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# Inclusive Education Training Guide

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## Inclusive Education Training Guide 2021

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# Training package contents

This training package consists of the following booklets:

## Introduction

-  **A** Inclusive education and CBM
-  **B** Inclusive education and the community
-  **C** Participation and achievement for all learners
-  **D** Education system change



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# Introduction

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## 1. What is this training about – and what is it not about?

This training package focuses on inclusive education. It interprets inclusive education in a broad sense as a dual process of bringing about education system change, at all levels of education, to the benefit of all learners; and supporting the needs of individual learners, especially those with disabilities.

It is not a training about specific impairments, nor will it show participants how to identify, teach and support learners with specific impairments. Instead the package helps participants to understand better the overarching challenges being faced and the systematic programme and advocacy approaches that CBM, its partners and other similar organisations need to engage with.

The training is not prescriptive – it does not tell a participant everything they will need to know about inclusive education. It should however provide activities that help to kick-start someone's interest in inclusive education or fill gaps in their understanding.

## 2. Who is it for?

This package is designed to assist with the training of staff within CBM and its partners. It has been prepared with country and regional advisory staff in mind but will have value for project/ programme management and other staff too. It has been designed for use with small groups of participants (e.g., maximum 10-15). The training has not been designed for use with large groups of teachers and teacher trainers, nor for use with external audiences such as ministry officials or staff from other organisations, although an experienced trainer could adapt the activities for such use.

Ideally the training will be carried out by trainers who have substantial inclusive education knowledge and experience, but the package is also sufficiently instructional to be used by less experienced trainers. Trainers can also invite guest speakers to present background information sections in which they have expertise or experience, to be interviewed as part of an activity, or answer questions and share success stories in relation to focus topics.





See [Annex 2](#) for advice on choosing and supporting guest speakers.

## 3. How is the package structured?

There are four modules. Modules A, B and C are the initial stage of the training and can be facilitated in any sequence. For example, a training could begin with Module C followed by A and B. However, Module D covers more advanced planning processes and so participants must have already participated in all three initial stage modules, at the very minimum completing the core topics, before beginning Module D.

Each module begins with a core topic followed by a list of focus topics presented as questions. The intention is for the trainer to begin each module by facilitating the core topic and then select which issues to focus on according to the priorities of the participants. This could be predetermined or decided through a questionnaire during the training process. The focus topics can be covered in any order that is meaningful for the group of participants.

The following table shows the core topics and focus topics in each module.

|   | Core topics   | ‘Choose your focus’ topics  |
|---|---|---|
|    | How does inclusive education fit with CBM’s approach?                           | <p><b>A1</b> Why can’t our organisation just keep supporting special schools?</p> <p><b>A2</b> Are we ready for inclusive education?</p> <p><b>A3</b> Can we afford inclusive education?</p> <p><b>A4</b> How can our organisation move forward with inclusive education?</p>   |
|    | Which stakeholders in the community contribute to inclusive education and how?  | <p><b>B1</b> How can we support these stakeholders?</p> <p><b>B2</b> What roles should persons with disabilities play in inclusive education?</p> <p><b>B3</b> How are inclusive schools and CBID connected?</p> <p><b>B4</b> How can learner empowerment contribute to greater inclusion in schools?</p> <p><b>B5</b> Why is it vital to promote inclusive ECD?</p>  |
|   | How can we improve participation and achievement for all learners?              | <p><b>Universal design for learning</b></p> <p><b>C1</b> What skills do teachers need to be inclusive?</p> <p><b>C2</b> How can we reduce the risk of girls and boys dropping out?</p> <p><b>C3</b> How do inclusive schools keep children safe?</p> <p><b>C4</b> How can we make system-level changes so we inclusively assess all learners?</p> <p><b>C5</b> How can we plan to make a school inclusive?</p> <p><b>Reasonable accommodation</b></p> <p><b>C6</b> Which learners have individual needs?</p> <p><b>C7</b> What specific measures can schools take to support individual needs?</p> <p><b>C8</b> How can schools inclusively assess the learning of individuals?</p> <p><b>C9</b> How can we meet the needs of learners with multiple impairments?</p> |
|  | What is an education system and who is responsible for education system change? | <p><b>D1</b> How do we decide on a logical pathway of change for inclusive education?</p> <p><b>D2</b> How do we choose appropriate entry points for our inclusive education work?</p> <p><b>D3</b> How can we ensure our approach will make a significant contribution to the quality of education?</p> <p><b>D4</b> How can we scale up inclusive education projects?</p> <p><b>D5</b> How can we use project work to advocate for change?</p> <p><b>D6</b> How can we support systemic change from special to inclusive schools?</p>   |

This next table lists the modules, shows the number of focus topics in each module, and indicates the minimum time needed if the core topic and all focus topics are facilitated. However, as explained above, the package is designed to be used selectively, so you might not use all the focus topics.

| Topic    | Covers  | Number of focus topics   | Total time needed |           |
|----------|---|--|-------------------|-----------|
| <b>A</b> | <b>Inclusive education and CBM</b>                    | Why CBM promotes inclusive education and why it does so now  | 4                 | 4 hours   |
| <b>B</b> | <b>Inclusive education and the community</b>          | The role of OPDs and community stakeholders; the connections between inclusive education and CBID and ECD  | 5                 | 6 hours   |
| <b>C</b> | <b>Participation and achievement for all learners</b> | Universal design, inclusive teachers and teaching, which learners have needs, reasonable accommodation, and assessing learners' progress           | 9                 | 15 hours  |
| <b>D</b> | <b>Education system change</b>                        | Responsibilities for education system change, the changes CBM contributes to, entry points for change, and sustaining change at a scale beyond CBM | 6                 | 9.5 hours |

Within each module there is background information related to each topic for the trainer and suggestions for further reading, instructions for facilitating the training activities, case studies, and handouts.

The activity instructions explain what to do with the background information. Sometimes the trainer needs to present the background information at the start of an activity; other times the background information should be used only if/when trainees need more information during or after an activity.

The case studies provided in each module are summarised versions. Links are provided to the original full articles. The trainer can decide when and to what extent to use the abridged or full case studies, depending on the time available and the interests and needs of participants. Trainers are also encouraged to find and use relevant case studies from their own country or region.

## 4. What approach does the package take?

The package takes a FAQ (frequently asked questions) approach. Each module contains several questions that are commonly asked about inclusive education. Some may be questions that staff often find difficult to answer, or that remain controversial.

Inclusive education training courses are sometimes very detailed and often we do not have enough time to deliver an entire package, especially if we only have one or two days available. When this happens, the trainer needs to select a manageable number of topics and activities, but because most training packages are organised thematically it can be difficult to choose the most appropriate topics and activities for each group of trainees.

By dividing this training package into core topics and then focus questions, with activities that help participants to discuss and understand answers to these questions, we hope it will be easier for trainers to select appropriate topics and thus respond to their participants' needs.

We suggest using a short pre-training questionnaire with the upcoming participants to help identify which questions they most want help to answer or are finding most challenging to understand or accept. A sample questionnaire is included in **Annex 3**.

The question and answer approach may, in turn, enable participants to feel more confident with answering challenging questions posed by stakeholders and partners.

## 5. What practical preparations are needed?

There is not the space here to provide a practical guide to workshop planning. However, here is a quick checklist to help you remember some key points. The list has been updated in the final editing stage to include some Covid-19 considerations. We recommend that trainers should carry out detailed assessment of Covid-19 risks and safety measures as part of their planning process.

### Consultation

- Before booking a training, ask trainers and participants about their access, communication, health and dietary needs and their scheduling preferences
- Ask participants relevant questions about their training/learning needs
- Investigate Covid-19 regulations in your area regarding meetings and safety measures, and seek advice/permission from relevant authorities where needed

### Venue

- Accessible, comfortable and safe venue (consider meeting rooms, toilet facilities, dining room, quiet space, healthcare access, social distancing options where necessary)
- Adequate and appropriate refreshments, catering for dietary needs
- Convenient location, or safe transport provided, or suitable overnight accommodation provided

### Timetabling

- Times convenient for trainees and factor in childcare, religious observances, medical and other needs
- Factor in additional time needed when using interpreters
- Regular toilet and refreshment breaks
- Additional time needed for Covid-19 related safety briefings and actions

### Support learning needs

- Sign language and language interpretation – interpreters are briefed and well prepared
- Large print, Braille, audio or other versions of materials available
- Translation of core materials available
- All handouts printed and organised in advance
- Paper, pens, sticky tape, etc, available for trainer and participants. Consider Covid-19 protection measures when deciding whether to use materials that will be shared among participants.

## 6. How can participants keep learning?

No training workshop can ever provide all the information and skills the participants need. It is therefore important that they are encouraged and supported to continue learning about inclusive education after the workshop(s).

This can be done in many different ways. A few ideas include:

- Read documents from the further reading lists. Discuss these documents with colleagues and friends. Participants could even start a book club, so that they all read a recommended document and then discuss it.
- Watch videos. There are thousands of inclusive education videos on YouTube, making it challenging to choose good ones. EENET has created a set of simple practical videos and also has a catalogue of selected videos from other sources. This may be a useful starting point.
- Join – and actively participate in – an inclusive education network locally, nationally or internationally.
- Make time to listen to education stakeholders about their views and experiences of education and inclusion/exclusion.
- Attend seminars, webinars and conferences on relevant topics.
- Keep a close eye on the news – find out about and critically reflect on education news stories happening locally, nationally or internationally.
- Ask questions – lots of questions! Ask your colleagues and partner organisations. Contact authors if something they have written interests or confuses you.

## Annex 1: Glossary

The following terms and acronyms are used in these modules

**Action research** – A ‘look-think-act’ cycle. It involves observing a situation (look), discussing and analysing the challenges and opportunities in the situation (think), and taking actions to improve things (act). Then looking again at the situation, analysing it again to see what further actions may be needed.

**Community-based inclusive development (CBID)** – Community-based inclusive development is a person-centred, community-focused approach to achieving inclusive development. It is an approach that seeks to empower persons with disabilities and work in partnership with them to address mainstream and disability specific measures.

**Disability-inclusive development (DID)** – All stages of a development process are inclusive of and accessible to persons with disabilities.

**Early childhood development (ECD)** – ECD includes social, emotional, physical, language and cognitive development. ECD programmes may include a range of health, nutrition, social welfare, (re)habilitation and education interventions. In these modules we use the term ECD, but you may see similar terms used elsewhere such as early childhood care and education (ECCE) and early childhood development and education (ECDE).

**Education system** – Refers to the complex and multifaceted elements that go into educating public school students. It includes the coordination of individuals, infrastructure, institutions and processes, and more.

**Enabling Education Network (EENET)** – Global information sharing network on inclusive education, with a focus on low- and middle-income contexts.

**Exclusion** – Denial of access to education. This includes not permitting students to register or attend or when conditions are placed on their attendance. Even when physically in the school, students can experience exclusion from participation in school programmes or from meaningful learning experiences, or they may be denied recognition of the learning acquired.

**Inclusive education** – The structuring (or restructuring) of the policies, practices and culture in schools so that they can respond to the diversity of students in their locality. Inclusive education is about removing barriers to presence, participation and achievement in education, so that all learners can realise their right to education and maximise their potential.

**Integrated education** – Providing access to public schools for learners with disabilities mainly by addressing physical barriers but otherwise with a largely unchanged system. In integrated education the onus is on the learner to survive and thrive.

**International instruments and obligations** – The right to an inclusive education for persons with disabilities is a fundamental human right enshrined in international law. The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) and the United Nations Convention on the Rights of the Child (UNCRC) are the most significant instruments that require states to respect, protect and fulfil the right to education for all.

**Mainstream education, schools and settings** – A school or classroom from the general education system.

**Non-governmental organisation** – Non-profit organisation that operates independent of the government, often focusing on development and humanitarian objectives.

**Organisations of persons with disabilities (OPD)** – These organisations are set up and led by people with disabilities to represent and support their members. Some OPDs are impairment-specific while others are ‘cross-disability’ representing a variety of members.

**Progressive realisation** – Gives countries, particularly developing countries, some flexibility in achieving the objectives of the UNCRPD but does not absolve them from the responsibility to protect those rights. Acknowledges that it often takes time to realise many of the rights to inclusive education fully.

**Reasonable accommodation** – This means we act immediately using available resources and expertise to make appropriate adjustments to support individual needs in order to help a learner access, participate and achieve at school.

**Sustainable Development Goals (SDGs)** – Also known as the Global Goals, these were adopted by all United Nations member states in 2015 as a universal call to action to end poverty, protect the planet and ensure all people enjoy peace and prosperity by 2030.

**Segregation and segregated education** – This occurs when students with disabilities are educated in separate environments (classes or schools) and isolated from students without disabilities.

**Special schools** – Schools designed for students with impairments or with a particular impairment.

**Stakeholders** – Individuals from private, public, informal and specialised sectors who are involved or have a vested interest in the success of the education process. This could range from a child with a disability, their family, a local community-based organisation to a government representative or department.

**Theory of change** – Explaining the logical pathway for reaching an overall desired change. A sequence of pre-conditions for change in the form of stepping-stone changes, each moving closer to the ultimate desired change.

**United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)** – An international human rights treaty of the United Nations intended to protect the rights and dignity of persons with disabilities. The Convention sets out the obligations for countries to promote, protect, and ensure these rights under the law.

**Universal design** – The design of the environment, equipment, programmes, products and services so that they can be accessed or used by everyone to the greatest extent possible and without needing adaptation.

**Universal design for learning (UDL)** – A set of principles providing education personnel with a structure for ensuring every aspect of the learning environment and teaching and learning processes are accessible to everyone and meet the diverse needs of all learners.

## Annex 2: Working with guest speakers

You could invite someone knowledgeable to come and present some or all of the background information for a specific topic within the workshop. This may help to liven up the session and make a more tangible connection between the theory and reality of an education system. Guest speakers can bring another voice and perspective to a topic, and may make a lasting impression. Guest speakers may offer valuable information about community resources. This could also be the start of collaborations that will be useful later.

When selecting a guest speaker, consider the following. They:

- should be someone who is carefully chosen;
- should know about inclusive education, and understand the globally accepted wider interpretation, beyond just disability inclusion;
- could be a representative from:
  - the ministry of education, or a university or college that carries out inclusive education training or research;
  - another disability or development organisation;
  - an organisation of persons with disabilities;
  - a teacher, school leader or a parent;
- should be someone you already know, so that you know that they will reinforce and not undermine your message about and approach to inclusive education;
- should be a good public speaker who can make the topic interesting (they are able to convey their thoughts and views in an interactive way).

Arrange some preparatory meetings or calls with your guest speaker.

- Ensure that they are able to attend at a time which suits your course schedule. While there may be room for some flexibility, you may not be able to completely rearrange the training programme to fit the speaker's convenience.
- Ensure their presentation aligns with the background information and the workshop topic. To do this you can provide them with an outline of the content their message should support, and/or ask them to share with you their proposed presentation so you can check that it is suitable.
- Provide the speaker with information about the audience (e.g., their level of experience, background, the topics covered in the programme so far). This will help the speaker prepare a presentation that matches participants' interests, skills and levels of understanding. It is also important to ensure speakers know about any participant accessibility requirements in advance.
- Tactfully explain that you may 'jump in' at certain points during the presentation, e.g., if questions go off topic, if time is running out, if there are further points that need to be covered.
- Find out if the speaker has any accessibility requirements that you need to plan for.
- Invite them to bring artefacts (documents, objects, etc) to support or illustrate what they are talking about.

When introducing the guest speaker to participants, consider the following:

- Explain why you welcome guest speakers and the value of other voices.
- Explain why you have invited this particular speaker.
- Point out how the speaker is related to the topic. Do not assume that it is self-evident.
- Be sure to thank the speaker at the end of their visit, or have one of the participants do so.

An 'experienced visitor' could also be invited to join in a Q & A session to support some of the topics. Through answering questions, they could share their wisdom, experience, and unique perspective in a more informal way without needing skills in public speaking. Participants could be asked to prepare in advance a list of questions they want to ask the visitor. Or questions could be collated from those that have arisen during various workshop activities.

## Annex 3: Sample pre-training questionnaire

### About you

Your name:

.....

Your position:

.....

What work, if any, do you already do in relation to inclusive education?

.....

.....

.....

If you already work on inclusive education, or have done in the past, what achievement are you most proud of?

.....

.....

.....

If you already work on inclusive education, or have done in the past, what was the biggest challenge you faced so far?

.....

.....

.....

### Your training interests

The CBM inclusive education training course is divided into 4 modules, covering 28 questions. In order to help the trainers select sessions that best match your needs and interests, please fill in the table on the following pages.

First, read the 28 questions that the training can help you to answer. Then choose:

- **5 high priority questions** that you most want the training to help you answer;
- **5 further questions** that interest you.

Add some explanations about why these topics are of particular interest to you.

| Question  | High priority<br>(tick 5 questions<br>you most want the<br>workshop to cover) | Explain why these questions<br>are priorities for you | Also of interest<br>(tick 5 questions<br>you would like to<br>cover if possible) | Explain why these questions<br>are of interest to you |
|---|---|---|--|---|
| How does inclusive education fit with CBM's approach? (core topic)                          |   |   |  |   |
| Why can't our organisation just keep supporting special schools?                            |   |   |  |   |
| Are we ready for inclusive education?   |   |   |  |   |
| Can we afford inclusive education?  |   |   |  |   |
| How can our organisation move forward with inclusive education?                             |   |   |  |   |
| Which stakeholders in the community contribute to inclusive education and how? (core topic) |   |   |  |   |
| How can we support these stakeholders?  |   |   |  |   |
| What roles should persons with disabilities play in inclusive education?                    |   |   |  |   |

| Question  | High priority<br>(tick 5 questions<br>you most want the<br>workshop to cover) | Explain why these questions<br>are priorities for you | Also of interest<br>(tick 5 questions<br>you would like to<br>cover if possible) | Explain why these questions<br>are of interest to you |
|---|---|---|--|---|
| How are inclusive schools and<br>CBID connected?                                      |   |   |  |   |
| How can learner empowerment<br>contribute to greater inclusion in<br>schools?         |   |   |  |   |
| Why is it vital to promote inclusive<br>ECD?  |   |   |  |   |
| How can we improve<br>participation and achievement<br>for all learners? (core topic) |   |   |  |   |
| What skills do teachers need to be<br>inclusive?                                      |   |   |  |   |
| How can we reduce the risk of<br>girls and boys dropping out?                         |   |   |  |   |
| How do inclusive schools keep<br>children safe?                                       |   |   |  |   |
| How can we make system level<br>changes so we inclusively monitor<br>all learners?    |   |   |  |   |

| Question   | High priority<br>(tick 5 questions<br>you most want the<br>workshop to cover) | Explain why these questions<br>are priorities for you | Also of interest<br>(tick 5 questions<br>you would like to<br>cover if possible) | Explain why these questions<br>are of interest to you |
|--|---|---|--|---|
| How can we plan to make a school inclusive?  |   |   |  |   |
| Which learners have individual needs?  |   |   |  |   |
| What specific measures can schools take to support individual needs?                         |   |   |  |   |
| How can schools inclusively monitor the learning of individuals?                             |   |   |  |   |
| How can we meet the needs of learners with multiple impairments?                             |   |   |  |   |
| What is an education system and who is responsible for education system change? (core topic) |   |   |  |   |
| How do we decide on a pathway of change for inclusive education?                             |   |   |  |   |

| Question   | High priority<br>(tick 5 questions<br>you most want the<br>workshop to cover) | Explain why these questions<br>are priorities for you | Also of interest<br>(tick 5 questions<br>you would like to<br>cover if possible) | Explain why these questions<br>are of interest to you |
|--|---|---|--|---|
| How do we choose appropriate entry points for our inclusive education work?                      |   |   |  |   |
| How can we ensure our approach will make a significant contribution to the quality of education? |   |   |  |   |
| How can we scale up inclusive education projects?  |   |   |  |   |
| How can we use project work to advocate for change?  |   |   |  |   |
| How can we support systemic change from special to inclusive schools?                            |   |   |  |   |

## Annex 4: Acknowledgements

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# Module A Inclusive education and CBM

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# Module A - Contents

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# Activity plan

| Activity                                 | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list |
|--|----------------|-----------------------------------|--------------------------------|---|---|
| A: Inclusive education is transformative | 60 mins        | Core topic (required activity)    |                                |   | Handout A.i<br>Handout A.ii<br>Handout A.iii<br>Handout A.iv                          |
| A1: Our obligations                      | 20 mins        |                                   |                                |   | Handout A1  |
| A2: Reflecting on readiness              | 45 mins        |                                   |                                |   | Handout A2  |
| A3: The cost of inclusion and exclusion  | 30-45 mins     |                                   |                                |   |   |
| A4: What listening methods do we know?   | 75 mins        |                                   |                                |   | Handout A4  |

# Overview

This module has been written for CBM staff and partners, but may contain messages and approaches that are relevant for other organisations.

This module looks at important questions that often arise when an organisation is starting its inclusive education journey or seeking to expand its work.

The module explains how inclusive education aligns with CBM's overall theory of change and therefore why it has become an organisation-wide commitment. Activities help participants to reflect on the issue of moving away from a focus on special schools. This can be controversial, especially in organisations that have a history of supporting or running such schools.

Activities then encourage participants to think again about perceptions of 'readiness' for inclusive education, highlighting that every education system is ready to start this journey. The questions of whether inclusive education is affordable – and the cost of not being inclusive – are also discussed.

Finally, this module helps participants to reflect on some of the core ways of working that will help an organisation work effectively on inclusive education – with a focus on promoting stakeholder participation, critical thinking and flexible problem solving.

## Core topic

# How does inclusive education fit with CBM's approach?

## Key message



CBM's theory of change highlights that the organisation seeks transformative change to improve lives for people with disabilities. It also shows the organisation's commitment to help communities become inclusive, resilient and equitable. Inclusive education is a process which transforms education systems. Inclusive education is also an important element of making society inclusive. A focus on inclusive education is therefore directly in line with CBM's theory of change.

## Background information for the trainer

CBM's theory of change shows that we seek change through 3 domains:

- reducing avoidable impairment;
- empowering people with disabilities to exercise their rights;
- **strengthening inclusive, resilient and equitable communities.**

Inclusive education is a vital element for helping to develop an inclusive society. How can we truly create inclusive communities if groups of children spend their formative years segregated from each other, suspicious of or misunderstanding each other? Instead, if children spend these important years meeting and learning to be friends with and working with peers with diverse abilities, needs and interests, it becomes much easier to envisage these positive relationships continuing into adult life in the community.

CBM's theory of change also states that we “**seek transformative change leading to improved quality of life for people with disabilities**”. Inclusive education is a process of transforming the way we ‘do’ education, so that more people participate in and gain long-term benefits from education.

