

An Inclusive Day

**Building foundations for
learner-centred,
inclusive education**

A video-based training resource for teachers



An Inclusive Day. Building foundations for learner-centred, inclusive education.
A video-based training resource for teachers

Version 1.

Published by Enabling Education Network (EENET), 2017.

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This video-based training resource has been supported in part by a grant from Open Society Foundations, with co-funding from Light for The World International.



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Introduction

What is this training resource?

'An Inclusive Day' is a video-based training resource on foundational skills and ideas for learner-friendly, quality, inclusive education. It consists of:

- 10 short video programmes
- trainer's facilitation manual – one training module for each programme
- self-study manual for those who are watching the video programmes on their own.

Who is it for?

This training is aimed at all teachers working in regular schools where they are trying to become more welcoming and supportive of diverse learners. It recognises that these teachers may have received limited, narrowly focused, and/or outdated pre-service teacher education.

Many of the skills and ideas that teachers need to become more inclusive are skills and ideas for good teaching, for reflective thinking, and for effective communication, rather than complex technical skills. Unfortunately, these foundational skills and ideas are often not covered effectively in teacher training. The video-based training resource in its current format is likely to be used as an in-service training tool, but could easily be adapted to help introduce pre-service teachers to practical ideas for inclusive education.

The video footage is mostly from Burkina Faso, Burma and Ukraine, with a small amount of additional footage from the UK. The resource is therefore aimed primarily at teachers in low- and middle-income countries.

The videos feature pre-school, primary school and secondary school settings, although the ideas presented will be useful for teachers working in a wider range of education settings.

What will this training do, and not do?

The resource offers trainers and teachers a different approach to learning about inclusive education. It contains many of the important key issues found in other inclusive education training courses, but we have presented them in a different, more engaging format.

This video-based resource uses the format of a journey through a school day, from the time children get up, through to the evening after school. It uses real-life examples to illustrate inclusion challenges. It suggests achievable practical actions that a teacher can take to address these challenges. It also introduces important theoretical issues in a bite-size way, rather than overwhelming participants with lots of theory at the start of the training, as often happens.

The workshop activities that accompany the video programmes encourage participants to think reflectively about what they have seen in the videos and about their own situation and experiences.

This foundational training will not provide all the answers. For instance, it does not discuss specific techniques related to disability, such as reading Braille or using sign language. EENET will use this foundational video resource as a starting point for creating a series of more topic-specific video-based training resources.

How to use this training resource

The resource consists of 10 video programmes, each one lasts about 5–10 minutes. For each programme there are workshop activities. The workshop activities will help trainers facilitate both short, basic trainings and much more detailed trainings.

The activities are grouped into three categories:

- **Basic workshop activities** – these are simple activities that encourage participants to think about their own experiences and practices. The focus is on building participants' skills and confidence as reflective practitioners, rather than on conveying detailed facts or technical information about inclusive education.
- **Important theoretical issues to discuss** – these activities introduce key concepts and theoretical debates. They help participants to understand some of the ideas that underpin inclusive education.
- **Digging deeper into specific issues** – these activities offer opportunities for participants to learn more about issues raised in the video programmes, and to think about what they could do in their schools in relation to these issues. The focus remains on discussing easy-to-achieve actions, rather than setting expectations of complex, technical interventions that are likely to overwhelm most teachers, at least initially.

Trainers are free to use the resource in whatever way suits their timeframe and the needs of their trainees. You do not have to facilitate the activities in the order presented. For instance, in a particular programme, you may prefer to start with an 'important theoretical issue' before doing the 'basic workshop activity'.

The resource is intended to be used in sequence – programmes 1 through to 10. However, if time is limited you can miss out programmes on issues that seem lower priority in your context, or you can show all the videos but only carry out workshop activities for a few programmes.

Options for organising a training include, but are not limited to, the following:

- **10-day training** – You could spend a full day on each programme. This allows plenty of time for participants to reflect on their own experiences, look at theoretical issues, and dig deeper into certain issues. You may also have time to include some observations in a school or classroom, or hold discussions or do activities with parents, children or community members as part of the training.
- **5-day training** – You could use half a day for each topic. This gives participants time to cover the core discussions around each issue. To build on this you could set them some follow-up, self-study or action research activities to carry out over the next few weeks or months.
- **1-day training** – You could show each video programme and facilitate a very brief (e.g. 30 minute) discussion about each topic, using or adapting some of the shorter workshop activities. You may also decide to schedule follow-up training sessions where participants can spend more time working on any topics that they find most interesting or challenging in their context.
- **Ad-hoc training** – You could show the programmes and have discussions or do activities about them at any available opportunity during the year. For instance, you could include a 30-minute session during monthly staff meetings. Or, if teachers are experiencing a specific problem in their school, you may find there is a programme that is relevant to that issue. Teachers could watch and discuss the programme as it may provide them with enough ideas or motivation to tackle their own problem.

If you would like to discuss any ideas for using and adapting this resource in your context, please contact EENET. We may either be able to offer some direct advice or put you in touch with another trainer, with whom you could exchange ideas.

EENET also has a team of consultants available if you are interested in commissioning more detailed support with adapting and delivering trainings.

