

# **Action-learning for Inclusion**

**Understanding Community Initiatives to Improve Access to Education** 

### Introduction

This is an EENET action research project, funded by DfID. It is being carried out in Zambia and Tanzania to address the following key questions:

- How can people, with very different types of knowledge, skills and perspectives, be helped to think about, document and learn from their own experience, to improve access to learning for all?
- What needs to happen to make this process empowering, particularly for practitioners and people from marginalised groups?
- How can the particular experiences of one community speak to a wider audience and at the same time remain authentic?
- How can 'outsiders' and 'insiders' best work together to improve practice?

### **Addressing barriers to inclusion**

## 1. What are the barriers to children's participation and learning?

- What knowledge already exists?
- What type of additional information do you need?
- How will you collect it?

### 2. How can these barriers be addressed?

- What strategies have already been used?
- What other strategies might be useful?
- How can these be introduced?

### 3. Who needs to be involved?

- Who has been involved so far?
- Are there others who might contribute?
- What actions are needed to strengthen involvement?



### Main aim:

# Supporting communities to produce their group stories of participation and learning.

Rν

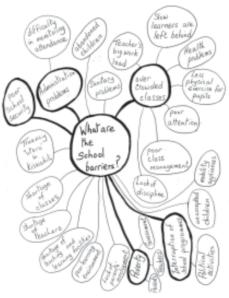
- Using existing knowledge;
- Building on experience;
- Collecting information;
- Working together;
- Listening to different voices;
- Creating conversations;

To encourage reflection, learning and the sharing of knowledge.

### **Intended Outcomes:**

- 1. Accounts of inclusive activities.
- 2. Evidence of impact on practice.
- 3. Detailed notes on processes used.

Salvation Army and Mgulani, Primary Schools



### **Points to remember:**

### Make use of existing knowledge.

Remember people already know quite a lot.

### Listen to different voices.

Listen to what people have to say, particularly the children.

### Maximise participation and communication.

Keep everybody involved.

### **Ensure accessibility.**

Check that everybody can see, hear and understand.

### Use observation.

Look closely to see what really happens.

# Challenge the "taken-for-granted" assumptions.

It is helpful to question what is said.

### **Develop a strategy for leadership.**

Decide who will help to make things happen.

### **Action research tools**

### 1. Talking

- Interviews using open and closed questions, or thinking aloud;
- Prompts;
- Tape-recording;
- Brainstorming ideas working in groups.

### 2. Watching/Listening

- Video and photographs;
- Observation techniques:

How do people relate to each other?

Does everyone participate?

- Teacher teacher:
- children teacher;
- children children;
- parent teacher.

### 3. Writing

- Diaries;
- Reports;
- Letters;
- Emails:
- Children's writing;
- Sentence completion.

### 4. Drawing/Mapping

- Mind maps;
- Support diagrams;
- School performance flow diagrams;
- Statistics:
- Graphs numbers/pictures;
- Cartoons;
- Children's pictures.

### 5. Action

- Role play;
- Drama;
- Puppets;
- Dance;
- Songs/action songs.