Being inclusive is not just about where we place learners, but about the changes we make to welcome, accommodate and support them. This is the fundamental difference between inclusive education and integrated education.

In integrated education, learners with disabilities are simply placed into mainstream settings. They may or may not receive additional support, differentiated teaching or materials and changes to

the physical environment. The onus is on the learner to survive and thrive in an unchanged and potentially unwelcoming or even hostile learning environment. Not surprisingly, a great many learners with disabilities do not thrive (achieve) or complete their education when they experience integrated education.

By contrast, inclusive education is transformative. Learners are not just placed into the existing mainstream education environment. Instead changes are made – to the physical environment, teaching and learning practices, people’s attitudes, the resources that are used, and the policies that direct such changes. These changes may happen gradually, not overnight, so inclusive education is an ongoing transformative process, not something we can deliver from start to finish in a short project timeframe. In the words of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD), there needs to be ‘progressive realisation’ towards inclusive education and ending education systems founded on two parallel systems (mainstream and special). The fact that it will be a longer-term process is therefore not a reason to do nothing.

**Note:** as we will see in **Module C**, the transformations we make towards inclusive education are assisted by us making **reasonable accommodations** (immediately affordable adjustments) for learners with disabilities or specific needs, and by us seeking long term to apply **universal design for learning principles** to all education infrastructure, materials, methodology and practices.



## Activity: Inclusive education is transformative

60 mins

**Aim of activity:** to encourage participants to reflect on the nature of inclusive education, in particular the difference between integration and inclusion, and how inclusive education contributes to the move towards inclusive society.

## Instructions

### Part one

- Read the duck story to participants and/or give them **Handout A.i** so they can read it themselves.
- Hold a whole-group discussion about what the story means to the participants and what messages they think it contains about inclusion.
- Explain to participants the information provided in the background information section above, filling any gaps or correcting misunderstandings that arose in the duck story discussion.

### Part two

- Show participants the diagrams in **Handout A.ii** which explain the difference between integrated and inclusive education. Allow discussion or answer questions as needed.
- Ask participants to work in pairs or small groups to draw a third diagram. They should draw a similar diagram that represents special education.
- Ask the pairs/groups to share their diagrams and hold a whole-group discussion. Depending on what the groups drew and discussed, you may want to show them the diagram in **Handout A.iii**.

**Part three**

- Give each pair/group a pile of sticky notes or cards. Ask them to brainstorm ways in which inclusive education/inclusive schools will help to make communities more inclusive, resilient and equitable.
- Ask them to stick their answers on the wall and try to group them thematically. For instance, there might be several answers relating to the impact inclusive education could have on poverty (e.g., helping more children eventually to access productive employment or income-generating opportunities), on health (e.g., helping more children to learn skills that will help protect their own and their families' health), on disaster preparedness, on environmental protection, and so on.
- Ask if anyone can think of any way in which inclusive education/inclusive schools might hinder the development of improved inclusivity and equity in wider society. There are unlikely to be many or any answers. If there are, this may help reveal to the trainer any resistance or misunderstanding among participants about inclusive education, which can be dealt with as you progress through subsequent activities.

**Part four**

- Participants may benefit from seeing or discussing a definition of inclusive education. However, remind them that there is no universally agreed single definition. Give them **Handout A.iv**.

**Local adaptation**

Remember you can be creative. For example, in some training programmes trainers have used 3D models rather than the peg diagrams.

Your organisation may have a definition of inclusive education that you could add.

## Choose your focus

At this point of the module, focus questions allow participants to dig deeper into the issues that are important to them. The core topic may have raised different issues for different people or different organisations. Trainers may have predetermined the questions to be addressed or may use a questionnaire at this point of the training. Focus questions are designed to stand alone so that each group of participants can determine which issues to focus on and address them in an order that is meaningful to them.

### Why can't our organisation just keep supporting special schools?

- ▶ Go to '[Focus topic A1](#)'

### Are we ready for inclusive education?

- ▶ Go to '[Focus topic A2](#)'

### Can we afford inclusive education?

- ▶ Go to '[Focus topic A3](#)'

### How can our organisation move forward with inclusive education?

- ▶ Go to '[Focus topic A4](#)'

## Focus topic A1

# Why can't our organisation just keep supporting special schools?

### Key message



Nothing in this world stays the same for ever. Humans constantly gather new experiences, learn and adapt. New norms evolve. Special schools have been a norm in many contexts for many years, but changes in perspectives, experiences and legal obligations mean this norm is changing. International conventions and agreements oblige us to move towards inclusion and away from segregation. A growing body of experience shows us that the move is viable and beneficial for learners and communities, although of course not without difficulty. Every positive change in history to improve lives and livelihoods has been achieved with at least some degree of struggle. CBM is committed to moving forward with positive change in education for all and tackling any challenges along the way.

## Background information for the trainer

“Our vision is to see an inclusive world in which all people with disabilities enjoy their human rights and achieve their full potential.”

“CBM is committed to equitable, quality, lifelong inclusive education provision for all with a specific focus on girls, boys, women and men with disabilities living in low income settings. Working with local partners, governments and global networks we promote systemic change in education.”

CBM Federation Strategy to 2023

Inclusive education is primarily about reforming education systems so that they welcome and support any and every learner – together, without discrimination or segregation. CBM’s Federation Strategy confirms the organisation’s commitment to “promote systemic change in education”.

As part of the Federation Strategy, CBM has four strategic goals. These focus on strengthening the voice and autonomy of people with disabilities; building inclusive, resilient communities; building

inclusive and sustainable local and national systems and services; and ensuring disaster-affected populations have access to inclusive humanitarian assistance and protection. The Strategy also has a central focus on disability-inclusive development (DID), ensuring all development work is inclusive of people with disabilities and on community-based inclusive development (CBID) to transform the lives of people with disabilities and their families. Inclusive education relates to and/or helps us contribute to all of these aspects of the Strategy. DID and CBID will appear on other modules of this package.

CBM's work is guided by the UNCRPD and seeks to support partners and governments to uphold the obligations set out in the Convention.

The UNCRPD very clearly expects that “States Parties shall ensure an inclusive education system at all levels and lifelong learning”.

In addition, the Convention expects:

- “Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
- Reasonable accommodation of the individual’s requirements is provided;
- Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;”

CBM also seeks to ensure its work contributes to the realisation of the Sustainable Development Goals (SDGs), also known as Agenda 2030.

SDG4 seeks to “Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all”.

The International Disability Alliance also reminds us in their position paper on ‘The right to education for persons with disabilities’ that:

“All national and global efforts to educate persons with disabilities must contribute to achieving an inclusive system”.

Put simply, if CBM did not promote and support inclusive education through its partnerships, programmes and advocacy, it would be failing in its commitments to uphold the UNCRPD and promote achievement of the SDGs, and in the commitments laid out in the CBM Federation Strategy.

This does not mean CBM must stop all work with special schools overnight. As we will see in **Module D**, the transition to inclusive education involves a gradual process of contributing towards change. This means we can use and build on – rather than dismiss – special school expertise and resources. The international obligations, however, encourage us to support partners’ contributions towards creating unified education systems in their countries, through which learners receive the support they need without routinely using segregated settings to deliver that support.



## Activity: Our obligations

20 mins

**Aim of activity:** to encourage participants to reflect on their understanding of key international obligations relevant to inclusive education.

### Instructions

- Use the statements in **Handout A1** to play a ‘true or false’ game.
- Read each statement aloud, one at a time, and ask participants to show if they think the statement is true or false.
  - Participants can be asked to move to one side of the room to show they think the statement is false or the other if they think it is true.
  - Alternatively, they could hold up signs saying ‘true’ or ‘false’.
  - You could use green and red cards to indicate true or false.
- If people disagree with each other, invite them to explain their opposing opinions. Intervene only if they cannot reach agreement on which statements are true or false. Use the information from the ‘background’ section and on the bottom of the handout to help you.
- Give participants **Handout A1** for reference at the end of the activity.

### Local adaptation

Remember you can adapt this activity by adding some different statements. For example, you could add statements about national or regional commitments.

If this training is used by an organisation beyond CBM, you could add your own organisation’s statements and commitments to inclusive education and education system reform.

## Focus topic A2

### Are we ready for inclusive education?

#### Key message



There is no perfect starting point for inclusive education. Because it is a continuous process of transformative change there is no fixed measurement of 'readiness' before a school can start to become inclusive. Every school and every teacher already – to some degree – is doing some things that facilitate inclusion and other things that hinder inclusion. If we wait until every school reaches an arbitrarily determined minimum standard for infrastructure, equipment, materials and teacher capacity, we will never be ready to start inclusive education.

### Background information for the trainer

No country in the world has the political will or the financial power to – overnight – turn every school into a perfectly designed, equipped and staffed inclusive school. And no one yet holds sufficient knowledge and experience to work out every change that would be needed to make that happen. But that is OK because inclusive education is not about leaping from exclusive to perfectly inclusive in one huge jump.

There is also no magical starting point. Every country's education system, and every education setting within the system, is in a unique position with regards to its environment, resources, policies, practices and attitudes. They are all starting from different starting points, all facing different challenges, and all have access to their own unique blend of existing skills and experiences to draw on.

We do not expect a human to turn from baby to adult overnight, we know it will be a slow and sometimes difficult process. Growing an inclusive education system is the same! We never ask whether a child is ready to grow yet. Every child, from the day they are born, is ready to grow and learn and start their life journey. Similarly, if an education setting exists then it is ready to start its inclusive education journey. That does not necessarily mean that on day one of the journey, every education setting will immediately be able to offer every learner the ideal support they need. Some of the changes needed will not happen straight away – but we should not be scared by that or use it as an excuse to avoid inclusive education.

In some contexts, schools willingly open their gates to all learners, including those with disabilities, knowing that they cannot yet meet the full range of everyone's needs, but also knowing they will work their hardest to make appropriate changes as quickly as they can.

Some might argue that such schools should keep their gates closed to learners with disabilities or other specific needs, until they are completely 'ready'. To counter that argument, think about these two points:

- **We learn best through doing:** In any aspect of life, we most successfully learn how to change something by getting stuck in and 'doing it' – experimenting, testing, discussing. There is no inclusive education blueprint for schools to follow. Schools will most effectively learn how to make the changes needed towards inclusion (with the resources available) if they start working on addressing challenges in a practical way. A school that waits for someone else to tell them the answers and deliver the solutions before they open their gates wide to everyone, will wait forever!
- **Waiting for the elusive notion of 'readiness' can mean we deliberately perpetuate exclusion and segregation:** In many of the contexts in which CBM, its partners and other organisations work, children with disabilities probably have two options: attend the local school or stay at home. Special schools or units are available to a tiny percentage of the disabled population; it is rarely a viable option for the majority of children with disabilities. In such contexts, we do not have the right to dictate that the child should stay at home, that they should not have any chance of an education, or that the school and teachers should not be given an opportunity to learn and develop so that they can accommodate this child and others in future.



## Activity: Reflecting on readiness

45 mins

**Aim of activity:** to encourage participants to reflect critically on their views regarding the starting points for inclusive education.

## Instructions

Make sure you go straight into this activity without explaining the background information.

- Ask participants to read the short scenarios in **Handout A2**.
- In pairs or small groups, they should discuss the scenarios and decide if each school is ready for inclusive education. At this stage, do not give them information from the background information section. If they ask for advice on readiness parameters or measurements, encourage them to decide for themselves what they think a baseline for readiness might be.
- Some participants may straight away decide that every school is ready. If that is the case, facilitate a whole-group discussion about why this is, and use the background notes to fill any gaps.
- If participants do label some schools as 'not yet ready' to be inclusive, ask them to explain why they think this. During the discussion, invite them to reflect on the following questions:
  - What do you think happens to children with disabilities in the area around this 'unready' school?
  - Do you think that is fair? Does it comply with international expectations?

- What educational alternatives would you suggest for children with disabilities who live near this ‘unready’ school?
- Do you think these alternatives would bring better outcomes for the children, their families and the community than if they attended the ‘unready’ school (if so, what and how)?
- Are these alternatives viable (affordable, easily available, attractive to both child and family, etc.)?
- Did anyone change their opinion about ‘readiness for inclusion’ during this discussion? If so, ask them to explain to the group (if they are willing).
- Now use the background information to encourage participants to understand that we cannot simply divide schools into ‘ready’ and ‘unready’ for inclusion. Instead, all schools are ready, but some schools may have already taken a few more steps than others on the journey.

### **Local adaptation**

You can adjust the scenarios to suit your context. For instance, you might change details about the school buildings, facilities and class sizes to make the scenarios more relevant and believable for participants in your country.

## Focus topic A3

### Can we afford inclusive education?

#### Key message

Not opening up mainstream education to everyone costs countries' economies, social welfare and health sectors billions. Education brings personal, community and national health, social and economic benefits that can far off-set the cost of ensuring everyone accesses, participates and learns in education.



### Background information for the trainer

All countries struggle to fund education adequately. This is not always due to lack of funds. Lack of political will, strategy driven by political ideology, mismanagement, and corruption can all play a part in the under-funding of education.

But inclusive education need not be any greater drain on education budgets than exclusive or parallel education systems. Much of the work needed to make education inclusive is about changing how we do things, rather than about buying high-tech expensive equipment.

Of course education infrastructure needs improving to make it more accessible, and improving the infrastructure of existing schools will have a cost. Reorganising and more effectively allocating education budgets can help, even if new money is not available. Any new facilities can easily be designed and built with accessibility and universal design in mind at little or no extra cost than if we built an inaccessible facility. And in the immediate term, small, affordable adjustments can be made in every school to improve the physical and teaching/learning environment for specific learners, known as making reasonable accommodations (see **Module C** for more on universal design for learning and reasonable accommodation).

After an initial cost to change the training programme, it does not cost a country any more to train teachers to be inclusive than to train them to be exclusive. Indeed, the longer-term financial benefit of training every teacher to be inclusive will be significant because an inclusive teacher is basically a good quality teacher who will teach every learner better. In turn, better quality teaching should reduce drop-out and repetition, and lead to more learners leaving school with more knowledge, skills, confidence and qualifications for their future. If we say we cannot afford to make education inclusive, we are in effect saying we cannot afford to make education good quality, yet governments and donors worldwide want to invest in improving education quality.

Educational exclusion costs countries billions of dollars every year. It is no secret that more educated populations have better health outcomes, greater resilience to crisis, higher incomes, better nutrition and lower infant mortality. Those denied a good education face life-long challenges, are less likely to contribute to local and national economies and are more likely to be a financial 'drain' on the country. Investing in educating everyone well can never be a bad financial decision.

Segregated/special education provision is not affordable on the scale needed to meet the needs of every learner with disability in developing country contexts. It is estimated that special schools currently accommodate a very small percentage of children with disabilities in many countries. Even if there were no international expectations for a move away from segregated education, there is no way all education systems could expand special school provision adequately to embrace those currently excluded. If we maintain a strong commitment to special school systems, we are in effect condemning millions of children with disabilities to a life with no education and limited future options, because there will not be a global financial miracle that enables us to build enough special schools to accommodate them all.



## Activity: The costs of inclusion and exclusion

30-45 mins

**Aim of activity:** to encourage participants to think critically about the pros and cons of inclusive education and segregated special schools, with a focus on the viability of each system and financial implications.

## Instructions

Make sure you go straight into this activity without presenting the background information.

- Ask participants to divide into 2 groups. They should form the 2 groups before being given the activity instructions.
- Tell them they will role play a political debate. Each person is a member of parliament (MP). Ask one person from one of the groups to pick a folded piece of paper from a bag – the paper will tell them whether their group is the pro-inclusion party or the pro-special school party.
  - The pro-inclusion party firmly believes that inclusive education will be a cost-effective solution to the country's education crisis and will bring substantial social and economic benefits to everyone in the long term.
  - The pro-special school party is committed to maintaining a separate special school system.
- Provide a specific motion for them to debate. For instance, you could say that the finance minister has just released a new budget which shows a huge increase in funding for special schools including proposals to build 10 new special schools. (Choose a motion that will make sense in your context.)
- Give the groups a few minutes to discuss privately what their key arguments will be for their allocated position. Even if group members do not personally believe the position they have been allocated, they need to role-play as if they do believe it.

- Ask the 2 groups to start the debate. You could take the role of chair, opening the parliamentary debate, and calling the MPs to order if they get too rowdy.
- Allow at least 20 minutes for the debate unless it comes to a natural conclusion sooner.
- Then ask the participants to take off their 'MP hats' and pretend to be members of the public who were watching the debate. Which side of the debate do they personally believe in, which arguments were most convincing and why? Has anyone changed their mind during the debate?
- Now use points from the background information to highlight that we can afford inclusive education and that we cannot afford to maintain segregation and exclusion.

### Local adaptation

You can change the details to make the activity more relevant to the system of government that your participants are familiar with. For instance, you might refer to representatives instead of members of parliament.

You might choose a motion which is of current relevance in your government.

## Focus topic A4

# How can our organisation move forward with inclusive education?

### Key message



To make inclusive education happen we have to consider not just what we do but how we do it. There are certain ways of working that will strengthen our efforts. These include listening to and involving key stakeholders in all project stages, and using action research and ongoing monitoring approaches to promote continuous critical reflection, adaptation and improvement.

## Background information for the trainer

The way we work can influence our success. Over the last few decades it has become increasingly accepted that, across the development and humanitarian sectors, we must work in a participatory way. Organisations arriving as outsiders and imposing well-meaning but inappropriate projects on communities is increasingly seen as a bad way to work.

There are ways of working that can significantly increase the chances of designing and implementing an inclusive education initiative that will be successful and sustainable. It is important that we use – and encourage or support partners to use – these ways of working in all our inclusive education work. This is particularly important because CBM is committed to disability-inclusive development.

“...people with disabilities must be included in the planning and implementation of all interventions... ‘Inclusive development’ occurs when the entire community, including people with a disability, benefit equally from development processes.”

CBM (2015) Disability Inclusive Development Toolkit

### Listen to stakeholders

Every country and education setting starts its inclusive education journey from a unique starting point – with a unique combination of challenges and strengths. That is why there is no pre-designed inclusive education solution that can simply be downloaded and applied everywhere. We

must create a solution that is tailored to each situation. The only way we can do that effectively is if we really understand the situation. We must find out about the barriers to inclusion, as experienced by diverse stakeholders, and find out about all the human, legal and material resources that already exist that we can use to make education better.

The best way to do this is to listen to what diverse stakeholders say and ensure that their opinions and expertise are embedded throughout the programme design and implementation.

Listening to stakeholders is not always easy. Because many people do not really know how to do it, it is often done in a superficial way – for instance, a few interviews or focus groups with teachers and parents (and sometimes children) during a baseline study. However, the opinions and experiences of teachers, learners, parents, organisations of persons with disabilities (OPDs) and others with direct involvement in inclusive education need to be considered thoroughly and continuously throughout the programme so that they can contribute to the constant evolution of the work.

### Embed action research into the programme

One of the best ways to ensure that stakeholders' opinions and experiences are used to shape the design and evolution of our inclusive education work is to embed action research approaches into the programme. Action research is a simple cycle of 'look-think-act'. Stakeholders are actively involved in observing their situation, discussing and analysing the strengths and weaknesses, and taking actions to improve things. They are not just told, by outsiders, what actions to take and changes to make.

- No matter what focus our inclusive education work has, we can weave action research principles into it to ensure that stakeholders are actively involved. For example:
- **When training teachers**, rather than just delivering a training course written by an external consultant, and then asking teachers to fill in an evaluation form at the end, we can get the teachers much more actively involved.
  - At the simplest level, we can split the training into 2 sessions (days or weeks apart). We can ask teachers to go back to their classes after the first session and observe and investigate a particular inclusion/exclusion issue. What is happening, why, can they think of any ways to improve the situation, can they test that idea? At the second training session teachers share experiences, learn from each other, and learn more from the trainer. They are encouraged to keep on 'looking, thinking and acting', perhaps by coming together regularly in a teachers' meeting to share what they have observed, thought and tested.
  - If we want to get teachers even more involved we can have processes through which they help co-design, test and improve the training courses.
- **When improving environmental access**, especially with small budgets, action research can help stakeholders to develop locally appropriate and affordable solutions. Inclusive education evaluations often reveal that project funding has been spent on inappropriate infrastructure changes because no one asked the school, learners, teachers, parents, local OPDs or community which challenges needed priority attention, or did not ask for advice on the best way to design the improvement. Organisations and governments sometimes take a blanket approach to infrastructure (e.g., a programme to install entrance ramps in every target school). This undoubtedly leaves each school with a new piece of infrastructure. However, it may not help to improve access for the staff and learners currently in the school if an entrance ramp was not their most pressing access need.
  - We can use action research to ensure that stakeholders are involved in identifying and analysing access issues, and that they take an active role in implementing solutions and assessing whether they have worked well or need further input.

### Plan for ongoing monitoring and critical reflection

A common project cycle involves a baseline study or situation analysis before the project starts. There are usually then evaluations, perhaps a mid-project and a final evaluation. Such evaluations are often donor requirements and may show a donor if their money was well spent. However, ongoing monitoring is needed if a project is going to learn from experience, catch problems early, and make constant improvements.

It is no help to the stakeholders and beneficiaries if a consultant provides critical analysis when the inclusive education project has already finished. Because inclusive education is an ongoing process, this sort of critical reflection is needed on a permanent basis. We need mechanisms that ensure we are constantly asking questions like: are we effectively addressing barriers to inclusion, what other barriers are we discovering, what are we doing to address the barriers, how can we address them more effectively or appropriately, what human and material resources have we identified and used, are there other resources we could draw on to improve our work, and so on.

From the early design stage, we need to build in mechanisms like action research that help us to monitor progress through stakeholders' eyes. We need to build in activities to ensure project managers are regularly observing, documenting, analysing and reflecting on the work and then making adaptation. And this monitoring activity needs to be budgeted for.

One of the key reasons inclusive education programmes fail to reach their full potential is because the implementers assume they already have the correct answers when they start implementing. This mindset means those involved do not do enough reflection, analysis and adaptation, so if a project starts in slightly the wrong direction, it will finish in the wrong direction.

One of the tools that CBM programme, partners and other organisations may find useful is the Index for Inclusion. It is a tool that supports inclusive development in schools. It focuses on understanding and finding solutions to learning and participation from the perspective of diverse stakeholders. (See 'Further reading' section.)



### Activity: What listening methods do we know?

75 mins

**Aim of activity:** to encourage participants to reflect on the multiple different ways in which stakeholders can be consulted about issues like inclusive education. Then to encourage participants to reflect on and share their experiences with action research and/or ongoing monitoring.

## Instructions

### Part one

- Present the information given in the first part of the background information (**Listen to stakeholders** section).
- Then hold a 'quick-fire' activity. Set participants a challenge to think of 10 different methods in 5 minutes that they can use to listen to stakeholders and find out their views. Ask participants to call out their ideas. Write these on the board.

