We aren't equipped to deal with everyone's needs so some learners must go to a special education institution.

2. Which of the following represents the 'medical model', which represents the 'charity model' and which represents the 'social model' of education provision?

- a) Activities help the excluded learner, but they remain outside the mainstream education system.
- b) The excluded learner must be 'fixed' before they can be allowed into the mainstream education system.
- c) The education system becomes flexible and adapts to accommodate all learners.

3. Which of the following statements describes special education, which describes integrated education and which describes inclusive education?

- a) There is a system for 'regular' learners, and a separate system for learners with additional needs.
- b) The education system is changed to accommodate all learners. The system overcomes its barriers to learning and participation.
- c) Learners need to fit into the 'regular/mainstream' system where teaching and learning practices stay the same.

Resource R1.4: The social model

Box 1: Explaining the social model

In its simplest form, the social model is about changing the system to fit the learner, not changing the learner to fit the system. It locates the 'problem' of exclusion firmly within the system, not within the person or their characteristics. It has its origins in the early days of the disabled people's civil rights movement and provided a radically different definition of disability that influenced understanding and practice. It states that society is disabling, not the particular impairment or condition that a person may have.

The social model is contrasted with the medical, charity or individual models of disability, and helps us to understand the differences between special, integrated and inclusive education. The social model is a useful way of promoting inclusion not just in relation to people with disabilities, but in relation to any excluded or marginalised group.

Box 2: Defining the problem

The process of defining a problem is made up of two parts:

- a) **What** is actually happening, what are the facts?
- b) **Why** is this happening?

If we look at the problem of exclusion, then we can define the problem in different ways:

- a) **What** is actually happening, what are the facts? (e.g., the learner is not learning, they are not attending school)
- b) **Why** is this happening? We can answer this question in many different ways. Our values and beliefs influence how we answer this question.
 - If we believe 'all learners can learn', and if we know that teaching environments, attitudes and methods can make a big difference to how learners learn, we will try to find out what could be improved in these areas.
 - If we believe that some learners are not 'OK' due to their appearance or behaviour, if we believe that the learners themselves are 'problems', then we will blame the learner, try to change the learner, maybe try to

hand them over to someone else, or even exclude them.

The social model provides a framework for defining problems and solutions by focusing on the **society** (environments, attitudes, systems, structures) rather than on the **individual**. It takes some time and some practice to change our way of thinking so that we can define and find solutions to all problems using this social framework.

✗ Individual Model ✗		✓ Social/rights-based Model ✓	
Beliefs and values.	Results in practice	Beliefs and values	Results in practice
The problem is the learner with a special educational need and/or disability/from the ethnic minority, etc. They are different from us; they are defined by their special educational need and/or disability/ethnicity/gender.	Survey to find out the 'size of the problem.' Listing and labelling learners who are different.	People (children and adults) have different characteristics, different abilities, strengths, behaviours	Survey to identify barriers in society faced by learners and their families, policies, prejudice, environmental, institutional barriers.
They are 'objects' of charity, medical treatment or social protection	Setting up 'services' for learners who are 'different', putting them in homes and institutions	Learners are subjects with rights, capable of claiming their rights	Promoting empowerment through knowledge about and access to their rights
The problem is that they are not normal, not 'one of us'	Separate environments and schools, special environments and schools, separate/special teachers	The problem is that learners and their families experience discrimination and are denied their rights	Programmes target the discriminatory practices in society, and work with learners and their families to access and protect their rights
Not capable	Take care of them, create dependency, make decisions on their behalf about health care and rehabilitation. Or blame, abuse, abandonment.	Learners have a right to appropriate health and rehabilitation services	Health and rehabilitation services are fully inclusive, and promote the independence and full participation of learners
Not OK	If they can't speak our language, have our habits, behave like us, look like us, etc, then they are tragic/hopeless cases	Learners are not a homogenous group – their views and best interests must be considered	Fully inclusive programmes that respond to learners as individuals, offering appropriate support, aids and equipment
Prevention of <i>people with special educational need and/or disability</i> , ethnic 'cleansing', etc	Abortion assumed to be the 'best' option, infanticide or genocide, special programmes, ghettos	Prevention of discrimination against learners who are perceived to be 'different'	Promoting health and well-being for all and fully accepting and embracing diversity and by combating exclusion

Example of questions from an individual and a social model

Individual Model	Social / Rights Model
Questions to learners	
What is wrong with you?	What is wrong with the education system?
Do you have difficulty travelling to school?	Is your school accessible to you? Is transport available or provided?
Can you stand up for yourself?	Does your school have an anti-bullying policy that works?
Can you keep up with your lessons?	Does the teacher help you to learn in ways that work for you?
Do you understand what the teacher says?	Does your school offer tuition in your own language?
Do you have to miss school at certain times of the month?	Does your school have proper toilet and hygiene facilities and a sensitive approach to supporting the needs of teenage girls?
Does your difficulty in seeing/hearing mean that you can't attend school or learn along with your friends?	Does your school make sure you can access the curriculum by providing appropriate support within the classroom?
Questions to teachers	
What problems do the learners in your class have?	What further support or training do you need as a teacher to ensure all learners are learning?
How many disabled/ethnic minority learners are there in your class?	What sort of barriers do learners face in being able to fully participate in your class?
Are some learners slower than others?	Are your teaching methods able to respond to different learning needs and speeds?
Is it difficult for you to fit in as a teacher who is disabled/from an ethnic minority?	Do people's negative attitudes and prejudice cause discomfort to you?