Adapting and updating this resource

We have published the hard copy of this manual in an open file format. You should feel free to insert into the file your own ideas for activities, local case studies, notes about and photographs of workshops you have facilitated, and so on.

Over the next year or two, EENET will learn from our own and other facilitators' experiences of using the training resource. We may in the future publish revised sections of the manual or additional activities. These can simply be inserted into the file.

Facilitation ideas to help you link programmes

If you choose to run a longer training course using most or all of the 10 programmes, there are various ways in which you could help participants track their progress through the course, and help them remember key messages.

Idea 1: Reminder of opening line

The first programme starts with the line:

“Every child has the right to a quality, inclusive education.”

You could write this line on a large sheet of paper and stick it on the wall, so that it is constantly on display during all the workshop sessions. At various points in the training, you could invite participants to look at this statement and say what it means to them.

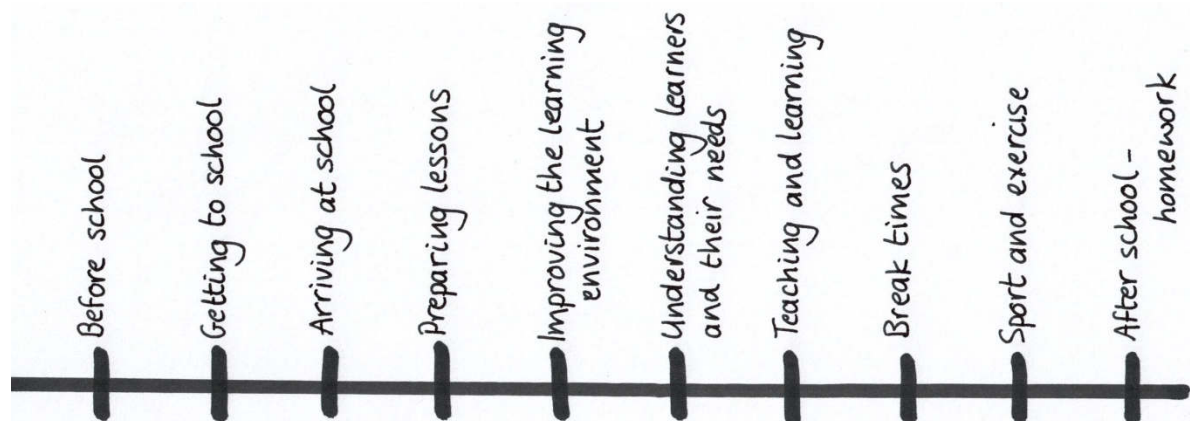
They might want to reflect on whether or how the meaning has changed for them since the first time they heard it in Programme 1. For instance, are they now interpreting ‘every’ in a different way? Do they understand more about rights now? Do they have a clearer understanding of what quality inclusive education looks like? What do they still not understand?

Idea 2: Day timeline

The videos are based around the idea of a day, from morning until night. Of course, in real life, not all of the problems and activities shown in the videos happen in the order and at the time of day shown in the videos – but this timeline offers an alternative and more engaging way to present key inclusive education ideas.

You could use the timeline to help participants document their experiences and revise their learning throughout the training. Below is a suggestion for how to do this.

Draw a huge timeline on flipcharts on the wall, showing all 10 important points in the day. Here’s a simple example:



You could then use this timeline in different ways:

- Ask participants to stick notes under each section. They could do this at the end of the session on that topic, to **summarise the key messages** they are taking away from the session. Or they could do it at the start of the next session, to help them remember what they previously learned and discussed.
- Ask participants to **document their own experiences** in relation to each of the 10 topics. For instance, above the line they could stick notes about the positive things they already do, the inclusive experiences they have, the actions they have taken that have made their class or school more inclusive. Below the line they could stick notes about the challenges they experience, the things that happen in the school community that are not very inclusive, the actions they have tried that did not work or that were not inclusive. If you are working with the participants over a longer period of time, you could encourage them to revisit their notes periodically to see if they have managed to address any of the issues that were below the line. Have they managed to move more experiences to above the line? If so, how did they do this? What changes did they make?
- Use the timeline to help participants **record their commitments**. At the end of each session, ask each participant to stick one note that says what action or change they will make in relation to that topic. For instance, "I will support children with disabilities to participate in sports by doing...". They can revisit these over a period of time to see if they have taken action to implement their commitments.
- If you have the facilities, participants could take and print photos from their own schools and communities to **illustrate challenges and positive practices** in relation to the 10 topics. They could even extend this activity and facilitate their pupils to take photos or draw pictures to show what they think is inclusive and not inclusive in their school community, in relation to the 10 topics. These images could be stuck on the timeline for the whole school to look at and discuss.

- You could use the timeline to help you **evaluate the training**. Participants could draw or stick smiley or sad faces, or put more detailed comments, on the timeline to show what they think of each session.

Giving feedback to EENET

We really want to hear about your experiences of using the video-based training resource. Please contact us and let us know:

- how, where and with whom you used it
- what worked well and what didn't work well
- what adaptations or improvements you made to the training
- what improvements you think we should make when we update the training.

We would also love to see photos or videos of your trainings, to illustrate the things that went well or less well. Please remember to ask permission from the participants before sending us photos or videos.

Good luck and enjoy the training!

The EENET Team
October 2017