- Look at their answers and remove any that are repeated or very similar and if that means they have not reached 10 yet, ask them to think of some more.
- Get everyone to review the list. Encourage them to ask questions if there are any methods they want to know more about.
- Invite a few participants to give examples of how they have used one or more of the methods to find out information (for an inclusive education or other project).
- Share the list in **Handout A4** so participants can see if they missed any ideas.

### Part two

There are 2 possible ways to facilitate this part of the activity, depending whether participants have formal experience with action research or not. You can find out this sort of information when you do a pre-workshop questionnaire.

#### Option i) If some or all participants have experience with using action research in their work

- Present the information from the second and third parts of the background information (**Embed action research into the programme** and **Plan for ongoing monitoring and critical reflection**).
- Ask participants to work in small groups. Organise the groups so that in each group there is at least one person who has experience with action research.
- One person should tell the story of how they have used action research activities, e.g., for planning or ongoing monitoring purposes. What was done, by whom, what went well, what were the challenges?
- The other group members listen until the end of the story, then offer constructive feedback and advice: what aspects impressed them, what ideas have they gained, what could have been done differently or additionally to tackle challenges, what other methods could have been used?
- If there are more people in the group who have an action research experience to share, repeat the above steps until everyone has recounted their example and received feedback and advice.
- Hold a whole-group discussion on:
  - What can we do to ensure that action research and/or ongoing monitoring becomes a bigger element of existing projects (if it is not already)?
  - What will we do to ensure that all future inclusive education project plans embed action research and ongoing monitoring in them?
  - What challenges might we encounter in doing this? How will we overcome these challenges?

#### Option ii) If none of the participants have experience with using action research in their work

- Present the information from the second and third parts of the background information (**Embed action research into the programme** and **Plan for ongoing monitoring and critical reflection**).
- Ask participants to work in small groups.
- Ask them to think on their own for a few minutes about a time in their lives when they have used action research principles, maybe without realising it.

- Highlight that we have all – at some point in our work or personal lives – done something similar to action research. We have gathered information about a situation, analysed it and thought about the problem/solution, experimented with a possible solution, then reflected on whether it worked or what else to try.
- Ask a volunteer in each group to tell their story of an experience where they used action research (even if they did not realise it was action research at the time).
- The other group members listen until the end of the story, then offer constructive feedback and advice: what aspects impressed them, what ideas have they gained, what could have been done differently or additionally to tackle challenges, what other methods could have been used?
- Other group members then tell their experience until everyone who has a story has recounted their example and received feedback and advice.
- Hold a whole-group discussion on:
  - What can we do to ensure that action research and/or ongoing monitoring becomes a bigger element of existing projects (if it is not already)?
  - What will we do to ensure that all future inclusive education project plans embed action research and ongoing monitoring in them?
  - What challenges might we encounter in doing this? How will we overcome these challenges?

# Further reading for Module A

## Our obligations to inclusive education

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM.

Chapter 2 – ‘Non-negotiable commitments’ <https://bit.ly/CBMMYRight>

CBM (n.d.) Federation Strategy 2023.

Includes CBM’s Theory of Change in an Annex. <https://bit.ly/CBMFedStrat23>

CBM (n.d.) Reference Guide. Identifying and Fostering Change Towards Disability Inclusive Development. A planning guide based on promising practice in inclusive education. Available on request by emailing [cbid@cbm.org](mailto:cbid@cbm.org)

Committee on the Rights of Persons with Disabilities (2016) General comment No. 4 on the right to inclusive education.

<https://bit.ly/CRPDGenCom4>

An easy-read version is available which provides an accessible explanation of inclusive education. <https://bit.ly/GenCom4Easy>

International Disability Alliance (2015). The right to education of persons with disabilities: The position of the International Disability Alliance July 2015

<https://bit.ly/IDAPos2015>

Sustainable Development Goal 4

<https://sdgs.un.org/goals/goal4>

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<https://bit.ly/UNCRPDtext>

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International Disability Alliance (2020) What an Inclusive, Equitable, Quality Education Means to Us, IDA.

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CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM.

Chapter 6 – 'Stakeholder empowerment and engagement'. <https://bit.ly/CBMMRight>

EENET (2018) Enabling Education Review 7. Youth Takeover Edition. Hyde: EENET.

All articles written by children and young people with and without disabilities.

<https://bit.ly/EER7Youth>

Lewis, I and Little, D (2018) Young Voices in Inclusive Education. A guide to help young researchers conduct action research with peers and younger children, Hyde: EENET.

<https://bit.ly/YoungAR>

# Case studies for Module A

The case studies here may be useful for reinforcing messages around listening to stakeholders using action research-based approaches. Case study A2 highlights that children, even very young children, can contribute ideas and experiences that help us move forward with inclusive education.

## Case study A1

### Teacher-as-researcher: Reinforcing teachers' inquiring skills to promote inclusion in Zanzibar

Teachers in Zanzibar work hard but seldom get an opportunity to reflect collaboratively on their practices. With encouragement they can network and share experiences with other teachers to create more innovative and inclusive teaching strategies and work with colleagues to try to do things better. This case study documents one of the stages in developing participatory action research with teachers, following the introduction of the approach in 2014 by the Inclusive Education and Life Skills (IELS) Unit in the Zanzibar Ministry of Education and Vocational Training (MoEVT).

In follow up to the introduction of the action research approach, two three-day workshops were held in Zanzibar in December 2014. Participants were the action research teams from and supporting two primary schools.

The participants made short presentations about their action research projects in order to share their experiences and learn more about action research from each other. Some of the teams had completed their first cycle of action research, while others were still working on the research. They discussed the various challenges and achievements. Encouragingly, participants shared that they had learned the basic principles, skills and values of conducting action research as well as the importance of collaboration among themselves.

Through the focus of the workshop, the action research team members were delighted to learn that action research enables them to use informal ways of documenting their data. To help them fully grasp the informal documentation methods, participants tested them by documenting the activities done during the workshops. They successfully used diagrams, short texts, simple tables, and photos to document the workshop processes and outcomes.

A closer follow-up in June 2015 noted that one action research team had managed to investigate and reduce pupil absenteeism on Fridays through co-operation between the team members, parents and other teachers in the school. Another team had worked with other teachers in the school to share ideas about, and then make and use tactile materials to be used as teaching aids during their lessons, especially for pupils who are visually impaired.

With the commitment to expand action research in Zanzibar, the IELS Unit conducted mini-workshops for six more schools in June 2015. This resulted in each school forming an action research team and promising to use the action research process to work on at least one of the inclusion-related challenges they had identified in their schools.

The short experience so far with action research in Zanzibar already shows some of the benefits of the approach for teachers. It has the potential of being an in-service teacher education strategy that empowers teachers to promote inclusive education.

The full case study can be found at:

Juma, S (2015) 'Teacher-as-researcher: Reinforcing teachers' inquiring skills to promote inclusion in Zanzibar', Enabling Education Review, Issue 4.

<https://bit.ly/EER4Juma>

## Case study A2

### Children as researchers

EENET recently worked with children in Armenia and Ukraine. They helped older children (aged 12-15) to learn about action research – using activities and games to investigate a situation and find solutions to problems. The older children then worked with younger children in primary school (aged 6-7) and with very young children from kindergarten classes (aged 4-5) to find out about their experiences of school.

In Ukraine the young researchers discussed “why it is difficult to express ourselves” using lots of different games and activities to encourage the younger children to talk about their experiences and feelings.

Five out of nine younger children said that teachers and adults did not listen to them. Sometimes they wanted to say something but were too scared. Answers included “we are afraid we cannot formulate our ideas” and “we do not think adults will take us seriously”.

The young researchers reflected on the experience of working as researchers with younger children and especially kindergarten children. They recognised the need to listen to each other and they noticed that being a teacher is not as easy as it may seem. Finally they suggested some follow-up activities to build on the action research and from what they learned from the younger children.

In Armenia the young researchers worked with both kindergarten and primary school children. They played games, took photos, distributed sweets, asked questions and took notes. Their research was focused on asking the younger children what they liked and disliked about school. Later, the young researchers made posters showing what they had found out. The posters showed the things that children liked then the things they don't like accompanied by the young researchers' ideas for solutions.

The full case study can be found at:

EENET (2018) ‘Children as researchers’, Enabling Education Review, Issue 7.

<https://bit.ly/EER7YoungRes>

# Handouts for Module A

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## Handout A.i. The duck story<sup>1</sup>

The animals of the forest decided to create a school where the curriculum consisted of running, climbing, swimming and flying, and all the animals (students) had to enrol in each.

The duck was an excellent student in swimming, even better than her teacher. However, she only obtained a sufficient grade for flying and had to stay after school to practise flying and give up swimming. Over time, her webbed feet were worn out from running and she became a mediocre student in swimming. But mediocrity was accepted at school and nobody cared what happened, except of course the duck.

The hare was an outstanding student in running but suffered a nervous breakdown because of having to do lots of swimming.

The squirrel was excellent at climbing, but got very frustrated in the flying lessons, because his teacher forced him to start from the ground, rather than from the tree. Due to over-exertion, he got ill with cramps and scored 6 out of 10 in climbing and 4 overall.

With regards to climbing, the one who stood out was the eagle, but he received bad marks for behaviour as he persisted in climbing to the top of the tree in his own way and was labelled a problematic student.

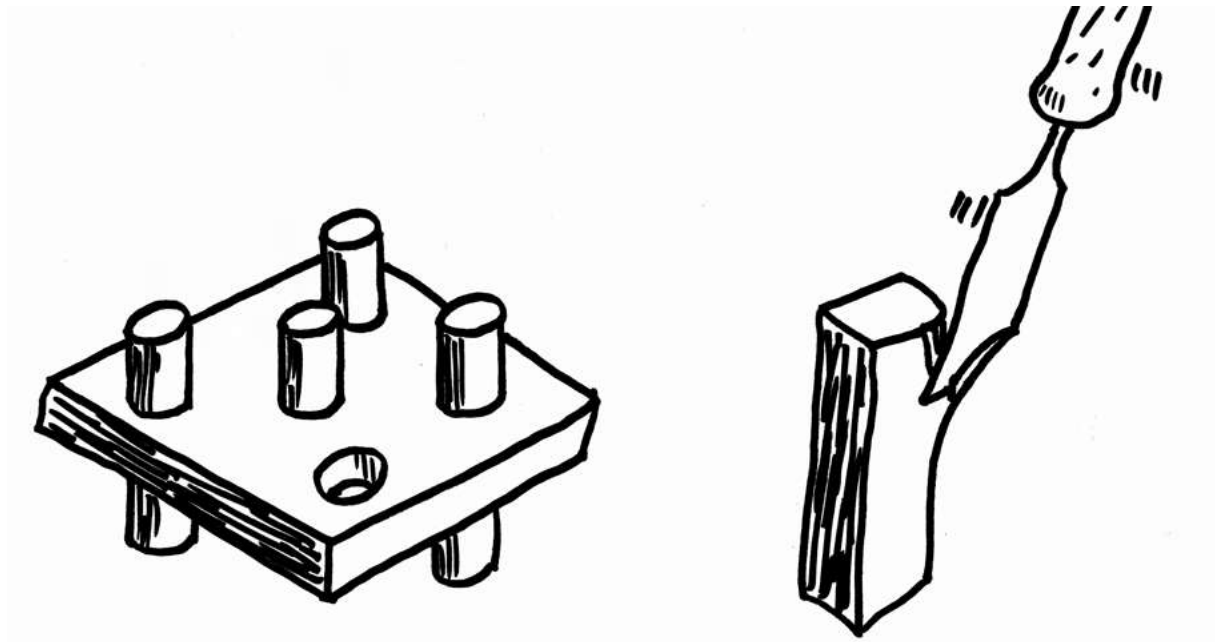
By the end of year, the eel, knowing how to run, climb and fly a little, and swimming in an extraordinary way, obtained the highest average and the medal for best student.

<sup>1</sup> Santos Guerra, M.A. (2006). El pato en la escuela o el valor de la diversidad. Alicante: CAM. In: Alba Garcia, Education Custom As Essential Tool To Better Serve The Diversity In The Classroom  
[www.rinace.net/rlei/numeros/vol6-num1/art10.pdf](http://www.rinace.net/rlei/numeros/vol6-num1/art10.pdf)

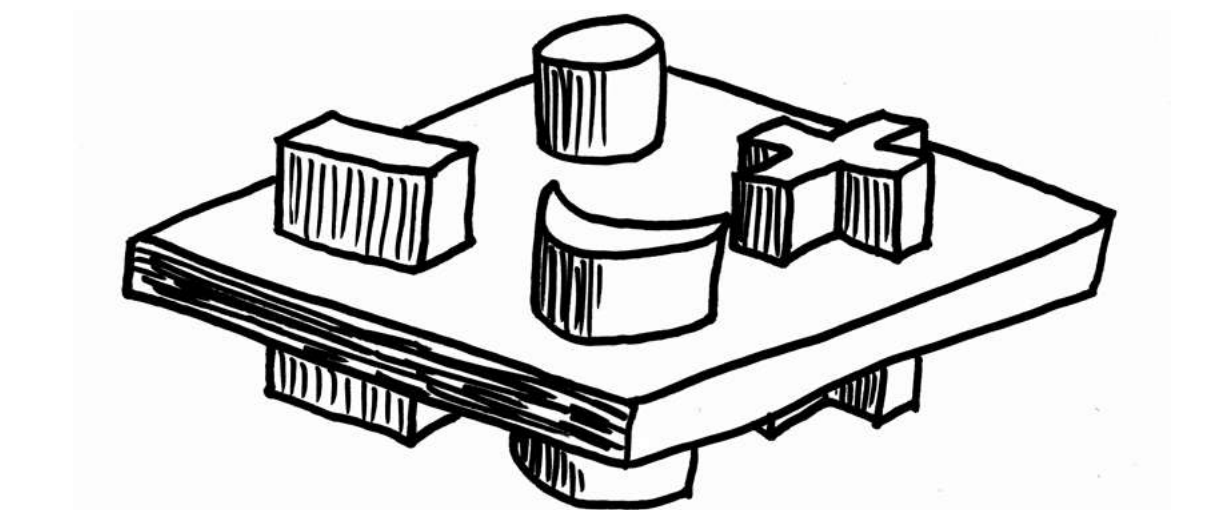
## Handout A.ii. The difference between integrated and inclusive education

### Integrated education

Trying to change children so they fit into the 'normal' system (making square pegs fit into round holes). The system stays the same. The child must adapt or fail.



### Inclusive education



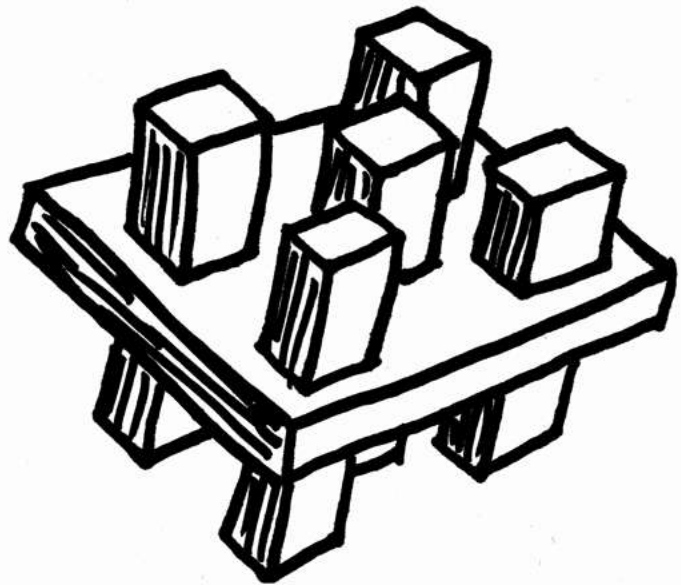
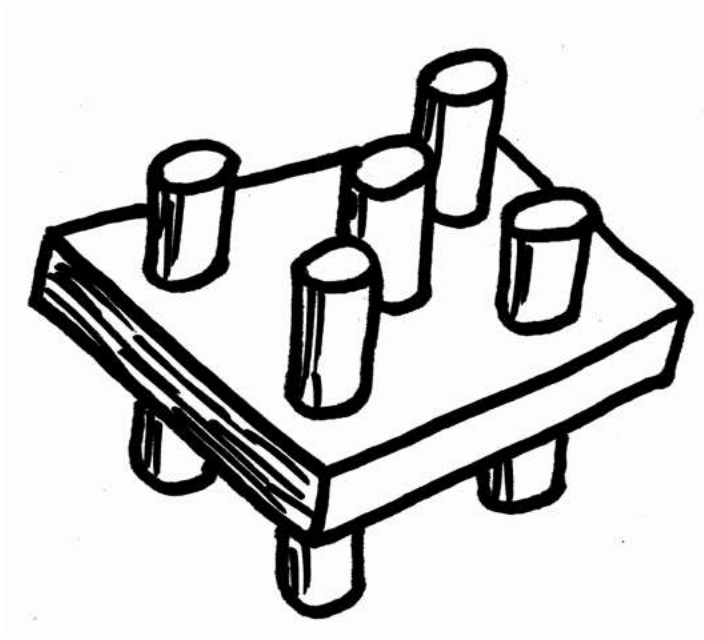
All children are different and all can learn – we change the system to accommodate everyone and achieve education for all.

These diagrams were first published in EENET (2006) Enabling Education, Issue 10, p27

## Handout A.iii. Special education

### Special education

An education system for 'normal' children (round pegs); and a different, separate system for 'special needs' children (square pegs).



## Handout A.iv. Definition of inclusive education

### Inclusive education:

- is a long-term process of changing attitudes, policies, and practices;
- focuses on identifying and removing barriers, helping to ensure that diverse learners can access, participate in, and achieve within and benefit from quality education provision;
- seeks to do this in a unified way, avoiding parallel systems and removing exclusion, segregation, and discrimination on the grounds of disability, gender, ethnicity, language, religion, poverty, age, health status, refugee status, among others;
- extends beyond formal schooling to encompass non-formal and informal education;<sup>2</sup>
- is a stakeholder- and community-driven process, and as such is a vital part of a wider process of developing inclusive societies.

There is no single fixed formula or blueprint for inclusive education. Rather it is a flexible approach that finds adaptive solutions that consider existing starting points, such as culture and available resources.

Source: CBM (2018) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, p.13

<sup>2</sup> Non-formal education encompasses organised educational activities that take place outside the formal system. Informal education refers to learning that happens throughout one's life (at home, in the community, etc).

## Handout A1. True or false?

Read these statements to trainees and ask them to indicate if they think each statement is true or false. You do not have to use them all, depending on the time available. To help you as facilitator, we have put the true statements in the left column and the false ones in the right column – but make sure you mix them up when reading them out. Below the table you will find some notes to help explain the ‘false’ answers.

|  |  |
|--|--|
| The UNCRPD says persons with disabilities must be able to access inclusive, quality free primary and secondary education on an equal basis with others in their local communities. | Sustainable Development Goal 4 focuses primarily on making sure every child with disability is enrolled in primary school. |
| The UNCRPD highlights the linguistic identity of the deaf community and says sign language should be taught/learned.   | Article 34 of the UN Convention on the Rights of Persons with Disabilities focuses on education                            |
| Sustainable Development Goal 4 seeks to ensure persons with disabilities and all other vulnerable learners have equal access to all levels of education including vocational.      | The UNCRPD says governments must close all special schools immediately.  |
|  | The UNCRPD says we should focus on changing education systems rather than delivering individual support.                   |

### Why are the false statements false?

- SDG4 is not just focusing on children with disabilities but with learners of all ages, and it does not just focus on primary education but all levels of education, lifelong.
- Article 24 focuses on education (34 is about the Committee on the Rights of Persons with Disabilities)
- The UNCRPD does not demand immediate special school closure. It talks about the progressive realisation of changes, which means that States parties have an ongoing obligation to move as quickly as possible towards having one inclusive system and not two parallel systems (mainstream and special).
- The UNCRPD calls for both systemic change and the provision of “Effective individualized support measures ... in environments that maximize academic and social development, consistent with the goal of full inclusion.”

## Handout A2. School readiness for inclusion

A well-known NGO is planning to start an inclusive education project. As part of the preparatory work, a consultant has been hired to help select schools to be involved in the project. The NGO thinks the selection should be based on whether the schools are ready for inclusive education. The consultant has been writing notes about the schools. Here are some extracts:

### School 1

Located in the centre of the village. No fence, community members wander in and out all day. One water tap near the office building, seems to be used by the whole village. 3 pit latrines for staff, 4 for children – maybe 2 for girls and 2 for boys but there are no clear labels – all very dirty with broken doors. Classroom buildings dilapidated. All rooms are built on deep concrete bases – steep steps to get into every doorway. No glass in windows. Inside, classrooms have broken concrete floors – many trip hazards. Blackboards are grey – cannot see the chalk! Half the children sit on fixed bench-desks, other half on the floor. No sign of teaching and learning materials on the walls, no text books. Children share pencils, not enough for everyone. Teacher uses ‘chalk-and-talk’ approach and children chant answers. Many do not join in, mostly those sitting at the back. Total enrolment 673 (336 girls, 337 boys). Average class size 52. No record of learners with disabilities held by head teacher, no time to conduct my own assessment. Informal observations indicate there may be some children with mild physical and visual impairments in school.

### School 2

Brightly painted entrance gate with a ‘welcome’ sign. School buildings seem quite newly painted. Steep steps to get into classrooms and office building. One classroom has a steep concrete ramp that has started to break up at the edge. 10 latrines on far side of school grounds, long distance from classrooms. Head says “to reduce smell near office/classes”. Latrines seem clean. One has wider doorway and grab handle but is kept locked. Key is held by head teacher. I visited on 3 separate days (different weeks) and each day some teachers were absent – colleagues cited illness, family obligations, working on farms, selling at market, transport difficulties and 2 unexplained absences. Result – teachers who are present often run double-size classes (100+ children). One teacher was instead using older children to supervise a younger class, although head teacher did not approve due to parents’ complaints. Total enrolment 439 (251 girls, 188 boys). Head teacher says no children with disabilities in the school – he advises them all to enrol in special schools in the capital city. When asked why they have a ramp and accessible toilet, was told these were donated by a charity some years ago.

## School 3

School is a long distance from the village (estimate 45-minute walk), but near an industrial area – noisy, smelly area with bars and cafes next door. Saw lots of men hanging around the gate at school closing time talking to school girls. School buildings are in very good condition – donated 5 years ago by one of the big companies nearby. Two-storey buildings, so half the classrooms are upstairs. No ramps, even to access downstairs rooms. Blocks of flush toilets for staff and children – currently no running water so they were very dirty. No accessible toilet. Children currently using bushes as they say this is cleaner. Teachers seem very keen and hard working. Observed lesson preparation sessions happening at lunchtime. Classroom walls display homemade posters. Head teacher runs weekly staff meetings. Head teacher's records show the school enrolls the following children with disabilities: 3 with physical impairments; 4 with visual impairments; 2 hearing impairment (one child was seen using some signs in break time with a friend). Teachers in every class mentioned that they have quite a few 'slow learners'. Total enrolment 1,045 (593 boys, 452 girls). Average class size 49.