Resource R1.5: 'Is this inclusive education?' Case studies

Remove the answers before copying this sheet and giving it to participants!

1. Some girls have stopped coming to primary school, because they keep getting sick. It turns out that when they were in school they never used the school toilets. The school toilets were always very dirty and the girls were scared of getting bullied. When the girls complained to the head teacher, she started making sure the toilets were cleaned, but she also started locking them and keeping the key so girls would need to ask for the key whenever they needed to use the toilet. Sometimes girls can't find the head teacher when they need the toilet.

Answer: Integration and exclusion

2. A teacher has 50 learners in her secondary school class. The teaching style she is most familiar with is standing at the front of the classroom and lecturing to the learners, but she notices that many learners do not seem to understand what she is teaching. She has tried different seating arrangements, but now she is putting her quickest learners in the front and she mostly asks them questions because the other learners do not seem very engaged with the lessons.

Answer: Integration

3. A teacher is struggling to control a group of boys in his class. They seem bored, will not sit still and often interrupt the teacher and other learners. The teacher has started sending the boys out of the classroom when they cause trouble in his class. When this happens, the boys run around the school disturbing other classes. The teacher is frustrated and the boys are not learning much.

Answer: Integration and exclusion

4. Sarah uses a wheelchair. She wants to attend her local school with friends from home. The school has no wheelchair access, so her cousin who was unemployed accompanied her to school to lift her up the stairs and move her through the doorways. Her cousin has now got a job and he can no longer accompany her. Sarah's teacher says she cannot attend school without a helper. She has been at home ever since.

Answer: Integration then exclusion

5. Natasha in Grade 1 has Down's Syndrome. She can say a few words but mainly uses gestures to communicate. The other learners love playing with her because she has a great sense of humour. Because she is very animated, they are able to understand her. Her teacher thinks Natasha is a clown and would prefer her not to be there because she interferes with the other learners. Because Natasha can't speak well, the teacher never bothers to ask her any questions and lets her do as she pleases in class.

Answer: Integration

6. Charles, in Grade 6, has a hearing impairment. The learners in his class all sit in alphabetical order. This means he has to sit at the back and therefore struggles to hear the teacher and keep up with the rest of the class. His teacher refuses to make an exception for him as she says she must treat all learners equally.

Answer: Integration

7. David has a learning difficulty; he struggles with maths and literacy. David needs to have someone explain clearly what is going on in class. His teacher has paired him up with a learner who enjoys 'playing teacher' with whom he gets along. The teacher has also allowed him to take his exams orally. He goes for extra lessons to improve his maths and reading.

Answer: Inclusion

Resource R1.6: Before school

To find this film from EENET, you can go directly to the video on YouTube. It is 7 minutes 40 seconds long (excluding the credits), and shows some of the barriers learners face getting to school, as well as suggesting some solutions.

<https://www.youtube.com/watch?v=fhi1PiMoYLc&t=20s>

Here is a transcript of the film:

Before school

Every child has the right to a quality, inclusive education. What happens inside a school can make a child feel included or excluded. But problems with participating in a good education start before a child reaches the school gate.

A busy start to the day

From the moment a child wakes up in the morning they may face challenges that affect their inclusion in education. Many children, from a young age, help with chores around the house – often in the morning before school.

“What I do in the morning, I wake up and I sweep and mop the floor, and we cook.”

By doing chores, children help their families, and they develop skills and responsibility. But chores can also get in the way of children’s education. Traditional beliefs about the roles of women and men mean girls often do more household chores than boys, and this can affect girls’ inclusion in education.

Of course, boys also do things to help the family that can affect their participation in education, such as looking after livestock or working to earn money.

“With regards to gender aspects in our school, we are fighting for equal chances, but that does not depend only on us. It depends on the parents as

well. Parents, especially of children with disabilities, do not always have the same understanding and currently prioritise boys rather than girls.”

Working in the mornings can make girls and boys late for school. They may get into trouble for this, which can put them off going to school. Having to do lots of chores can also make children too tired to concentrate and learn properly.

What can you do?

You can talk to the children in your class or school to find out about their home lives. You may be able to help them balance chores and school better. You can meet with parents to discuss the effects of chores on children’s education. Maybe you can work together to make plans for reducing these chores.

You may be able to have broader discussions with parents about girls’ education rights, which your country has agreed to uphold by signing various international conventions.

Breakfast

Breakfast is a very important meal for children. Unfortunately, around the world, millions of children go to school hungry. This can affect their learning – it is very difficult to concentrate when you are hungry.

Making education more inclusive can therefore involve making sure children are not hungry.

What can you do?

“School feeding schemes are really very valuable because that encourages children to come to school in poorer communities because that’s often the place where they get their only meal. So, it’s a good way of also encouraging attendance of learners who come from very poor communities.”

You can observe children to see who may be struggling to learn because they are hungry. You can talk to children and their parents to find out more about their situation and see what solutions might help them. You could help your school to start or run a breakfast club, so that children can have free food

before lessons start. Local organisations or businesses may be willing to help. You could find an organisation that works locally to help people generate income, and encourage them to work with parents from your school. You could even help to start or run a school garden. Children could learn about plants, growing food, and how to protect the environment whilst growing food for breakfast and lunch.