## Handout A4. Listening to stakeholders

Ways to listen to stakeholders and find out their views include:

- Community meetings;
- Community events and exhibitions;
- Open days (e.g., an open day for a school, or for an organisation, giving stakeholders a chance to find out about – and contribute their views on – current work and future plans);
- Focus group discussions;
- Interviews;
- Stakeholders represented on planning, management and monitoring and evaluation committees;
- Participatory activities such as:
  - participatory photography and drama;
  - mapping;
  - transect walks;
- Feedback pages on website;
- Direct messages to managers and decision-makers via website or social media;
- Q&A sessions via website or social media;
- Suggestion boxes (e.g., in schools, offices, community centres, etc);
- Open ‘surgeries’ where people can come and ask questions or tell you about problems;
- Questionnaires;
- Online-surveys (e.g., using SurveyMonkey);
- Message boards where people can pin a message for you (virtual/online or real).



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# Module B Inclusive education and the community

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# Activity plan

| Activity   | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list |
|--|----------------|-----------------------------------|--------------------------------|---|---|
| B: Who are the community stakeholders and what can they do?                  | 45-60 mins     | Core topic (required activity)    |                                |   | Handout B   |
| B1: How can we support these stakeholders?                                   | 30-60 mins     |                                   |                                |   |   |
| B2: What roles should persons with disabilities play in inclusive education? | 60 mins        |                                   |                                |   |   |

| Activity  | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list |
|---|----------------|-----------------------------------|--------------------------------|---|---|
| B3: Mutually supportive CBID and inclusive education                  | 60 mins        |                                   |                                |   | Handout B3.i<br>Handout B3.ii   |
| B4: Reflecting on experiences of engaging learners in decision-making | 45-60 mins     |                                   |                                |   |   |
| B5: Benefits of inclusive ECD and the knowledge and skills required   | 90 mins        |                                   |                                |   | Handout B5.i<br>Handout B5.ii   |

# Overview

This module has been written for CBM staff and partners, but may contain messages and approaches that are relevant for other organisations.

This module focuses on the vital role that diverse stakeholders play in developing, supporting and advocating for inclusive education. It looks at who the stakeholders are and how we can support them to engage effectively in inclusive education.

The module also looks specifically at the role played by persons with disabilities and their organisations, and highlights the important connections between inclusive education and community-based inclusive development.

There is a further focus on learner empowerment and voice in building and strengthening inclusive education, and a specific look at the importance of inclusion from the very earliest stages of education.

## Core topic

# Which stakeholders in the community contribute to inclusive education and how?

## Key message



Inclusive education is everyone's responsibility. It is not just the duty of the education officials and teachers to make education more welcoming and supportive. Everyone with an interest or stake in education can – and must – contribute to improving education. A diverse range of people in the school community can take action, to whatever extent is possible given their available time and skills.

## Background information for the trainer

### UNCRPD General comment No4 on the right to inclusive education – normative content 12(h)

“The involvement of parents or caregivers and the community is viewed as an asset that contributes resources and strengths. The relationship between the learning environment and the wider community must be recognized as a route towards inclusive societies;”

A wide range of people in the community have a stake in inclusive education. They have an interest in ensuring that education is as high quality and effective as possible. They include:

- parents, caretakers and guardians;
- other family members (e.g., grandparents, aunts/uncles, siblings, cousins);
- neighbours and other people in the neighbourhood;
- local businesses and employers;
- local service providers, such as healthcare providers;
- civic and political bodies;
- representative groups (e.g., organisations of persons with disabilities (OPDs), women's equality groups, refugee support groups);
- religious groups, organisations and places of worship;

- learners with and without disabilities;
- girls, boys, women, and men with disabilities.

The role for many of these stakeholders is a two-way process:

- Education initiatives, settings or schools need to find out from parents/guardians and other community stakeholders what experience-based suggestions they have for improving all learners' presence, participation, and achievement.
- Parents/guardians, people with disabilities and the community members need to be consulted about how the education initiative or school could support them to improve the care, development, and education they provide at home and in the community.

The important role of the community in education improvement is being increasingly recognised. Parents/guardians and community members, groups and organisations are a valuable resource for schools, offering technical and professional expertise, funding and in-kind donations. They also provide hands-on help and volunteers, and are advocacy allies who can help change attitudes towards disability and other forms of discrimination across the community.

## Activity: Who are the community stakeholders and what can they do?



45-60 mins

**Aim of activity:** to encourage participants to think about the wide range of stakeholders who need to be involved in the inclusive education process and why.

## Instructions

Ask participants to work in pairs or small groups.

### Part one

- Give each pair/group a pile of blank cards.
- Ask them to discuss **who the education stakeholders are** in their communities or project areas. They should write one type of stakeholder per card.
- Then ask each pair/group to share their answers with the whole group. Create a list of all answers on a flipchart or board. If participants have not mentioned a certain stakeholder (refer to the list in the background information), add it to the list or at least ask them if they think that stakeholder is relevant in their school communities, and if not, why not.

### Part two

- Ask each pair/group to create a table on a flipchart, with 3 columns. In the left column they should list all the stakeholders discussed (or stick their cards in the left column).
- In the middle column they should list all the **reasons why these stakeholders have an interest or stake in ensuring education is high quality and inclusive**. They need to think of at least one reason for each stakeholder, but preferably up to three.
- When they have finished, invite each pair/group to swap their flipchart with another pair/group to review each other's answers.
- They should then come together (two pairs or two groups together) to discuss their answers and any differences.

**Part three**

- Ask each participant to work on their own for a while. Give them a pile of blank cards or sticky notes.
- Ask them to think about ‘**what can each stakeholder do to support or promote inclusive education**’. They should write one action per card/note and then stick it to their group’s/ pair’s flipchart in the right-hand column.
- Bring the doubled-up pairs/groups together again to review the answers. They can group similar ideas together.
- Listen to their discussions and use **Handout B** to fill any gaps, or give them the handout so they can compare with their answers.

**Part four**

- In a final whole-group discussion, remind participants that the ideas in the handout are generalised ideas – every community will have its own unique combination of stakeholders and they will have their own unique reasons for being interested in making education inclusive and their own ideas and capacity for how they can help achieve this. We might be able to sit in this workshop and fill in the table, but to do this really accurately we need to consult the communities directly.

**Optional extension activity**

- If there is time, facilitate a discussion about how your organisation and partners can find out about who the stakeholders are, what might motivate them to support inclusive education and what actions they could help take.

**Local adaptation**

You can adapt the details in **Handout B** to better suit your context. You might also revise the handout in future to capture good ideas from your participants.

## Choose your focus

At this point of the module, focus questions allow participants to dig deeper into the issues that are important to them. The core topic may have raised different issues for different people or different organisations. Trainers may have predetermined the questions to be addressed or may use a questionnaire at this point of the training. Focus questions are designed to stand alone so that each group of participants can determine which issues to focus on and address them in an order that is meaningful to them.

### How can we support these stakeholders?

- ▶ Go to '[Focus topic B1](#)'

### How do we ensure persons with disabilities play a central role in inclusive education?

- ▶ Go to '[Focus topic B2](#)'

### How are inclusive schools and CBID connected?

- ▶ Go to '[Focus topic B3](#)'

### How can learner empowerment contribute to greater inclusion in schools?

- ▶ Go to '[Focus topic B4](#)'

### Why is it vital to promote inclusive ECD?

- ▶ Go to '[Focus topic B5](#)'

## Focus topic B1

### How can we support these stakeholders?

#### Key message

Inclusive education initiatives need to be flexible to encourage stakeholders to engage in education and in efforts to improve their local schools to whatever extent is feasible.



## Background information for the trainer

The levels of interest and availability among people with disabilities, parents/guardians and community members will vary. Inclusive education initiatives need to be flexible to encourage these stakeholders to engage in education and in efforts to improve their local schools to whatever extent is feasible. Parents/guardians, people with disabilities and community members who do not engage much in inclusion-related activities in the school community may not be unwilling, but instead face practical or financial barriers to their participation in such activities. We may be able to help them overcome these barriers.

CBM, its partners and other organisations need to support parents/guardians and families to recognise the vital role they play in their children's education, and to facilitate their empowerment to engage more closely in education matters, if they want to. Inclusive education projects and schools need to investigate and map the human, material, and technical resources that are available in the wider community and build relationships to help the project or school access those resources, and they need to help the community members engage with the school.

Awareness raising activities for parents/guardians around disability and inclusion can be expanded to include wider community members. This can help parents/guardians and families feel that their peers, neighbours, employers, etc, better understand and can be more supportive with removing barriers to inclusion.

Community stakeholders can also play a role in identifying out-of-school children or children with disabilities who are being hidden at home, and encouraging families, schools, early childhood development and/or inclusive education projects to take action.

Ironically, the stakeholder group least empowered and engaged in the field of inclusive education is the learners themselves. Girls, boys, women, and men with and without disabilities are too rarely consulted about what they want and need from education; what they would like their teachers to do or not do; how they would like their school or college to look and feel; or how they would like the school day to be structured.



## Activity: How can we support these stakeholders?

30-60 mins

**Aim of activity:** to reflect on real-life experiences and ideas for supporting stakeholder involvement.

## Instructions

- Present the information given in the background information.
- Ask participants to work in small groups and look at the potential stakeholder actions that were previously listed (third column in the 'Core topic' activity).
- Each group member should take it in turns to tell their colleagues about:
  - a) an example where they, colleagues in their organisation or partners supported stakeholders to take one of the actions listed;
  - b) a stakeholder action that they think they or their organisation/partners should be supporting and how they could do this.

### Optional extension activities

- If there is more time available, participants could be asked to develop this activity further, for instance by writing a short case study or poster explaining the example they presented. The case studies/posters could be collated as part of a do-it-yourself 'how to' guide, to which they keep adding more examples as they and their colleagues gain more experience.

You may want to encourage participants to spend more time focusing on parents within the discussion on community stakeholders.

- Invite participants to discuss in groups: What could you do to encourage parents/guardians to get more actively involved in inclusive education and feel empowered to advocate for inclusive education in their communities?
- Ask the groups to create a short role play to demonstrate one or more of their ideas.
- As a whole group, ask participants to discuss their ideas for engaging parents/guardians in inclusive education. They should reflect on their own experiences where possible. They should also think about what challenges there might be with encouraging parents/guardians to become active in inclusive education, and how to overcome these.

### Local adaptation

Instead of writing case stories or making posters, you might encourage participants to present examples of their experiences and ideas through other means, such as through short dramas, drawings or cartoons.

## Focus topic B2

# What roles should persons with disabilities play in inclusive education?

### Key message



There is a wide range of stakeholders who have an interest in and should be involved in making education more inclusive. Persons with disabilities are often the most excluded from/within education and therefore it is vital that they and their representative groups play a central role in designing, implementing and monitoring inclusive education efforts. This means not just participating in an advisory capacity, but as practitioners, advocates and decision-makers.

## Background information for the trainer

### UNCRPD Article 29: Participation in political and public life

States Parties shall:

“(a) Ensure that persons with disabilities can effectively and fully participate in political and public life on an equal basis with others, directly or through freely chosen representatives, including the right and opportunity for persons with disabilities to vote and be elected

(b) Promote actively an environment in which persons with disabilities can effectively and fully participate in the conduct of public affairs, without discrimination and on an equal basis with others, and encourage their participation in public affairs, including:

- (i) Participation in non-governmental organizations and associations concerned with the public and political life of the country, and in the activities and administration of political parties;
- (ii) Forming and joining organizations of persons with disabilities to represent persons with disabilities at international, national, regional and local levels.”

### CBM Federation Strategy

“CBM works in partnership with people with disabilities to hold governments, decision makers and those in power to account, ensuring people with disabilities are central decision makers, directing their own lives.”

## Involvement of persons with disabilities in our own programmes

Of course, the first thing we must do is to make sure that all our own inclusive education programmes and advocacy initiatives are designed and implemented with inputs from:

- organisations of persons with disabilities (OPDs) and adults with disabilities in the community;
- children/learners with disabilities (and without);
- parents/families of learners with disabilities (and without);
- other organisations with specialist experience and skills in disability.

This means finding out about stakeholders' experiences, ideas and desires during every stage of a project cycle, from design and baseline, through ongoing implementation and monitoring, to final evaluations.

Getting greater involvement by persons with disabilities in inclusive education is not just something we demand others to focus on, it is something we need to commit to within all our own work.

## Involvement of persons with disabilities in diverse roles

Persons with disabilities have multiple roles to play in developing, implementing and monitoring inclusive education. We should be working to ensure that persons with disabilities – and their representative organisations – are empowered to engage in the following ways and more:

### Decision-makers

- politicians;
- civil servants;
- local education officials;
- school inspectors;
- curriculum and exam developers;
- project/programme managers and senior managers in non-governmental organisations (NGOs) and United Nations (UN) agencies working on education;
- donor/financial institution representatives and senior managers;
- infrastructure advisers, designers, architects;
- members of parent-teacher associations, school management committees, school inclusion teams, student councils, student/teacher unions.

### Advocates

- local, national and international campaigners for education rights, funding, reform;
- representatives and leaders in mainstream education campaigns, as well as in campaigns for disability-inclusive education;
- community advocates/advisers, supporting families to fight for their children's educational rights;
- lawyers, legal advisers, legislative reformers;
- self-advocacy facilitators; helping children, families, etc, to be empowered as self-advocates;
- journalists and other media work.

### Practitioners

- teachers at all levels of education;
- teaching/classroom assistants;
- teacher trainers and mentors at pre-service and in-service levels;
- education academics and researchers;
- education consultants and advisers;
- community-based disability/impairment specific advisers.

### How?

We can help by, for example, lobbying and/or providing disability and inclusive education awareness training and/or practical/material support to:

- governments and departments within ministries of education;
- teacher training colleges, NGOs that train teachers, universities that research education;
- recruiters/managers in governments, NGOs, law firms, etc;
- OPDs (not all OPDs will be experienced in inclusive education and the work needed to promote it, and need help to get started);
- community-based disability rights advocacy, advisory and legal support services.

## Activity: What roles should persons with disabilities play in inclusive education?



60 mins

**Aim of activity:** to encourage participants to reflect on the practical steps needed to ensure more persons with disabilities are actively involved in developing and managing inclusive education.

## Instructions

### Part one

- Put three flipcharts on the wall, labelled:
  - Decision-makers
  - Advocates
  - Practitioners
- Give participants some piles of blank cards or sticky notes and ask them to write all the different roles they can think of that persons with disabilities should be playing in inclusive education.
- Invite them to stick cards/notes on the flipcharts and categorise them as far as possible under the three headings.
- Review the answers as a whole group and use the lists in the background information section to fill gaps.

**Part two**

- Next, ask participants to work in pairs. Give each pair one card/note from each of the three flipcharts (i.e., 3 cards/notes in total). Also give them a blank flipchart sheet and some coloured pens, pencils or crayons.
- Ask them to think about the role written on the card and what they can do to support the inclusion of persons with disabilities in this role. For example, if they have a card that says “teacher trainer”, what can they do to ensure that more persons with disabilities work as teacher trainers?
- Where possible they should refer to relevant experience they already have with supporting the participation, voice and empowerment of persons with disabilities.
- Each pair should stick their 3 cards on a flipchart and make a poster which explains the actions they could take to support persons with disabilities to engage in these inclusive education roles.
- The posters can then be shared and discussed as a whole group.

**Local adaptation**

You can add to the lists in the background information to ensure they better reflect your local context.

## Focus topic B3

### How are inclusive schools and CBID connected?

#### Key message



Inclusive education and community-based rehabilitation (CBR) projects have a long history together; projects have often been developed side-by-side or one as a result of the other. With CBR evolving into community-based inclusive development (CBID) there is now even more need for and opportunity for inclusive education and CBID to be seen as mutually supportive approaches. We should never have situations where CBID and inclusive education initiatives are taking place in the same country or location without working closely together.

## Background information for the trainer

#### CBM Federation Strategy

“Our CBID work pursues transformative change in the lives of people with disabilities and their families who live in poverty and face exclusion; at home, in school, at work and in community”

“CBM works with people with disabilities, their families, broader civil society and local government to build resilient inclusive communities which can withstand the impact of natural and human made disasters. Our community development work is based on the promotion of equality and recognition of disability as a part of human diversity so that all members of the community enjoy their human rights and can see the cycle of poverty and disability broken.”

This training cannot provide an in-depth explanation of what community-based inclusive development (CBID) is or how to implement CBID programmes – that is covered in other guides and trainings. This training looks briefly at the links between CBID and inclusive education.

CBM is committed to ensuring disability-inclusive development. It uses CBID as its programme approach to achieve this. CBID involves working in the community and with local groups and organisations to address the challenges faced by persons with disabilities and their families. It builds on, but reaches far beyond, the work of CBR, which was primarily about health and

rehabilitation in the community. CBID enhances inclusion of girls, boys, women, and men with disabilities in all sectors of development – health, education, livelihoods/employment, social welfare, disaster-risk reduction, and humanitarian response, etc. It also prioritises the active participation of these stakeholders in local decision-making and strongly focuses on empowerment of persons with disabilities as self-advocates.

CBID and inclusive education go hand-in-hand. Historically, many inclusive education programmes evolved from or alongside the work of CBR programmes: CBR workers identified and supported the rehabilitation of children with disabilities in the community and the inevitable next steps were to support them to attend school and help schools to change to become supportive of diverse learners.

These mutually supportive roles still exist and are vital. Some of the links include:

- **Identifying out-of-school children:** CBID programmes are often well-placed to find or identify in the community any children of school age who are not going to school. They can work with the families and children to understand why they are not in school, and work with them and the school to overcome barriers.
- **Identifying children and families who need CBID support:** Children often enrol in school without their disabilities or other special needs being recognised. These may become apparent to teachers after enrolment, and teachers can help families to connect with CBID programmes. The CBID programmes can then provide whatever rehabilitation, social welfare, health or other support the child, family and teachers need.
- **Identifying learners' needs:** Schools that have enrolled children with disabilities often need support with understanding and responding to their individual needs in the classroom. CBID programmes can work with schools, parents/guardians and learners on assessing learning needs and strengths and developing individual learning and support plans. CBID programmes can advise schools on reasonable accommodations for learners with disabilities, and help families to access assistive devices, equipment and materials to support the child's participation in school.
- **Supporting systemic change:** CBID programmes can do more than provide individual support to learners with disabilities. They can use their expertise to help the school to learn about inclusion barriers and plan changes that will benefit multiple learners in future. They can provide advice to schools on universal design ideas, so that schools make infrastructure, equipment, material and teaching practice changes that are inclusive to as many learners as possible without need for special adaptations.
- **Raising community awareness:** CBID programmes and schools can work together to raise awareness and understanding of disability and inclusion issues in their community. A combined voice can be more effective and reach further. Through activities jointly planned and facilitated by inclusive schools and CBID programmes, learners with disabilities and their families can become powerful community (and even national) advocates.
- **Accessing community resources:** Between them, schools and CBID programmes have extensive connections within their community – with community members, businesses, other service providers, local leaders and decision-makers. They can help each other to access human, financial and material resources that can be used to support the education of children with disabilities and their families. Schools are also a community resource; they should not just be a place where children learn, but offer facilities and activities that everyone in the community can access and benefit from. This includes supporting life-long learning. CBID programmes play a role in this by supporting older persons with disabilities to access adult or community education activities.

- **Enhancing community resilience:** Together, CBID programmes and inclusive schools can play an important role in helping communities to prepare for difficulties and ensure that everyone in the community – with and without disabilities – is prepared. This might, for instance, be in the form of disaster risk reduction (DRR) activities, if the community is in a place where natural disaster or conflict is likely. Inclusive schools and CBID programmes can co-design DRR activities (with additional specialist support from DRR-expert organisations if needed), ensuring that the messages, means of communication and suggested actions are accessible and appropriate for all groups of learners and their families. Their joint community resilience activities might also take the form of environmental action, particularly to reduce or reverse environmental degradation. There could be school-based environmental, agricultural and food security activities for learners and families, made accessible with CBID support.

## Activity: Mutually supportive CBID and inclusive education



60 mins

**Aim of activity:** to encourage participants to think practically about the connections between inclusive education and CBID and to share their experiences.

## Instructions

### Part one

- Briefly introduce the CBR/CBID matrix. Use **Handout B3.i** as a prompt or for participants to read. If possible, get a very large version of the matrix photocopied or drawn on flipchart paper or multiple sheets of paper to put on the wall. If participants are already familiar with the CBR/CBID matrix, you could invite a participant to provide a brief reminder for their colleagues.
- Ask participants to work in pairs or small groups.
- Give each pair/group one or more of the cards from a set of 7 cards (**Handout B3.ii**). Each card contains a heading:
  - Identify out-of-school children;
  - Identify children and families who need CBID support;
  - Identify learners' needs;
  - Support systemic change;
  - Raise community awareness;
  - Access community resources;
  - Enhance community resilience.
- If you have a lot of participants you could give each pair/group just one card to work on. If you have few participants, they will need to work on several cards each.
- The participants need to look at the title on the card and discuss **how CBID and inclusive education can work together on this issue**. For example, they will discuss “how can CBID and inclusive education work together to identify out-of-school children?”.

- They should list as many connected activities as they can think of, and ensure their suggested activities make use of available resources across the community.
- Invite participants to place the card(s) they have been discussing and notes about the CBID/inclusive education connected activities onto the CBR/CBID matrix. They should choose where to place it but also show other parts of the matrix that it connects to.
- The trainer can use information provided in the background information section to fill gaps or clarify points.

### Optional extension activity

- If there is space in the room and sufficient time, participants can use string, coloured paper, coloured markers etc, to show the connections they have been discussing (and they can also start to make connections with the cards and actions other pairs/groups have discussed).
- In addition, or if there is not enough space in the room to do the previous part of the activity, each pair/group can share their connection and activity ideas with everyone. They can add to each other's ideas and think about if/how the work on each card overlaps.

### Part two

#### Option i) If some or all participants already have experience of working on inclusive education and/or CBID (or CBR)

- Ask participants to share case stories of how schools, inclusive education projects and CBID/CBR programmes have worked together.
- Provide them with paper and coloured pens. They could present their case stories in any format: poster, PowerPoint presentation, photo/cartoon story, etc.

#### Option ii) If the participants do not already have much experience to share

- Ask participants to look again at the 7 areas of CBID/inclusive education connections (listed in **Part one** of the activity).
- In pairs/small groups they need to think about what they could do in the communities with which they work, in relation to each issue. So, for instance, they will ask themselves “what can we do to encourage or support inclusive schools and CBID programmes to work together on community resilience and preparedness initiatives that are disability inclusive?”
- Provide them with paper and coloured pens. Ask participants to present their thoughts and ideas in any format: poster, PowerPoint presentation, cartoon story, etc. They might want to present their thoughts in a mind map format, as there will inevitably be strategies or activities that overlap between the 7 issues.

### Local adaptation

Encourage participants to present their case studies or ideas in creative ways that resonate with the communities and cultures with whom they work.

## Focus topic B4

# How can learner empowerment contribute to greater inclusion in schools?

### Key message



All development efforts should be participatory; based on the experiences, ideas and desires of the communities they affect. Inclusive education is no different – all decisions should involve the active participation of key stakeholders, especially the learners themselves. Not only is this a fundamental right, but it helps ensure we develop appropriate responses to the contextually specific challenges.

## Background information for the trainer

### Empowerment

The CBM **Disability Inclusive Development Toolkit** (pp.57-59) contains a detailed explanation of empowerment. We recommend that trainers read this, in addition to the following brief background information. You may also want to photocopy the pages as a handout for your training participants.

### How does CBM explain empowerment?

There are multiple definitions and theories of empowerment, which cannot be discussed in this brief training. CBM's Disability Inclusive Development Toolkit, inspired by a gender empowerment framework, suggests 5 stages of empowerment. While the theory presents these stages as happening in the following order, they can be developed simultaneously, not necessarily in a strict linear process.

- **“Welfare:** having equal access to basic needs, material welfare, food, shelter, income, and medical care.
- **Access:** having equal access to services and economic opportunities, the removal of barriers, or discriminatory provisions in the law that prevents people with disabilities accessing public services and participating in public life.
- **Conscientisation:** attaining an understanding of one's rights and ability to take up self-agency as women, men, girls and boys with disabilities to challenge discrimination and to start to claim one's rights.

- **Participation:** equal participation with non-disabled peers, between women and men in decision-making processes related to policymaking, planning and administration.
- **Control:** equal control with non-disabled peers, between women and men over decision-making; factors of production; strategic life choices that direct one's life; knowing and claiming one's rights."

Developing the skills and confidence to self-advocate is a result of empowerment – but capacity building is needed as part of the process.

### Why is learner voice so important?

Understanding one's rights, having the self-agency to challenge discrimination, and participating in decision making are key elements of empowerment. This is why – in inclusive education – it is so important for us to support education stakeholders to understand their rights to inclusive education, to speak out against exclusion, and to play an active role in making decisions and changes towards inclusion.

“CBM is committed to an approach in which advocacy with the wider community is combined with support for the empowerment of persons with disabilities and the provision of services that benefit persons with disabilities.” This means “Supporting girls, boys, women and men with disabilities to become self-advocates so that they can actively participate in planning the development of inclusive education (and in directing their own/their children's education) and to play an active role in implementing and monitoring changes in education or in their school.”

CBM (n.d.) Reference Guide. Identifying and Fostering Change Towards Disability Inclusive Development. A planning guide based on promising practice in inclusive education, p.13

Inclusive education is an ongoing process of change. This means those who manage the process need to be able to reflect constantly on what changes have happened and still need to happen, and how best to make those changes occur. This cannot be done only by looking at the situation from 'outside' or 'above'. Understanding, planning for and monitoring changes towards inclusion require the close involvement of all key stakeholders, especially the learners, their parents or carers and teachers.

“Ironically, the stakeholder group least empowered and engaged in the field of inclusive education is the learners themselves. Girls, boys, women, and men with and without disabilities are too rarely consulted about what they want and need from education; what they would like their teachers to do or not do; how they would like their schools to look and feel; and how they would like the school day to be structured. The voices of younger learners are least heard. There is a tendency, even among those experienced with working with children and young people, to believe that they are unable to engage in discussions about education. This is particularly the case with very young children, or children with more severe or multiple impairments, such as deafblindness.”

CBM (2018) 'My Right is Our Future. The Transformative Power of Disability-Inclusive Education, p.79.

Enabling learners with and without disabilities to have a well-informed voice – and be heard – in inclusive education decision-making is a solid investment in the future of our communities and countries. These learners will become the next generation of policy- and law-makers and implementers. If they experience inclusion in and are empowered by their education, we stand a greater chance of them replicating a commitment to equality and non-discrimination in the policies and actions they shape in the future.

#### Link with Sustainable Development Goal 4 targets

“By 2030, ensure that all learners acquire the knowledge and skills needed to promote sustainable development, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship and appreciation of cultural diversity and of culture’s contribution to sustainable development”

#### How can we do it?

Engaging learners, young and old, with and without disabilities, in processes through which they understand their rights, speak out against discrimination and actively contribute to decision-making is more achievable than many people think. Here are some basic ideas:

- “use enjoyable, age- and ability-appropriate participatory activities to consult children and young people at every stage, from the scoping and design of an initiative through to implementation, monitoring, and evaluation. This might include formally organised consultation activities, such as focus groups, mapping, drama, art, or photography activities; and informal or ad hoc activities, such as encouraging them to leave ideas and feedback in suggestions boxes;
- support other stakeholders, such as parents, teachers, and programme staff, to understand the value of consulting children and young people, and learn how to facilitate accessible consultations and make effective use of the results;
- design structures that help children and young people give input and take direct action. These could include student committees, peer support groups, child-to-child activities, campaign groups, and school improvement activity days;
- connect activities that enable children and young people to have a voice in education and community decisions, with the learning process and curriculum...; and
- enable children and young persons with and without disabilities to play an active role in efforts to stop bullying and prejudice, for instance, by making decisions about the content of anti-bullying policies, and designing and/or running child-to-child sessions about the causes of and solutions to bullying and prejudice.”

CBM (2018) ‘My Right is Our Future. The Transformative Power of Disability-Inclusive Education’, p.79

## Activity: Reflecting on experiences of engaging learners in decision-making



45-60 mins

**Aim of activity:** to encourage participants to recall, reflect on, share and learn from their own experiences of supporting children and young people to have a voice in decision-making.

### Instructions

- Ask participants to share with the whole group why they think it is so important to listen to learners' experiences and ideas when developing inclusive education. Write their answers on a flipchart or board.
- Then ask participants to work in pairs. Each person should spend 5-10 minutes telling their partner about one or more instances where they engaged children with and/or without disabilities in a decision-making process (ideally in an education context, but not necessarily). Why did they do this? How did they do it? What were the results? The listener listens without speaking or asking questions. They quietly write notes about key ideas and questions that arise. The partners then swap roles and repeat the task.
- After both partners have spoken, they compare their notes. They make a combined list of the activities that were mentioned. And they make a list of questions that arose. They can then discuss and try to answer these questions.
- Invite pairs to share their lists of consultation activities/approaches with the whole group. The first pair shares their whole list. Subsequent pairs must add only activities that have not been mentioned yet. The trainer can use the list above (from 'My Right is Our Future' in the background information) to add more ideas, if necessary.
- Volunteers can be invited to share one of their questions for discussion with the whole group.

### Optional extension activity

- If there is time, or as an activity after the training, participants can plan a personal commitment to engage learners.
- Invite each participant to work on their own to briefly write up their example of engaging learners in a decision-making process.
- They should include reflection on what they would like to do differently or additionally in future.
- Encourage them to design a simple action research activity through which they will consult learners to better understand a particular issue in order to make improvements or additions to an education programme.

## Focus topic B5

### Why is it vital to promote inclusive ECD?

#### Key message



Inclusive education cannot just start in primary school – it must start as soon as children start learning, from birth. Through focusing on early identification/ intervention and inclusive education in early years settings we provide children with a foundation for social and educational inclusion and develop approaches that help us make subsequent levels of education more inclusive.

### Background information for the trainer

It is increasingly recognised that inclusive education cannot just start in primary school – it must start as soon as children start learning, which is from birth. By the time children reach primary school, important learning foundations should already have been laid and learning and support needs identified. For many children, education is exclusive or leads to poor learning outcomes because their needs and abilities are not properly recognised and worked with until well into their primary education.

Early intervention and early learning support, provided through collaboration between community-based inclusive development (CBID) programmes and education settings, brings multiple benefits such as:

- Early intervention is vital for identifying children's disabilities and putting in place holistic support and rehabilitation interventions that help to minimise the future impact of disability on the child and their family.
- Early education ensures that children's learning and cognitive, physical and social-emotional development is facilitated and supported from day one. It also helps to ensure that they start their educational career with good self-esteem and belief in what they can do.
- Inclusive early childhood development (ECD) opportunities ensure that children learn from a young age to value and accept diversity and difference among their peers.
- Collaborative efforts between CBID, education settings and other relevant sectors working in ECD can help design and establish systems and approaches that can be learned from, replicated and scaled up in primary and higher levels of education.

- Engagement with parents/guardians and families during the processes of early identification and inclusive early education establishes a norm for their active participation as advocates and change agents in subsequent education levels. It also helps them to believe early on in what they and their children can achieve, strengthening them to cope with challenges they will face in higher levels of education.
- Innovation and practice that deviates from the norm is often easier to achieve in ECD settings than in primary or higher level settings where tighter regulations or expectations are imposed. Inclusive ECD work can help us to experiment with and develop evidence for new inclusive approaches which we can then advocate for implementation in primary schools and above.
- Education in the early years is often more closely linked to the child's home and learning at home. Developing inclusive early learning approaches that blend together school-based and home-based learning can help us develop approaches that will help primary and higher levels of education to link home, community and school better.
- Transition from one level of education to another is always a challenging time, for the learner, their parents/guardians and family, and for the teachers. Inclusive ECD settings can help support the child's first big educational transition into primary school and ensure they start this first stage of formal education with support in place.

To achieve these sorts of benefits, there is a need for ECD providers, parents/guardians and other stakeholders generally to have a better understanding of child development especially in the very early years from birth.

## Activity: Benefits of inclusive ECD and the knowledge and skills required



90 mins

**Aim of activity:** to help participants practise thinking analytically and strategically about the importance of inclusive ECD and the skills and knowledge necessary.

## Instructions

### Part one

- Ask participants to work in small groups (ideally 4 people).
- Groups will do a role play in which inclusive ECD 'experts' are being interviewed by a ministry of education 'official' who does not believe that it is worth spending money on inclusive ECD.
- Two group members should take the role of 'experts', one should be the 'official', and the other group member should be the note taker.
- Give each group one or more cards from **Handout B5.i**. Each card offers one reason why inclusive ECD is important. Everyone in the group should read the card.
- The 'experts' and 'official' must debate the point presented on the card. They can discuss why they agree or disagree. They can share relevant experiences. They should push each other to analyse the point in detail. For example, if the 'experts' make a statement, the 'official' needs to ask probing questions (e.g., why do you think that, what would be done in practice, how could we do it, who would be able to help us?).

- The fourth person in the group (the note-taker), should create a mind map that captures all the points being debated and analysed.
- Groups can feed back a summary of their debates to the whole group, and/or their mind maps can be displayed around the room for everyone to look at and ask questions.
- The trainer can use information provided in the background information section to fill gaps or clarify points.

### Part two

- Explain to participants that for our organisations and partners to work effectively on inclusive ECD, we will need a wide range of knowledge and skills. This can come from inside our staff teams, and we can reach out and collaborate with other individuals and organisations.
- As a whole group, ask participants to suggest all the areas of knowledge and skills that they think their organisation/partners need in order to work effectively on inclusive ECD (with children from birth). Write the list on the board or flipchart. You can use the list (first column) in **Handout B5.ii.** to prompt or to add areas of knowledge and skills if necessary.
- Ask participants to work in pairs or small groups. Provide them with pens and paper.
- Participants should draw a table with 6 columns. This will be a 'skills and knowledge matrix' similar to **Handout B5.ii.**
- Use **Handout B5.ii** to tell them what to write for the heading of each column.
- They should fill in the first column with all the skills and areas of knowledge that have been listed on the board, and they can add others if they think of more.
- In the other columns they should write notes.
- Use a whole-group feedback session to identify if there are any common gaps in knowledge/skills that your organisation might need to play particular attention to in order to ensure it can support high quality inclusive ECD projects.

### Local adaptation

You could add to or adapt the cards in **Handout B5.i** to show other benefits of inclusive ECD that are pertinent for stakeholders in your context.

# Further reading for Module B

## Stakeholder voices

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM.

Chapter 6 – ‘Stakeholder empowerment and engagement’. <https://bit.ly/CBMMYRight>

EENET (2018) Enabling Education Review 7. Youth Takeover Edition. Hyde: EENET.

All articles written by children and young people with and without disabilities.

<https://bit.ly/EER7Youth>

Lewis, I and Little, D (2018) Young Voices in Inclusive Education. A guide to help young researchers conduct action research with peers and younger children, Hyde: EENET.

<https://bit.ly/YoungAR>

## OPD involvement in inclusive education

Cain, E (2017) Capacity Building. ADD International’s Approach. A Learning Paper. Frome: ADD.

<https://bit.ly/ADDCapacity>

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM.

Section 6.4. <https://bit.ly/CBMMYRight>

## Inclusive education and CBID

CBM (n.d.) CBM’s CBID Initiative Plan. Summary.

<http://bit.ly/CBMCBIDplan>

WHO (2010) CBR Guidelines: Education Component.

<https://bit.ly/WHOCBRed>

## Inclusive ECD

Mendis, P (2006) Children who have Disability in Early Childhood Care and Development Centres. A Resource Book for Teachers. Save the Children Sri Lanka.

<https://bit.ly/CWDinECCD>

Walker, J and Baboo, N (2020) Leave No Child Behind. Invest in the early years, Light for the World.

<https://bit.ly/LNCBearlyyears>

WHO (2018) Nurturing care for early childhood development: a framework for helping children survive and thrive to transform health and human potential, Geneva: WHO

<http://bit.ly/WHONurtureCare>

WHO (2010) CBR Guidelines: Education Component

Chapter on ‘Early childhood care and education’. <https://bit.ly/WHOCBRed>

# Case studies for Module B

The case studies here may be useful to illustrate discussions around parent and community involvement in inclusive education, connections with CBR/CBID, and the role of persons with disability in improving inclusive education.

## Case study B1

### Empowered parents support inclusion in Nicaragua

CBM has worked with ASOPIECAD in Nicaragua on CBR work since 2006. In 2012, the partnership helped 561 children with disabilities be included in mainstream education. One of those children was Maria, a 10-year-old girl with Down syndrome.

The CBR programme guided and supported her family so that they could better support Maria to attend a mainstream primary school and participate in community life. The CBR workers initially visited the family to help them overcome their fear of taking Maria to public places. They saw potential in the levels of care given by Maria's mother and encouraged her to attend CBR trainings.

Maria's mother was so inspired and encouraged that she now works with the CBR programme, sharing her experiences and supporting and encouraging other families to include their children in school and community life. She provides families with advice and support on early education in her own community as well as in the municipality, and she offers support to members of parents' self-help groups.

Case study from:

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM. Pp 78-79.

<https://bit.ly/CBMMYRight>

## Case study B2

### The role of people with disabilities in teacher training in Iraq

The development of inclusive education should always be built on a foundation of participation by all stakeholders – children, parents, teachers, decision-makers, donors, and representatives of marginalised groups. To ensure teachers are better prepared to support children with disabilities in regular classes they should have practical experience of working with children and adults with disabilities. The training they receive should be guided by the perspectives of people with disabilities. This case study looks at initiatives in Iraq to achieve this.

Within in-service teacher education courses on inclusive education, adults with hearing and visual impairments shared their personal education stories, helping participants understand the role of education in their lives. They demonstrated assistive resources, and techniques for daily living with one or more impairment. Adults who are deaf engaged in the courses to teach basic sign language to teachers, using lists of words the teachers want to learn and demonstrating visual storytelling.

At awareness seminars for school principals, education officials and decision-makers, people with disabilities shared their perspectives on inclusion and personal accounts of education. Parents of children with disabilities participated through question-and-answer panel sessions. Disability rights advocates contributed to the training as guest speakers, providing detailed theoretical and practical information, and delivering hard-hitting messages against discrimination.

Course feedback indicated that the active participation of people with disabilities helped teachers to see people with disabilities as partners in upholding the rights of children, rather than as passive recipients of charitable services. Contributors to the courses were mostly identified through local organisations of persons with disabilities (OPDs). The training activities helped to initiate or reinforce co-operation between OPDs and the inclusive education programme.

The full case study can be found at:

Khayat, K (2013) 'The role of people with disabilities in teacher training in Iraq' in Enabling Education Review Issue 2

<https://bit.ly/EER2Iraq>

## Case study B3

### Beyond school: Being part of one's community in South Sudan

Inclusive education is about more than what happens in school – it is about the support children and their families receive outside school, and their involvement in community life. This case study describes how Light for the World works with partners in South Sudan to promote community and school inclusion. Light for the World supports local partners to implement community-based rehabilitation (CBR) programmes. Its approach is built around the Convention on the Rights of Persons with Disabilities (UNCRPD) and its inclusive education projects have strong CBR links.

Local partners develop their community-based workers as agents of inclusion. They train CBR workers to visit homes to identify and assess children with disabilities, provide home-based rehabilitation and refer children to local health and education services. CBR workers use the child-to-child approach to enable children with and without disabilities to come together through play. Parent-teacher associations and head teachers attend regular sessions on disability and inclusive educational rights. Partners network with other projects, services and local education authorities, including schools, primary healthcare facilities, and eyecare services. Light for the World also collaborates with other initiatives to develop national-level policy and inclusive teacher education curricula.

The case study mentions a child who is blind and thought he could only attend a distant boarding school. By training the local teacher in Braille and offering orientation and mobility training, the child now attends his local school and helps the family income by gathering grass. Another story explains that a 4-year-old born with cerebral palsy was visited twice a week by a CBR worker. He received physiotherapy and speech therapy and learned to strengthen his limbs, swallow saliva and hold his head and chest. Through games he developed friendships and his motor and communication skills. His inclusion in his community was facilitated by the CBR and child-to-child approach. Plans were in place to support his inclusion into pre-school the next year.

The full case study can be found at:

Mohammed, S, Aderemi, T.J. and Bohan-Jacquot, S. (2014) 'Beyond school: Being part of one's community in South Sudan' in Enabling Education Review Issue 3.

<https://bit.ly/EER3SSudan>

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## Handout B.

# Who are the community stakeholders and what can they do?

The following are sample answers only. Every school community will have its own unique combination of community stakeholders who will have their own reasons for wanting to help boost inclusive education and their own selection of skills they can use.

| Stakeholder                                       | Why do they have a stake in making education more inclusive for all?   | What can they do to support or promote inclusive education?  |
|---|--|--|
| Parents (mothers and fathers) and other guardians | <ul style="list-style-type: none"> <li>• Want to see their own children attending, participating and achieving in their current school</li> <li>• Want their children to have opportunities to progress through more education levels</li> <li>• Want their children to have a healthy and secure future, with good work opportunities</li> <li>• Need to ensure their children are as independent and self-sufficient as possible when they grow up</li> <li>• Need to ensure their children can contribute to family support when parents become old.</li> </ul> | <ul style="list-style-type: none"> <li>• Join in local or national advocacy activities calling for inclusion improvements</li> <li>• Join/start parent support groups to help each other with problems, support each other with practical activities</li> <li>• Share their experiences of teaching/helping their children, to help teachers and managers develop practical ideas for inclusion in school</li> <li>• Actively participate in processes such as developing individual education plans for their children</li> <li>• Volunteer time to help with inclusion-related activities (infrastructure improvements, classroom activities, fundraising for the school, etc.)</li> <li>• Participate on school inclusion teams, parent teacher associations, school management committees, or similar</li> <li>• Support and encourage children's learning, including helping them with learning at home.</li> </ul> |

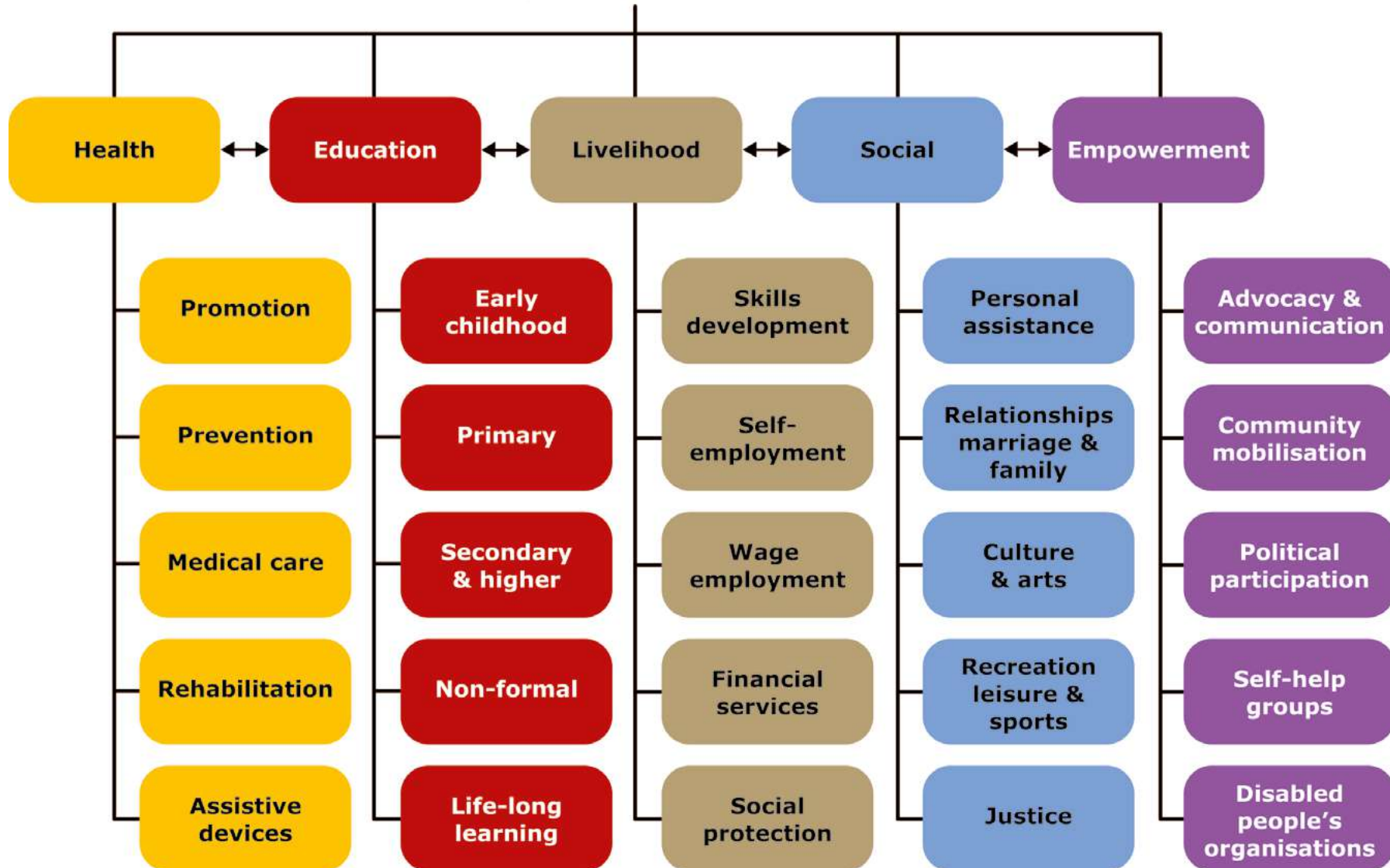
| Stakeholder  | Why do they have a stake in making education more inclusive for all?   | What can they do to support or promote inclusive education?  |
|--|--|--|
| Other family members                                       | <ul style="list-style-type: none"> <li>• Similar reasons to parents</li> </ul>   | <ul style="list-style-type: none"> <li>• Similar activities to parents</li> <li>• Also provide practical and emotional support to relatives who have children with disabilities or who are facing exclusion for any reason.</li> </ul>   |
| Neighbours   | <ul style="list-style-type: none"> <li>• Want to help their friends' children attend and do well in school</li> <li>• Understand that it is better for the future wellbeing of the whole community if all the children are educated, not just their own children.</li> </ul>   | <ul style="list-style-type: none"> <li>• Provide practical and emotional support to friends/neighbours who have children with disabilities or who are facing exclusion for any reason</li> <li>• Join in or support advocacy, fundraising or practical activities (e.g., volunteering to improve school environment) happening in the community.</li> </ul>  |
| Representative groups and local organisations (e.g., OPDs) | <ul style="list-style-type: none"> <li>• Want to see more young people from their group attending and doing well in school and having more secure futures, including futures as teachers or education managers</li> <li>• Want to uphold the rights of the group they represent</li> <li>• Want more young people to be aware and educated who can join their movement and support lobbying for the rights of others.</li> </ul> | <ul style="list-style-type: none"> <li>• Collaborate with other organisations, parents, etc, to develop advocacy campaigns, training programmes and/or action research activities</li> <li>• Provide practical, emotional and/or financial/material support to parents/families of children with disabilities experiencing exclusion</li> <li>• Provide practical advice and/or financial or material support to schools and teachers</li> <li>• Work with children at risk of exclusion to facilitate their empowerment, build self-esteem</li> <li>• Help identify children in the community who are out of school.</li> </ul> |

| Stakeholder                    | Why do they have a stake in making education more inclusive for all?  | What can they do to support or promote inclusive education?   |
|--------------------------------|---|---|
| Local businesses/<br>employers | <ul style="list-style-type: none"> <li>• Need access to a well-educated, skilled workforce/employees with diverse skills and experiences</li> <li>• Need young people who are motivated to learn and work</li> <li>• Need customers who can afford to spend money, thus need local young people to be educated and find good work so they become good customers.</li> </ul> | <ul style="list-style-type: none"> <li>• Lobby schools to be inclusive so as to maximise the number and diversity of young people entering the job market and/or becoming future customers</li> <li>• Share practical experiences with schools of working with diverse employees; business people with disabilities share their experiences to motivate learners and educate teachers and parents/guardians</li> <li>• Explain what diverse academic and non-academic skills and knowledge local businesses need schools to be teaching</li> <li>• Join in or sponsor local or national advocacy campaigns on inclusive education</li> <li>• Support infrastructure or material improvements in schools through financial, material or labour donations.</li> </ul> |
| Local service providers        | <ul style="list-style-type: none"> <li>• Providers of health, welfare services, etc, know that more educated young people will probably have better health and welfare outcomes. There will be less demand on services, more informed and appropriate use of services, and more young people who can work for these services.</li> </ul>                                    | <ul style="list-style-type: none"> <li>• Provide inclusive education information to parents/guardians through their outlets (e.g., at health clinics)</li> <li>• Help identify children who are not in school</li> <li>• Help liaise with parents/guardians and school to find solutions to exclusion.</li> </ul>   |

| Stakeholder                                 | Why do they have a stake in making education more inclusive for all?  | What can they do to support or promote inclusive education?  |
|---|---|--|
| Civic and political bodies                  | <ul style="list-style-type: none"> <li>• Need young people who are aware of civic responsibilities, who can engage in democratic processes</li> <li>• Know that youth who are better educated are more likely to exercise their rights to engage in democratic processes (e.g., voting, etc)</li> <li>• Need diverse range of young people who can become the next leaders, planners, decision-makers, civil servants.</li> </ul> | <ul style="list-style-type: none"> <li>• Provide inclusive education information to parents/guardians and community members through their facilities (e.g., local government services and offices)</li> <li>• Show commitment to diversity in public service employment and politics</li> <li>• Encourage public service staff and politicians with disabilities (role models) to engage with school communities to promote inclusion</li> <li>• Permit/encourage campaigning activities.</li> </ul> |
| Religious leaders/ groups/places of worship | <ul style="list-style-type: none"> <li>• Know that an inclusive education can go hand in hand with increased tolerance and acceptance of marginalised groups, including religious minorities</li> <li>• Want to help uphold rights for everyone.</li> </ul>   | <ul style="list-style-type: none"> <li>• Embed messages about inclusive education into their activities</li> <li>• Provide practical and emotional support to parents, families and learners at risk of exclusion</li> <li>• Use their position of influence to engage in advocacy at local or national levels.</li> </ul>   |

# Handout B3.i: CBID/CBR matrix

## CBR matrix



## Handout B3.ii. Mutually supportive CBID and inclusive education

|  |   |
|--|---|
| <b>Identify out-of-school children</b> | <b>Identify children and families who need CBID support</b> |
| <b>Identify learners' needs</b>        | <b>Support systemic change</b>                              |
| <b>Raise community awareness</b>       | <b>Access community resources</b>                           |
| <b>Enhance community resilience</b>    |   |

## Handout B5.i. Benefits of inclusive ECD

|  |  |
|--|--|
| <p>Early intervention is vital for identifying children's disabilities and putting in place holistic support and rehabilitation interventions that help to minimise the future impact of disability on the child and their family.</p> | <p>Early education ensures that children's learning and cognitive, physical and social/emotional development is facilitated and supported from day one. It also helps to ensure that they start their educational career with good self-esteem and belief in what they can do.</p> |
| <p>Inclusive early years education opportunities ensure that children learn from a young age to value and accept diversity and difference among their peers.</p>   | <p>Collaborative efforts between CBID, education settings and other relevant sectors working in early years education can help design and establish systems and approaches that can be learned from, replicated and scaled up in primary and higher levels of education.</p>       |

Engagement with parents and families during the processes of early identification and inclusive early education establishes a norm for their active participation as advocates and change agents in subsequent education levels. It also helps them to believe early on in what they and their children can achieve, strengthening them to cope with challenges they will face in higher levels of education.

Innovation and practice that deviates from the norm is often easier to achieve in early education settings than in primary or higher level settings where tighter regulations or expectations are imposed. Inclusive ECD work can help us to experiment with and develop evidence for new inclusive approaches which we can then advocate for implementation in primary schools and above.

Education in the early years is often more closely linked to the child's home and learning at home. Developing inclusive early years learning approaches that blend together school-based and home-based learning can help us develop approaches that will help primary and higher levels of education to link home, community and school better.

Transition from one level of education to another is always a challenging time, for the learner, their parents/family and for the teachers. Inclusive ECD settings can help support the child's first big educational transition into primary school and ensure they start this first stage of formal education with support in place.

## Handout B5.ii. Inclusive ECD knowledge and skills matrix

The knowledge and skills listed here are just an initial idea, not a definitive list. Each set of trainees will have their own lists.

| Area of knowledge or skill             | We have knowledge and/or practical skills in our organisation | To fill any knowledge/skill gaps we could... | Our partners have knowledge and/or practical skills | To fill any knowledge/skill gaps our partners (with our support) could... | We can reach out and collaborate with these other people/ organisations to access more of the knowledge and skills we need |
|--|---|--|---|---|--|
| Child development (physical)           |   |  |   |   |  |
| Child development (cognitive)          |   |  |   |   |  |
| Child development (social/behavioural) |   |  |   |   |  |
| Child development (communication)      |   |  |   |   |  |
| Child health                           |   |  |   |   |  |
| Child nutrition                        |   |  |   |   |  |
| Early identification                   |   |  |   |   |  |

| Area of knowledge or skill   | We have knowledge and/or practical skills in our organisation | To fill any knowledge/skill gaps we could... | Our partners have knowledge and/or practical skills | To fill any knowledge/skill gaps our partners (with our support) could... | We can reach out and collaborate with these other people/ organisations to access more of the knowledge and skills we need |
|--|---|--|---|---|--|
| Child-focused CBR/ CBID  |   |  |   |   |  |
| Parent/family role and engagement  |   |  |   |   |  |
| Child protection and safeguarding  |   |  |   |   |  |
| Social welfare for young children  |   |  |   |   |  |
| Inclusive, child-led early learning/ pedagogy (in home and education settings) |   |  |   |   |  |
| Community engagement in inclusive ECD  |   |  |   |   |  |
| Planning/supporting inclusive transitions                                      |   |  |   |   |  |



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# Module C Participation and achievement for all learners

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|   |           |
|---|-----------|
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# Activity plan

| Activity   | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list |
|--|----------------|-----------------------------------|--------------------------------|---|---|
| C: Part one: The twin-track approach   | 15-20 mins     | Core topic (required activity)    |                                |   | Handout C.i   |
| C: Part two: The benefits of universal design and UDL  | 60 mins        | Core topic (required activity)    |                                |   | Handout C.ii<br>Handout C.iii   |
| C: Part three: What is reasonable accommodation?   | 30-45 mins     | Core topic (required activity)    |                                |   | Handout C.iv  |
| C: Part four: Reasonable accommodation, universal design and UDL, and their connections with presence, participation and achievement | 90 mins        | Core topic (required activity)    |                                |   | Handout C.v<br>Handout C.vi<br>Handout C.vii<br>Handout C.viii<br>Handout C.ix        |

| Activity  | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list |
|---|----------------|-----------------------------------|--------------------------------|---|---|
| C1: Reflect on teachers' basic skills in your context                                   | 60-120 mins    |                                   |                                |   | Handout C1.i<br>Handout C1.ii<br>Handout C1.iii                                       |
| C2: Brainstorm the causes of and solutions to school drop-out and transition challenges | 60-90 mins     |                                   |                                |   | Handout C2  |
| C3: Mapping school safety   | 45-60 mins     |                                   |                                |   |   |
| C4: Reflect on the value of exams   | 60-90 mins     |                                   |                                |   | Handout C4  |

| Activity   | Suggested time | I will use this activity (yes/no)                   | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list |
|--|----------------|---|--------------------------------|---|---|
| C5: Whole-school planning for inclusion            | 60 mins        | (Use as a final activity after other chosen topics) |                                |   |   |
| C6: Who has learning needs?                        | 30-45 mins     |   |                                |   | Handout C6.i<br>Handout C6.ii   |
| C7: Reasonable accommodation – our own experiences | 150 mins       |   |                                |   | Handout C7.i<br>Handout C7.ii<br>Handout C7.iii                                       |

| Activity                             | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list                        |
|--------------------------------------|----------------|-----------------------------------|--------------------------------|---|--|
| C8: Diverse and adjusted assessments | 75 mins        |                                   |                                |   | <p>Handout C6.i<br/>Handout C7.i<br/>Handout C7.ii<br/>Handout C8.i<br/>Handout C8.ii<br/>Handout C8.iii</p> |
| C9: Collaborative support            | 45 mins        |                                   |                                |   | <p>Handout C9</p>  |

# Overview

This module has been written for CBM staff and partners, but may contain messages and approaches that are relevant for other organisations.

The information and activities in this module will help participants to understand the twin tracks of:

- systemic change – universal design and universal design for learning (UDL);
- individual support – reasonable accommodation.

The core topic provides an **overview of the twin-track approach**. It explains the two concepts of universal design/UDL and reasonable accommodation. It can be used as a rapid introduction, even if a trainer does not have time to dig deeper by using the focus topics.

The focus topics look in more detail at a variety of issues relating to **system-level changes** and universal design, and the provision of **individual learner support** and reasonable accommodations.

The first group of focus topics explains that system-wide change is needed in many aspects of education to ensure the presence, participation and achievement of all learners. Topics include:

- the role that inclusive teachers play and the skills they need;
- addressing the causes of drop-out, especially during education transition phases;
- addressing the safety issues that impact presence, participation and achievement;
- supporting systemic change for inclusive assessment.

There is also a session on planning for whole-school change, which is ideal as a final activity to tie together activities from all of the topics.

The second group of focus topics provides an overview of using the principle of reasonable accommodation to ensure that each individual learner has their specific needs met within an inclusive education system. Topics include:

- identifying who has learning needs;
- considering specific measures schools can take to support individual needs;
- addressing the need for diverse assessments and making reasonable adjustments;
- meeting the needs of learners with multiple impairments in an inclusive system.

It is assumed that participants will complete the core topic before doing a selection of activities from the focus topics.

## Core topic

# How can we improve participation and achievement for all learners?

This core topic is divided into four parts designed to be followed in order:

Part one: The twin-track approach

Part two: Universal design for learning

Part three: Reasonable accommodation

Part four: The twin-track approach recap

## Part one: The twin-track approach

### Key message



Inclusive education is about much more than ensuring all learners have access to (are present in) school. It focuses on making sure everyone is participating in all learning and social activities related to school, and that they are achieving academically and socially to the best of their ability. Our inclusive education work must focus on presence, participation and achievement.

Universal design and UDL, and reasonable accommodation, help us to make education and schools more accessible and inclusive. We need to work with these twin tracks when supporting the development of inclusive education.

## Background information for the trainer – part one

Inclusive education focuses on changing the system (removing barriers to presence, participation and achievement for all learners) rather than changing the learners. But a focus on system-level change does not mean we should ignore the specific learning needs of individual learners.

We need to tackle education exclusion from two sides – by promoting systemic change and by giving specific support to individual children's learning needs.

This is the **twin-track approach**.



The twin-track concept is reflected in the commitments in the United Nations convention on the rights of persons with disabilities (UNCRPD) which highlights the importance of:

- universal design (and within education, universal design for learning) – making systemic changes so that everyone is included;
- reasonable accommodation – making appropriate adjustments to support individual needs.

It is vital that we take a twin-track approach to inclusive education. Working on one track will lead to us creating only partial solutions, and being only partially successful (a bit like a train running on one track – it will keep moving for a while, then derail!)

Being able to create education interventions that can address a huge range of systemic changes and individual support needs is not something that any organisation or government department can do on its own. Collaboration is important for ensuring that all education interventions uphold the principles of UDL and reasonable accommodation.

The idea of twin tracks is sometimes interpreted in slightly different ways, so be aware that some participants may have slightly different interpretations of what ‘twin-track’ means. In this training it refers to the two tracks of systemic change and individual support (UDL and reasonable accommodation). Some organisations use twin-track to refer to a dual strategy of ‘getting disability issues mainstreamed into other projects’ and ‘working on disability-specific projects’.

Read more about the twin-track approach in chapter 1 of CBM’s book ‘My Right is Our Future. The Transformative Power of Disability-Inclusive Education’. (You can find this in the **Further reading** list).



## Activity part one: The twin-track approach

15-20 mins

**Aim of activity:** to encourage participants to recall their existing understanding of the twin-track concept.

### Instructions

- Present the background information to participants. Give participants **Handout C.i** or draw/print it on a large flipchart to display.
- Recognising that participants may be starting with slightly different interpretations of the 'twin-track' concept, hold a whole-group discussion.
- Invite participants to think about how the current explanation of a twin-track approach in inclusive education compares with other explanations of twin-track they are familiar with. What are the similarities and differences?
- If participants have not encountered alternative interpretations of twin-track, use the discussion time to clarify any queries. There is no need to spend a lot of time discussing here, because later activities discuss each track in much more detail.

## Part two: Universal design for learning

### Key message



UDL creates practices and materials as well as environments that everyone can use without need for adaptation. It therefore focuses on changes at systemic levels. In an education context, this means one well-designed change has the potential to improve access, participation and/or achievement for many, most or even all learners.

## Background information for the trainer – part two

### Universal design

Most participants will be familiar with universal design – the concept of designing the environment, equipment, materials, etc, so that they can be accessed or used by everyone, without needing additional adaptations.

### Definition from UNCRPD (Article 2)

“‘Universal design’ means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. ‘Universal design’ shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.”

Examples of universal design include:

- designing buildings with integral ramps at the entrance – instead of designing a building only with steps and then having to install an extra ramp later;
- integrating accessibility functions into all software – instead of making software that ignores accessibility and requiring users to buy separate add-on software;
- preparing signs in visually accessible print, with Braille, and informative images or symbols – instead of signs that can only be accessed visually or with reading ability;
- using non-slip and textured materials on surfaces to improve safety and navigation – instead of shiny surfaces or materials that can become slippery.

## Universal design for learning

### Link with Article 24 of the UNCRPD

“The Committee encourages States parties to adopt the universal design for learning approach, which consists of a set of principles providing teachers and other staff with a structure for creating adaptable learning environments and developing instruction to meet the diverse needs of all learners. It recognizes that each student learns in a unique manner and involves: developing flexible ways to learn, creating an engaging classroom environment; maintaining high expectations for all students while allowing for multiple ways to meet expectations; empowering teachers to think differently about their own teaching; and focusing on educational outcomes for all, including persons with disabilities.”

General comment No. 4 (2016) on the right to inclusive education, para 26

Universal design for learning (UDL) takes the same overall approach as universal design and seeks to minimise the barriers for all learners by making all aspects of teaching and learning as accessible as possible. UDL reduces the need for separate, additional teaching and learning solutions.

Every learner has a different background, strengths, needs and interests, which means they have different preferred ways to gain knowledge, skills and motivation for learning. UDL helps to ensure that learning goals, methods, materials and assessments are accessible for everyone, to the greatest extent possible.

Following UDL principles, teachers use diverse and flexible approaches that:

- motivate all learners to learn;
- present information that is accessible to all learners;
- enable learners to express what they are learning.

In formal literature on UDL, these ‘three pillars’ are called: i) engagement, ii) representation, and iii) action and expression.

The following briefly explains what these three categories mean. **Handout C.ii** gives more detail. Keep in mind your participants’ level of existing knowledge. If they are not experienced education personnel, keep your explanation of these three ‘pillars’ of UDL as simple as possible.

- **Engagement (motivation)**

This pillar helps learners to understand ‘**WHY are we learning?**’

Teaching and learning practices need to motivate all learners to be actively engaged in and enjoy learning (e.g., use things that interest them as the starting point for a lesson; give them a say in what they learn, when and how).

- **Representation**

This pillar helps learners to understand ‘**WHAT are we learning?**’

Teaching and learning practices need to present content and information in lots of different ways, using different media and materials (e.g., as well as a textbook, use audio, visual and tactile formats).

- **Action and expression**

This pillar helps learners to understand ‘**HOW are we learning?**’

Teaching and learning practices need to help learners participate in activities and communicate what they are learning in a way that works for them (e.g., not every learner enjoys writing a test, so oral presentation or group project assignments can be used).

Remember from previous activities – to develop inclusive education we need to work at the system level to address attitude, environment, policy, practice and resource barriers to inclusion. The principles of universal design and UDL help us to do this.

## Activity part two: The benefits of universal design and UDL



60 mins

**Aim of activity:** : to enable participants to reflect on and enhance their understanding of the benefits of universal design and UDL for everyone.

## Instructions

- Present the background information to participants.
- If you think it is appropriate, show them this short animated video:  
<https://www.youtube.com/watch?v=Z94KPmPufT8>
- Briefly discuss to clarify any queries about universal design and UDL.
- Introduce **Handout C.ii** which explains the three pillars of UDL.
- Divide participants into 3 groups.
- Ask each group to read one of the three pillars. Ask them to discuss and prepare to present an explanation of their allocated pillar. They should try to add relevant examples from their own experience.
- Give each group time to present their explanation and help them answer queries if needed.
- Next, give small groups **Handout C.iii**.
- Ask them to look at the examples of universally designed environments and teaching and learning practices. They should think about who benefits and how from each of these examples.
- They should write their answers in the table, or on a large flipchart.
- The whole group then shares and discusses their answers.
- If there is time, invite participants to share more examples they know of, where universal design and UDL principles have been used to ensure that everyone has access to practices, materials or infrastructure changes.

## Part three: Reasonable accommodation

### Key message



While inclusive education has a strong focus on reforming education at a systemic level, it also ensures that each individual learner has their specific needs met, within a generally more welcoming and accessible system. Contrary to common perceptions, meeting individual needs is not always dependent on having access to, or waiting to afford, expensive, high-tech solutions. Using the principle of reasonable accommodation, schools and teachers can make affordable alterations to education environments, materials and practices that enable greater inclusion straight away.

## Background information for the trainer – part three

### Definition from UNCRPD (Article 2)

“‘Reasonable accommodation’ means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms;”

To help learners with disabilities be included in school may require changes to the physical environment, teaching and learning materials, and practices. It is often assumed that this is an expensive process, requiring specialist equipment and/or complex technical inputs. Of course, such changes can be complicated, costly and time-consuming. However, the UNCRPD calls for us to act now using the principle of reasonable accommodation. We must not wait until there is a perfect situation of plentiful funding and expertise, because that might take many decades in some countries. And while we wait, millions of learners continue to be excluded from or within education.

Reasonable accommodation means we act immediately, with whatever resources and expertise are available in the school community, to make the best adjustments we can to help a learner access, participate in and achieve at school.

### Link with Article 24 of the UNCRPD

In realising the right to education, “States Parties shall ensure that... (c) Reasonable accommodation of the individual’s requirements is provided; (d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education; (e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.”

## Activity part three: What is reasonable accommodation?



30-45 mins

**Aim of activity:** to enable participants to reflect on and enhance their understanding of the concept of reasonable accommodation.

### Instructions

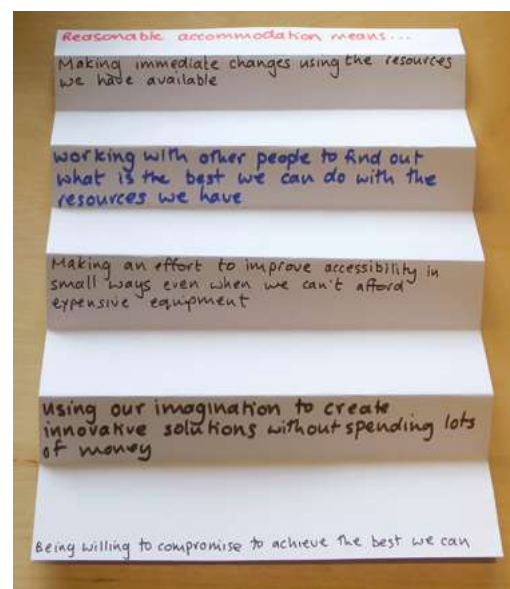
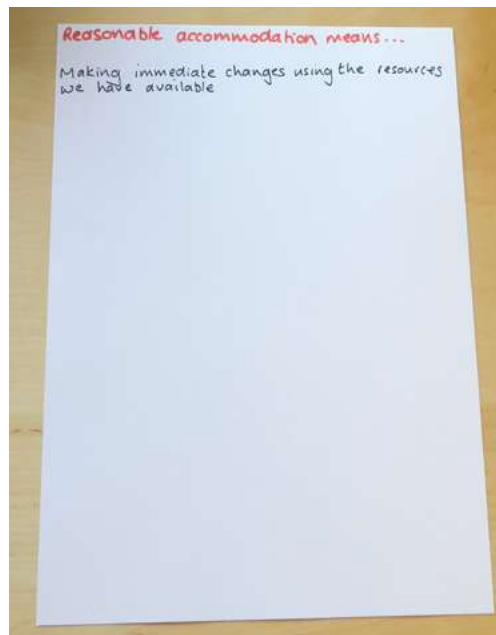
- Ask participants to work in small groups.
- Give each group a sheet of paper.
- Write the following statement on a board or flipchart: “Inclusive schools should ensure that reasonable accommodation of the individual learners’ requirements is provided”. Circle or underline the words “reasonable accommodation”.
- Each participant must spend a minute, on their own, thinking about what **reasonable accommodation** means.
- The first person in the group then writes a sentence on the top of the paper to explain how they define reasonable accommodation. They should do this without the other group members seeing.
- They then fold the paper, so their answer cannot be seen, and hand it to the next person, who writes their sentence and folds the paper to hide their answer.
- This continues until everyone in the group has written at least one sentence each.
- The group members should not talk to each other at all during this process.
- Once everyone has written a sentence, the group can unfold their paper and look at all the sentences. They can discuss if they agree or disagree with each other’s definitions or explanations.
- This can be followed by a whole-group discussion. Each group can share their ideas for what reasonable accommodation means and, with input from the trainer, come up with a whole-group definition that everyone agrees with.

The photographs below show how the activity works, when each participant writes their sentence and then folds the paper to hide what they have written.

After the discussion, give participants **Handout C.iv** which provides further explanations of reasonable accommodation. The trainer may also want to refer to this when facilitating the whole-group discussion.

### Local adaptation

- You may want to start the activity with a demonstration of the concept of writing and folding the paper, but use a different example, not reasonable accommodation.
- If time is limited, you could give each writer a time limit (e.g., 1 minute) in which to write and hide their sentence. You could then clap or make another audible and visual signal to show that it is time to pass the paper to the next person in the group.
- You may want to adapt **Handout C.iv**, depending on your group of participants (e.g., you may want to edit or paraphrase some of the content to reduce the amount of reading needed). Or if you have enough time, you could invite participants to take turns to read aloud paragraphs to the whole group. You may want to include definitions used by other organisations represented by the participants.



## Part four: The twin-track approach recap

### Key message



Universal design and UDL, and reasonable accommodation, help us to make education and schools more accessible and inclusive. It is important that we understand how these responses differ from and complement each other. We need to work with these twin tracks when supporting the development of inclusive education, to ensure that inclusive education focuses on presence, participation and achievement.

## Background information for the trainer – part four

Universal design and UDL and reasonable accommodation have been explained above.

A brief recap of the differences:

- Universal design and UDL help us minimise the environmental, attitudinal, resource, policy and practice barriers for all learners by making all aspects of education provision, teaching and learning as accessible as possible. It focuses on systemic changes, and as such may be a longer-term process of change.
- Reasonable accommodation means taking immediate action using available resources and expertise to make adjustments that meet individual learners' needs regarding access, participation, and learning.

### Link with Article 24 of the UNCRPD

“The Committee encourages States parties to adopt the **universal design for learning** approach, which consists of a set of principles providing teachers and other staff with a structure for creating **adaptable learning environments** and developing instruction to meet the diverse needs of all learners. It recognizes that each student learns in a unique manner and involves: developing **flexible ways to learn**, **creating an engaging classroom environment**; maintaining high expectations for all students while allowing for **multiple ways to meet expectations**; empowering teachers to think differently about their own teaching; and focusing on educational outcomes for all, including persons with disabilities.”

General comment No. 4 (2016) on the right to inclusive education, para 26

Inclusive education is not just about getting learners into school. They also must participate in all learning and social activities related to school, and achieve academically and socially to the best of their ability. Many supposedly inclusive education programmes in the past only focused on enrolment, but that is not enough.

Participation and achievement for all learners depends to a large extent on having good quality

teachers who make good use of basic teaching skills. It also requires us to look at other barriers that might be preventing learners from participating and achieving.

To ensure participation and achievement, we must use the twin-track approach, so that we universally design the learning environment, apply UDL principles to all teaching and learning, and make reasonable accommodations for learners wherever needed.

Many education systems have some fundamental barriers to participation and achievement relating to the curriculum, teaching and learning approaches and materials, and exams.

We need to encourage/support education systems to:

- **Develop flexible curricula**, so that teachers know it is possible, acceptable and encouraged to make adaptations – because at the moment many countries have rigidly prescribed curricula that teachers must not deviate from even if they know an adaptation or accommodation would help their learners;
- **Train teachers how to use diverse teaching, learning, communication and monitoring approaches** – because in many places teachers only know how to use a narrow range of outdated methods, or do not feel permitted to deviate from ‘traditional’ methods;
- **Encourage innovation in how schools and teachers access and use low-cost teaching and learning resources** – because in many contexts there are no funds to buy materials and/or no skills/experience with or acceptance of making them from scratch;
- **Develop innovative ways to monitor learners’ progress** – because so many education systems are focused heavily on standardised tests and exams which deny many learners the fair chance to demonstrate skills and express what they have learned.

## Activity part four: Reasonable accommodation, universal design and UDL, and their connections with presence, participation and achievement



90 mins

**Aim of activity:** to help participants think about practical examples so they can clearly understand the difference between reasonable accommodation, and universal design and UDL, and how these support learners to be present, participating and achieving.

## Instructions

- Ask participants to read **Handout C.v** which contains 5 short examples.
- In pairs or small groups, they should read and discuss the examples. They should decide which story or stories shows an example of reasonable accommodation, which shows universal design and which shows a UDL solution.
- Pairs/groups should also reflect on the following questions:
  - What alternative solutions could have been tried?
  - Have any of the actions from the stories, or the alternatives that you have discussed, been tried in the schools you work with? What happened?
  - Could any of these actions be taken in the schools you work with?

- The trainer can facilitate a whole-group discussion about the examples and the personal reflections. **Handout C.vi** contains some answers if the trainer needs guidance.
- Next ask participants to read **Handout C.vii** which contains a transcript from a fictional focus group discussion with teachers in a school that is striving to be more inclusive.
- In pairs or small groups, they should discuss and answer the questions at the end of the handout. Encourage them to reflect on their own context too, in relation to the issues highlighted in the transcript.
- Pairs/groups can then share and discuss their answers in plenary, with a particular focus on sharing their insights in relation to their own work.
- **Handout C.viii** provides some sample ideas for the trainer if needed. The handout can also be given to participants so they can compare with their own answers and discuss.

### Optional extension activity

If you have more time, you could invite participants to reflect more on their own experiences.

- For example, ask participants to write their own short scenarios illustrating reasonable accommodation, universal design and UDL, based on their own experiences.
- They could write each scenario on a separate card. These could be put in a box.
- A card could be picked at random from the box and read aloud. Participants could be challenged to hold up an answer card as quickly as they can, displaying whether they think the scenario illustrates 'reasonable accommodation' or 'universal design for learning'.
- Everyone could then discuss their answers, especially if they disagreed with each other.

You could encourage participants to reflect on their own context

- If there is extra time available and the trainer knows that participants already have some experience in education programmes, **Handout C.ix** can be given out.
- This gives participants a chance to reflect on, share and discuss their own context and experiences.
- You can adapt the activity so that participants answer the questions in a different format. For example, they could create a mind map or other type of diagram. You could even adapt it so that the questions are answered in a role-played interview style activity, if you want to give your participants a chance to do more verbal rather than written activities.

### Local adaptations

- You can adapt the details in the scenarios and handouts to better suit the context in which your participants work. For instance, you could mention learners who are deaf and hard of hearing, rather than learners who are blind and low vision.
- You could change how the groups present their discussions. For example, ask each pair/group to record their answers on two flipchart posters, one headed 'reasonable accommodation', the other 'universal design for learning'. They could stick the cards on the relevant poster and then add words, drawings, a mind-map and so on to convey their answers to the questions. If you use this option, the pairs/groups could feed back to each other using a gallery walk or by merging two or more groups rather than just a whole-group discussion.

## Choose your focus

At this point of the module, focus questions allow participants to dig deeper into the issues that are important to them. The core topic may have raised different issues for different people or different organisations. Trainers may have predetermined the questions to be addressed or may use a questionnaire at this point of the training. Focus questions are designed to stand alone so that each group of participants can determine which issues to focus on and address them in an order that is meaningful to them.

### Systemic changes

**What skills do teachers need to be inclusive?**

- ▶ Go to 'Focus topic C1'

**How can we reduce the risk of girls and boys dropping out?**

- ▶ Go to 'Focus topic C2'

**How can inclusive schools keep children safe?**

- ▶ Go to 'Focus topic C3'

**How can we inclusively assess the learning and progress of all learners?**

- ▶ Go to 'Focus topic C4'

**How can we plan to make a school inclusive?**

- ▶ Go to 'Focus topic C5'

### Individual support

**Which learners have individual needs?**

- ▶ Go to 'Focus topic C6'

**What specific measures can schools take to support individual needs?**

- ▶ Go to 'Focus topic C7'

**How can we ensure assessment adjustments meet the needs of diverse learners?**

- ▶ Go to 'Focus topic C8'

**How can we meet the needs of learners with multiple impairments?**

- ▶ Go to 'Focus topic C9'

## Focus topic C1

# What skills do teachers need to be inclusive?

### Key message



To be inclusive, teachers first need to be good quality teachers. This means they need to have a solid foundation of basic teaching skills. If teachers do not have such a foundation, then our efforts to educate them on more complex or challenging inclusion ideas will have limited success. Key stakeholders involved in education, like CBM and its partners, can play a role in ensuring teachers have these foundations, even if they are not directly responsible for basic teacher education.

## Background information for the trainer

What skills do teachers need to be inclusive? Many people (including teachers, trainers, education officials and non-governmental organisations (NGO) programme managers) assume the answer is skills such as being able to read Braille or use sign language, or being able to diagnose impairments. However, the real answer is very different, as this section illustrates.

**CBM's Inclusive Education Reference Guide highlights that a key desired outcome for the organisation's work is:**

“Teachers, support staff, government employees, parents and community members are prepared to facilitate quality inclusive education and create an inclusive learner-friendly environment.” (p.20)

CBM (n.d.) Reference Guide. Identifying and Fostering Change Towards Disability Inclusive Development. A planning guide based on promising practice in inclusive education.

Preparing a teacher to create an inclusive environment and teach inclusively starts with their basic training. It is a myth that inclusive teachers all need to be experts in disability or medical matters. Specialist knowledge can be useful, but it is not essential for every teacher. In reality, an inclusive teacher is simply a good quality teacher.

Therefore, the starting point in any context where we want to promote inclusive education is to ask: “Is there a foundation of ‘good teaching’ in the schools? Do teachers know how to be

learner-centred and creative? Do they have the skills and confidence to be problem-solvers? Do they use active learning approaches?” If the answers are ‘no’, then the basic foundations for inclusive education may be missing. This is a very important point for disability and development organisations to remember when planning inclusive education programmes or supporting partners.

### Basic skills

Disability and development focused NGOs often provide disability-specialist training for teachers, with the aim of helping them include learners with disabilities in their classes. However, if teachers are not yet competent and confident with basic tasks such as classroom management, lesson planning, making and adapting teaching and learning materials, and responding to diverse and difficult behaviour, they are unlikely to be able to implement the more challenging expectations arising from specialist training.

The following are examples of basic skills and behaviour for a good quality teacher:

- problem-solving;
- quick thinking, ‘thinking on your feet’;
- organising and preparing;
- lesson planning;
- creative use of diverse learner-centred activities and approaches;
- differentiating activities;
- making, adapting and appropriately using diverse teaching and learning materials;
- managing the classroom;
- time management, flexibility and punctuality;
- positive discipline and responding appropriately to challenging behaviour from learners;
- clear communication, able to explain things in simple ways;
- commitment to learner wellbeing and happiness;
- empathy;
- friendly, supportive.

Trainers could ask participants to brainstorm their own list during a workshop. Depending on where the training is being conducted, it may be possible to ask learners to say what they think makes a good teacher. Children and young people often have different and useful perspectives on ‘good teaching’.

Disability and development organisations risk wasting valuable resources if they try to add a layer of specialist training onto weak teaching foundations. Of course, most disability organisations do not have the mandate, expertise or funding to take direct action to improve basic teacher training and teacher competence – and anyway, that should be the government’s responsibility. But NGOs can play a vital advocacy role – collaboratively with other civil society organisations – in pushing governments to reform and improve basic teacher training. Through advocacy, NGOs and their partners can help ensure that the basic skills, knowledge and competence that teachers need to become inclusive are embedded within the basic training and guidance that every teacher receives from day one of their career.

### Collaborating to ensure basic skills

Those who deliver inclusive education training often assume that someone else in the education system has already provided teachers with the foundation of basic, good quality teaching practice, onto which they can add their more specialist training. Unfortunately, this is often not the case. The basic training provided by teacher education institutions does not always equip teachers with a good range of up-to-date, basic skills.

Consequently, NGOs and training institutions who want to add a layer of inclusive education and disability-inclusion training for teachers may find they need to help teachers gain basic good teaching skills first. These training providers may need to revise their training programmes so that they can be flexible if they find that teachers do not have important basic skills. Rather than pushing ahead with adding the layer of complex inclusive education or disability-inclusion training, they may need to stop and find a way to secure the foundations first. This may mean, for instance, adjusting the training plans so that they collaborate with other teacher trainers who specialise in improving basic teaching skills.

### Turning teachers into problem-solvers

Inclusive education is not a simple process of following a formula. It relies heavily on context-specific problem-solving. Inclusive teachers therefore need to have problem-solving skills. Developing teachers' confidence and capacity to think through a problem and create and experiment with innovative solutions is often the most important step in preparing them to be more inclusive. Building action research activities into teacher training is known to be a very successful approach for building problem-solving capacity.

#### Link with Article 24 of the UNCPRD

“...all teachers and other staff receive the education and training they need to give them the core values and competencies to accommodate inclusive learning environments, which include teachers with disabilities. An inclusive culture provides an accessible and supportive environment that encourages working through collaboration, interaction and problem-solving;”

General comment No. 4 (2016) on the right to inclusive education, para 12(d)

### How does action research help teacher education?

Action research is, as the name suggests, a process through which we carry out research in order to take action.

We investigate a problem; we **look** at it and find out as much as we can from different perspectives. Then we **think** about it and analyse the information so that we can start to create relevant ideas for solutions. Once we have devised some practical ideas, we can **act**. We can try out the ideas and see if they help us solve the problem. Then we look again to see if anything changed, or whether we need to think about some different actions to try.

This simple look-think-act approach is ideal for use within teacher education. Teachers face so many different challenges every day. There is no way their training can prepare them with the answer to every challenge, so teachers need to be expert problem-solvers. When a new challenge arises, they need to be able to investigate it, think about possible causes and solutions, and have the confidence to experiment with a new action. Teachers who can do this have a core skill that will help them tackle inclusion-related challenges.

## Activity: Reflect on teachers' basic skills in your context



60-120 mins

**Aim of activity:** to help participants reflect on opportunities to improve foundational teaching skills and on how teaching and learning practices can be adapted to be more inclusive.

## Instructions

### Part one

Save the Children has developed an open-source training guide called 'The Foundations of Teaching: Training for educators in core teaching competencies' (you can find it in the **Further reading** section of this module). It is very useful for helping to improve teachers' basic skills. **Handout C1.i** contains a checklist based on the contents of this training resource.

- Ask participants to work in pairs or small groups.
- They should think about the schools in the country/countries or district(s) where their programme works or wants to work.
- Ask them to discuss and answer these questions:
  - This checklist (**Handout C1.i**) shows various basic skills that good teachers need. Do teachers in the schools you know or work with have these important skills? If you do not know, how could you find out?
  - If they do not have some or all of these basic skills, what problems might arise when you try to train them on inclusive education?
  - What role could you play in helping the teachers in these schools to develop important 'good teaching' skills? Who could you work with or lobby for change?
  - Are there any skills and competencies that you think have been missed from the list? If so, add them to the table and then answer the same questions relating to them.
- Participants can share their answers with the whole group.
- Encourage participants to focus on discussing in more detail how they think their organisations and partners can contribute to improving the basic teaching skills as an essential foundation for inclusive education.

### Part two

- Ask participants to work in pairs or small groups, ideally working with colleagues from the same context.
- They should think about their context and who they could work with to help ensure that teachers have basic 'good teaching' skills.
- They should draw a mind map which shows the organisations, institutions and individuals they could work with.
- They need to indicate on the mind map what type of work they would do with each organisation, institution or individual (e.g., would they lobby the organisation to change their policies or practices; would they join forces with the organisation on an advocacy campaign; would they help the organisation review its existing training programmes, etc?).

- Pairs/groups can share their mind maps with the whole group, using a whole-group presentation, gallery walk or other method.
- **Handout C1.ii** contains some general ideas for who to collaborate with and how. Participants can look at and discuss this after they have completed their own mind maps.

### Local adaptation

Remember you can adapt this activity, for instance by suggesting a different way for the pairs/groups to document their potential collaborators. Rather than a mind map, they could create different types of diagrams, use sticky notes/cards, draw pictures to represent the different collaborating partners, and so on.

### Part three

This training is not intended for teachers and so the training does not go into lots of detail about how teachers teach inclusively. However, some participants may want to understand more about what sort of curriculum and lesson plan adaptations we might expect teachers to be able to make.

- Give participants **Handout C1.iii** to read.
- Participants can then be asked to discuss and think of other examples for each kind of adaptation listed in the handout. They could use their own experiences as a learner (child or adult) to give them ideas for adaptations teachers can make.

### Optional extension activity

If you have extra time available and the participants are working very closely with teachers and therefore need to understand in more detail about teaching practices, you could ask them to spend more time thinking about adaptations.

- Remind them of the 3 'pillars' of UDL: adapting how information is presented to learners; adapting ways for learners to express what they know; and adapting ways to engage learners actively.
- Ask them to look at the examples of adaptations in **Handout C1.iii**, and any of their own examples they added. They should think about whether each adaptation is an example of adapting how information is presented, adapting how learners express what they are learning, or adapting how ways for engaging learners.



## Optional extension activity

45 mins

**Aim of activity:** to help participants better understand the skills that teachers need to respond to learners' challenging behaviour in a way that enhances inclusion and safeguards learners, and how their organisations and partners can help support such skill development.

### Instructions

- Ask pairs/groups of participants to read the short scenarios in **Handout C1.iv**.
- They should answer the questions for each scenario:
  - Do they think the teacher in each scenario has been inclusive and considered child safeguarding?
  - How could the teacher have responded differently to this challenging behaviour?
  - How can we help teachers to respond more appropriately to behavioural issues in school?
- The pairs/groups can then share and discuss their reflections in plenary.
- Use **Handout C1.v** to fill any gaps. Participants can also be given the handout to read at the end of the activity.

In this activity, it will become clear that learners' challenging behaviour can have many different causes and thus different possible ways of addressing the behaviour. Teachers often cannot tell straight away if challenging behaviour stems from their own poor teaching methods, or from problems in the child's home-life or background, or from physical or developmental problems – or a combination. As the trainer, try to encourage participants to raise a range of issues. If they only focus on home-life problems, encourage them to consider that poor teaching could also play a role in some of the scenarios. Or if they only focus on the teaching practice, encourage them to consider factors outside the classroom that might be impacting the learner's behaviour.

### Local adaptation

You can change details in the scenarios to better suit the contexts in which your participants are working. If you are short of time you could pick just 1 or 2 scenarios out of the 5 available. You could adapt the facilitation approach, for example by asking a participant to read the scenarios aloud to the whole group. You could facilitate a plenary discussion of the scenario and questions rather than asking participants to write their answers.

## Focus topic C2

### How can we reduce the risk of girls and boys dropping out?

#### Key message



Girls and boys drop out of school for many reasons. Evidence suggests that those with disabilities may face a particular risk. There are 'push' and 'pull' factors involved – factors in the school or education system that 'push' or force children to leave, and factors in the home or community that 'pull' them out of school. This means we need to address issues both at home and in the community and within schools and the education system if we are to reduce the risk of drop-out. Learners face a greater risk of dropping out during periods of transition between grades and levels, so this needs to be a specific focus for education programmes.

### Background information for the trainer

Girls and boys, with and without disabilities, drop out of school for many reasons. These can include 'push' and 'pull' factors – factors in the school or education system that 'push' children to leave, and factors in the home or community that 'pull' them out of school. These often include:

#### 'Pull' factors

- **poverty** – the family is unable to afford fees or associated costs of going to school;
- **domestic duties** – children, especially girls, may be under pressure to help out in the household;
- **income generation** – girls and boys may be required to work to contribute to the family income, and have too little time or energy to continue with school;
- **child marriage and early parenthood** – children, especially girls, may be taken out of school to get married. Young mothers (but also sometimes young fathers) may be discouraged from returning to education after having a baby. This can also be a push factor – some schools and education systems forbid girls to attend school once they are pregnant or when they become mothers;
- **lack of value placed on education** – parents, family members or the wider community may consider education to be of little value (especially for girls and children with disabilities) and not encourage children to continue.

### 'Push' factors

- **inaccessible schools** – the buildings, facilities, campus or journey to and from school may be too difficult or unsafe; the school may make no effort towards reasonable accommodation (changes to improve access and safety that can be made immediately, with the available resources); learners may not have access to appropriate assistive devices to support their access to school; water and sanitation facilities may not offer sufficient privacy or amenities for menstruating girls or learners with disabilities;
- **unwelcoming environments** – the attitudes of teachers, staff and peers may be negative and discriminatory, on the grounds of disability, gender, ethnicity, language, socio-economic or other status; the teaching and classroom management methods may be inflexible to diverse needs; learners may feel they are not getting enough support, especially if they are experiencing difficulties; learners may face bullying;
- **irrelevant or inappropriate curriculum** – the subjects, content and methods may seem too detached from real life and a waste of time; they may be boring;
- **rigid assessment systems** – learners may feel unable to cope in a high-pressure exam-oriented system; they may be forced to repeat grades if they fail exams, which can be boring as well as humiliating and cause separation from age-group friends.

### Transition

Girls and boys are often most at risk of dropping out of school when they transition from one grade or level of education to another, such as when they move from primary to secondary school. For children with disabilities, this transition time can be particularly difficult. They will face new school environments, new teachers, new routines, new subjects, new teaching and learning approaches, and so on. Any support and equipment that was available in the old school may not automatically be available in the new school. Children with disabilities and their parents may face a stressful time, starting from scratch with the process of getting teachers to understand their needs and abilities and getting access to the necessary equipment, materials and support.

There are many things that disability and development organisations and their partners can do to support inclusive transition between grades and levels. Again, these broadly fall into a twin-track approach – things we can do to respond to individual needs during transition times, and things we can do to make systemic changes that help all learners during transition.

#### Link with Article 24 of the UNCRPD

“...persons with disabilities must have access to inclusive, quality and free primary and secondary education and be able to transition smoothly between the two on an equal basis with others in the communities where they live.”

General comment No. 4 (2016) on the right to inclusive education, para 22

## Activity: Brainstorm the causes of and solutions to school drop-out and transition challenges



60-90 mins

**Aim of activity:** to encourage participants to reflect on their own contexts with regard to causes for drop out and transition challenges, and possible solutions.

## Instructions

### Part one

- Ask participants to work in pairs or small groups. Give each pair/group a pile of blank cards or sticky notes.
- Participants should brainstorm all the reasons they can think of why girls and boys drop out of education in the contexts in which they work. Each answer should be written on a separate card or sticky note.
- Display a flipchart on the wall with two columns: 'push factors' and 'pull factors'. The trainer can explain what push and pull factor mean, or ask participants to suggest what they think these terms mean and then provide any necessary clarification. The pairs/groups then stick their answers onto a chart.
- Review all the answers as a whole group. The trainer can add points from the 'push' and 'pull' lists in the background information, if necessary.
- Hold a discussion about what work – if any – your organisation and its partners are doing that contributes towards addressing each of the push and pull factors. Who are they working with to make these contributions (which other government or non-government partners?)
- The pairs/groups can then discuss what other things they think their organisation and its partners could do, to address the push and pull factors. Which other government or non-government partners could they work with on addressing these push and pull factors? Each pair/group should come up with 3 ideas.
- These ideas are then shared with the whole group and listed on a flipchart.
- The lists of what organisations and their partners are doing and could do, and who else they are working with or could work with, can be kept to remind advisers and programme staff about strategies/activities and collaborations they may want to consider when planning or improving their education programmes in future.

### Local adaptation

Depending on the time available and the interests and size of your participant group, you could facilitate a visual activity instead of a whole-group discussion. Small groups of participants could create diagrams to illustrate push and pull factors and how their organisation and partners address or could address these in their education programmes.

**Part two**

- Give each pair/group a copy of the 'Inclusive Transition' poster (**Handout C2**).
- Ask them first to read the children's views (left half of the poster). Tell them that these views were collected through a small participatory action research project involving children with and without disabilities. The children's views were not just published in a poster, but were used to design a funding proposal, leading to a project focusing on inclusive transition between pre-school and primary school in Armenia.
- Participants should discuss: How does or could your programme/partners find out about the transition challenges faced by children in your schools or area? Who would you engage with and how?
- They should write their ideas on a flipchart.
- Then ask them to focus on the right side of the poster. How many of these recommendations are already carried out in their organisation or partner programmes? Which ones could or should be priorities for their organisation and partners? Which ones could you contribute towards through collaborating with other organisations?
- Hold a whole-group discussion about both questions.

**Optional extension activity**

- If you have more time, you could invite participants to make a poster which explains their understanding of the transition challenges and solutions (or suggested solutions) for their context.
- There is additional information about inclusive transition in section 9.7 of CBM's book 'My Right is Our Future. The Transformative Power of Disability-Inclusive Education'. If participants want to know more they could read this section or you could present information from this section. You could share and discuss the transition case study (number 13), or create an activity based on this case study.

## Focus topic C3

### How do inclusive schools keep children safe?

#### Key message



Schools should be safe and supportive places for all children, where adults and peers focus on caring for all learners and recognising when they need more support. There are many reasons why schools feel unsafe and unwelcoming. There are also many reasons why learners appear to behave badly, and these reasons may be linked with the school environment. Our inclusive education programmes need to focus on understanding these reasons in context, and working with all involved to develop appropriate responses.

### Background information for the trainer

“Schools can... be places where children need protection from, for instance, peer bullying, corporal punishment, sexual harassment, or gender-based violence by peers or adults. Children with disabilities, especially girls, are three to four times more likely to experience abuse. ... Logically therefore inclusive education programmes must work collaboratively with cross-agency support to ensure appropriate child safeguarding and protection efforts are in place at all levels of education provision.”

CBM (2018) ‘My Right is Our Future. The Transformative Power of Disability-Inclusive Education, p.50.

#### Safe schools

Inclusive schools are safe schools. If a school is not doing everything possible to keep learners safe, then it is not being inclusive.

Sometimes parents are worried about sending their child with a disability to a regular school because they believe it will not be a safe place. In reality, schools can present safety risks to all children, not just those who are most vulnerable. An effective inclusive education programme ensures that steps are taken at school and system level to protect and safeguard all children.

Safety risks take many forms, such as:

- bullying by peers;
- corporal punishment and/or intimidation by teachers/staff;
- harassment of girls by boys, male teachers, staff and other community members in school or when travelling to and from school;
- unsafe, badly designed, badly maintained, inaccessible infrastructure in the school;
- inadequate, poor quality, inaccessible water and sanitation facilities;
- poor health, reproductive health, nutrition and hygiene education and awareness; and poor education around drug and substance abuse;
- high stress environments, such as schools that are chaotic or badly organised, or that are heavily focused on performance in exams;
- lack of awareness of early signs of impairment or serious health conditions, leading to poor early detection and intervention;
- abuse or neglect at home or in the community, which may be linked to community beliefs and practices (e.g. witchcraft, negative beliefs around albinism, harmful practices such as female genital mutilation);
- risks that arise because of conflict or emergency situations in the community.

A disability and development organisation should have a safeguarding policy in place. We can help to address safety concerns in inclusive schools, by for instance, supporting or advocating for:

- awareness raising activities, relating to disability and other issues of difference, to address negative attitudes and beliefs that may lead to discrimination, bullying or abuse;
- improved accessibility and safety of school infrastructure;
- inter-sectoral efforts to improve health, nutrition and water and sanitation in schools;
- collaboration with community-based rehabilitation (CBR) and health services to improve early identification in schools;
- development of school-level, district-level and/or national-level policies on bullying and codes of conduct for teachers and other education staff; as well as monitoring and reporting mechanisms;
- outreach activities that improve links between school and home, so that teachers can better understand what is happening to children at home and in the community;
- inclusion of child protection and safeguarding issues in all basic teacher education courses;
- more widespread use of risk assessments in schools;
- safeguarding policies to be in place, with all staff and stakeholders involved being aware of policy content and reporting procedures;
- disability-inclusive disaster risk reduction activities in schools and communities.

#### Link with Sustainable Development Goal 4 targets

“Build and upgrade education facilities that are child, disability and gender sensitive and provide **safe, nonviolent, inclusive** and effective learning environments for all.”

### Understanding when learners are experiencing challenges with their safety or health

Inclusive teachers are observers – they constantly watch the children in their classes for signs that they are having difficulties attending, participating or learning. These vital observations need to include looking for signs that learners are not healthy or not feeling safe. Teachers may look for signs that children are:

- behaving differently, especially if their behaviour has deteriorated or if the child has become disruptive, or if they have become more angry or aggressive;
- appearing withdrawn or more quiet or shy than usual;
- appearing upset more often than usual;
- missing lessons, playing truant, arriving late, or reluctant to go home after school;
- off sick for more days than usual;
- appearing more tired than usual;
- showing signs of injury.

Teachers often do not look ‘below the surface’ of children’s behaviour. They may react to what they perceive to be disruptive or ‘lazy’ behaviour, and may even punish such behaviour, without properly observing to see if this behaviour might be a warning sign of other problems the child is facing.

Our work to support the development of inclusive schools therefore needs to help teachers and other staff, as well as parents, better understand learners’ behaviour and respond in more appropriate and supportive ways. This does not mean we try to turn all teachers into psychologists. Rather we want to help them become confident with the early identification of problems, and understand to whom they can turn for extra support, where available.



### Activity: Mapping school safety

45-60 mins

**Aim of activity:** to help participants think in detail about the obvious and less obvious aspects of safety in schools, and to critically reflect on their own organisation’s work in this regard.

## Instructions

- Ask participants to work in pairs or small groups. Give each pair/group a sheet of flipchart paper and pens.
- Ask them to think about a school or schools they know well. This could be a school(s) they work with now, or one they remember from their own education.
- They should create a map showing places where girls and boys, with and without disabilities, are most likely to feel safe and unsafe (or where they as children felt safe or unsafe). If each participant has a different school in mind, they can create a combined map that represents the key elements from each person’s experiences.
- Invite each pair/group to present their ‘safe and unsafe spaces’ map.

- Hold a whole-group discussion about whether/how their organisations and partners currently assess, monitor and respond to school health, safety and protection matters.
- Invite participants to share ideas about additional ways in which health, safety and protection could be addressed in their programmes.
- Remind participants that this sort of participatory mapping activity is ideal for carrying out with learners, teachers, parents, etc, to gather information on their experiences and ideas about school safety challenges and solutions. These stakeholders can then also take an active role in deciding, prioritising and implementing solutions to make the school safer, healthier and more protective for everyone.
- If you have time, hold a further discussion on how these sorts of activities can be made accessible to all children (e.g. how to make a mapping task accessible to a child who is blind, such as through making a tactile map; or how to facilitate a child who has difficulty communicating information, for instance by walking around the school with them and listening to what they say or watching what they point at in each place or inviting them to take photos to help them communicate).

#### **Optional extension activity**

- If you have plenty of time available and a fairly small group of participants, you could arrange for the participants to work with learners, parents and teachers to map the safe and unsafe aspects of a real school. You may need to remind participants about participatory, accessible and age-appropriate consultation techniques first, depending how much experience they have.

## Focus topic C4

# How can we make system level changes so we inclusively monitor all learners?

### Key message



Learners' progress is traditionally assessed through formal tests and examinations. However, there are many other ways to monitor learning progress and achievements. These alternative methods can and should be used in addition to – or sometimes instead of – formal testing, especially for learners with disabilities or who experience difficulties learning. There are many small changes that teachers and schools can make, to ensure monitoring of learning is more inclusive. However, there often needs to be more substantial, systemic change to policies and practices before schools can make more significant changes to the way they monitor learning.

## Background information for the trainer

Exams play a central role in many education systems around the world. Exams and tests can be excluding for many learners. We all know some people who are good at passing exams, who can remember lots of information and cope well under pressure; and we know people who find exams stressful, who cannot remember information or cannot convey what they have learned through the format of answering exam questions in writing. Learners with disabilities or with other specific learning needs often find that exams simply are not accessible to them. Having spent years studying hard, they may be forced to fail because the final tests are not appropriate to their abilities.

Those who pass exams are not inherently more clever or more deserving of a good career than those who struggle with exams. Some of the most famous people in the world became successful business people or performers without any formal qualifications. An exam pass only provides us with a very narrow snapshot of a person's overall knowledge, skills, attributes and potential, and yet many countries rely almost entirely on exam results to dictate a young person's future.

In countless instances, inclusive education projects invest significant budgets into making schools more inclusive, but ultimately their learners still sit exams that have not changed and have not been made inclusive.

The shadow of exams hangs over education more broadly. Teachers are under pressure in many countries to ensure that their learners are high performing in exams. This means that the

curriculum and teacher's lesson plans and activities often become heavily focused on preparing learners to pass exams. In some countries, learners are taking tests or mini-exams every week, with a growing proportion of time spent on testing rather than learning. As an adult worker, imagine if you had to face a staff performance review every week or even just every month. How stressful would that be? How much would preparation for these reviews disrupt your ability to keep moving forward with new work?

Change is needed in two main areas:

- policy – so that education systems adopt more diverse, flexible and inclusive methods for assessing learning progress, not just formal exams;
- teaching practice – so that teachers have the skills to use and interpret different methods for testing learners' progress.



### Activity: Reflect on the value of exams

60-90 mins

**Aim of activity:** to encourage participants to think critically about exams and learning assessments and their role in promoting or hindering inclusion in education.

## Instructions

### Part one

- Ask participants to work in groups or pairs.
- They should discuss what they know about the examination system in their country. For instance:
  - Who takes exams?
  - When or at what age do they take formal exams?
  - How often do learners take formal exams?
  - What sort of testing is done in between formal exams? What methods are used for testing learners' progress?
  - What appear to be the benefits of and problems with exams in your country?
  - Which learners, in your opinion, do best and worst in exams? Why?
- Allow some time for sharing as a whole group.
- Next, as a whole group, ask participants to discuss: Why do we have exams? Write their answers on a flip chart.
- These are some possible answers participants might give:
  - To test whether learners should move to the next grade/school.
  - To get certificates that help learners gain employment.
  - To help teachers know if learners are reaching the required standard.
- Ask participants to work in pairs or small groups again to look at each answer and reflect on the following questions:
  - Do exams really help us to achieve this?
  - Do we really need to measure or know this?
  - Are there different ways we could do this or find this out?

- For example, if they have said “we use exams to help teachers know if learners are reaching the required standard”, they need to reflect on “Do exams help us to know if learners are achieving the right standard? What other methods could we use to assess this, instead of exams?”
- Ask participants to discuss their reflections as a whole group.
- Finally, use the information in the background information section to round up the discussion, especially if participants have taken a heavily pro-exam position.

### Part two

- Remind participants that inclusive schools may be working ‘with their hands tied’ if the national education policy still requires them to use only a formal testing and exam system. Teachers may be using UDL principles, they may be very inclusive in lessons so that every learner participates and learns. But if they are ultimately obliged to make every learner take the same exam, then many of their learners will still be unable to accurately demonstrate their learning progress and may ‘fail’ despite their good progress and hard work.
- Ask participants to work in pairs or small groups to reflect on:
  - Has any advocacy work already been done to demand reform of examination systems in the countries where you work?
  - If so, has there been any positive change yet? Why or why not?
  - What other advocacy opportunities exist that you could engage with?
- Next, ask participants to look at the cards in **Handout C4**. These are points that could be included in a policy document on examinations and learning assessments. Participants should:
  - Read and discuss all the cards.
  - Make a pile of cards that they think describe points that may not be covered in existing examination policy in the countries where they work.
  - Focus on the cards in this pile. Are there any points that you would prioritise when advocating for reform to examination policy? Why?
- Invite participants to share their answers with the whole group.

### Optional extension activity

- After selecting points that they think need to be included in their country’s exam policy, participants could make a campaign poster or write a 2-minute advocacy presentation explaining the desired policy changes and why they need to be made.

## Focus topic C5

# How can we plan to make a school inclusive?

### Key message



Planning an inclusive school is an ongoing task. It is impossible to create an inclusive school quickly and in just a few steps. It takes time, and it takes a wide variety of actions from all directions. There is no fixed formula that will work in every school. In each school there will be a unique selection of actions, in a unique order, involving a unique selection of stakeholders and resources.

We recommend that this session is used as a final activity after the trainer has finished the other sessions they have chosen from the focus topics in this module. This session will help tie together a lot of what has been discussed in the other sessions. However, trainers should not attempt to run this session if they have only covered a few other sessions from Module C – participants may not have learned enough to make this session viable for them.

## Background information for the trainer

Making a school inclusive is a huge undertaking, so in this short session we will only briefly touch on some of the planning considerations needed.

In order to develop an inclusive school, it is vital to take a whole-school approach. An inclusive school will not emerge if you just take one or a few short-term isolated actions (e.g. if you just run one training workshop for teachers, or just build some access ramps, or just buy some Braille materials, or just use an itinerant special teacher). Action is needed over a longer timescale, across every aspect of the school community, and this requires careful planning.

Some things to consider when planning to make a school inclusive;

| Planning area             | Examples of the types of actions to consider   |
|---------------------------|--|
| Teacher development       | <ul style="list-style-type: none"> <li>• Run training workshops (should not be isolated, one-off, theory workshops)</li> <li>• Find opportunities for continuing professional development</li> <li>• Develop peer learning and support mechanisms</li> </ul>   |
| Inclusion problem-solving | <ul style="list-style-type: none"> <li>• Encourage action research projects</li> <li>• Establish school inclusion teams</li> <li>• Establish the role of school inclusive education co-ordinator</li> </ul>  |
| Stakeholder engagement    | <ul style="list-style-type: none"> <li>• Encourage collaborative problem-solving activities involving school and community</li> <li>• Nurture a culture of listening to learners and families; make school welcoming for families</li> <li>• Find and support classroom assistant volunteers</li> <li>• Motivate donations of time, money and materials from community members</li> <li>• Build skills for conducting collaborative advocacy within the community, authorities, etc</li> </ul> |
| Specialist support        | <ul style="list-style-type: none"> <li>• Identify and link with referral services</li> <li>• Access itinerant support and other sources of advice and specific practical help</li> <li>• Link up with cluster schools and share experiences, ideas and resources</li> </ul>  |
| Infrastructure change     | <ul style="list-style-type: none"> <li>• Support low/no-cost reasonable accommodations</li> <li>• Plan for longer-term improvements following universal design principles</li> <li>• Build capacity and confidence to lobbying authorities for funding/action</li> </ul>   |
| Management systems        | <ul style="list-style-type: none"> <li>• Orientate all staff recruitment towards inclusion</li> <li>• Revise staff management and support systems so they encourage and monitor inclusion</li> <li>• Adjust timetabling</li> <li>• Develop data collection/recording systems that provide disaggregated information</li> <li>• Develop inclusion-oriented budgets and ideas for finding/ accessing funds and materials</li> </ul>  |



## Activity: Whole-school planning for inclusion

60 mins

**Aim of activity:** to help participants bring together learning and ideas from other sections in this module to start thinking about the process of developing an inclusive school.

### Instructions

- Ask participants to work in small groups. Give each group some flipchart paper and pens.
- Write the following list on a flipchart or board.
  - Teacher development
  - Inclusion problem-solving
  - Stakeholder engagement
  - Specialist support
  - Infrastructure change
  - Management systems
- Explain that these are broad areas to consider when planning the development of an inclusive school.
- Ask each group to create a mind-map or other diagram showing their ideas for the types of actions they could consider and plan for under these 6 broad areas of intervention.
- They should include as many ideas as they can think of, and also show how ideas for action in one area may also assist progress in another area.
- Once groups have put their action ideas onto the mind map, they should add details of who needs to be involved, and details of resource or budgetary implications, perhaps using different coloured pens.
- Finally, the groups should see if they can prioritise any of the actions. Obviously the priorities in each school will vary (e.g. if the teachers are already highly skilled, then training workshops will not be a priority but supporting ongoing peer learning and support among teachers might be). The groups may decide to try prioritising their planning ideas based on a school they already know.
- Remind participants that there are no right or wrong answers in this activity. Encourage them to recall (or refer to their notes) to bring in as many ideas as possible from the previous sessions in this training module and any other of the modules they have participated in.
- Invite groups to share their mind-maps with each other, for instance through a gallery walk.

You should monitor the groups while they are preparing their mind-maps. If they are struggling for ideas, try reminding them of the sessions you have facilitated and the topics covered, or you can offer some ideas from the table in the background information section above.

## Focus topic C6

### Which learners have individual needs?

#### Key message



Every learner requires individually tailored support, occasionally or often. This may be linked to them having a disability, or their learning needs may have nothing to do with disability. Teachers are responsible for identifying and addressing the learning needs of each learner, with help from colleagues, parents and the learners. They can do this best when they remember that each learner is unique. It is important that teachers do not jump to conclusions or make generalisations about what the learning needs are and what the best solution will be.

### Background information for the trainer

Inclusive education is a process that helps every learner to attend, actively participate in and achieve in education. Every learner – at some point in their education – needs individually tailored support. Some learners may have needs that require ongoing support, others may just require help occasionally. Some may need support because they are struggling in class, others may need more attention because they are learning very fast and becoming bored.

It is often assumed that learners with disabilities will permanently need additional support. This is not the case. Many learners with disabilities are academically strong learners and may require no more support in the classroom than their peers without disabilities, or they may only require some initial or occasional extra support to help them become more independent. Other learners with disabilities may have more complex and frequent support needs – physically, academically and/or emotionally. Equally, however, there are many learners without disabilities who also have a high level of support needs, for instance due to experiencing a difficult home life, poverty, abuse, past trauma, behavioural and emotional difficulties.

Teachers have the responsibility to address individual learners' needs, and it is important that they take the time to understand those needs, and not make assumptions and jump to conclusions. Teachers need to work with others to help them identify these needs. They might discuss learners' needs with other teachers, parents, specialist staff (where they exist) and of course with the learners themselves. Instructions



## Activity: Who has learning needs?

30-45 mins

**Aim of activity:** to encourage participants to reflect on the diversity of learners who have learning needs and the range of needs they may need to help teachers or partners address.

### Instructions

- Ask participants to work in pairs or small groups.
- Copy the set of cards in **Handout C6.i** and cut them up.
- Give each small group or pair of participants a set of the cards.
- Ask them to read every card and think about the following questions:
  - Which of these individual children have learning needs?
  - For those you identified as having learning needs, explain what those needs are and what responses the teacher might offer.
  - For those you identified as not having learning needs, explain why you think this.
  - If you are not sure about any of the learners, make a list of additional information you need to find out before you can decide.
- Ask the groups/pairs to feed back their answers to the whole group. Make notes on a flipchart or board during the discussion. You can use the suggested answers in **Handout C6.ii** to fill gaps or add ideas if necessary.
- Ask participants to think about who the teachers would work with to find out more about each child's needs.
- Tie up the session by highlighting to participants that every learner has needs, whether related to a disability or not. Those with disabilities may have learning and support needs that are not related to the disability. Those without disabilities may have needs that are as challenging as the needs of those with disabilities. When we are assessing and addressing individual learning needs, we must look at each unique learner and not make assumptions or 'judge the book by its cover'.

### Local adaptation

Remember you can adapt the scenarios to better suit the context in which your participants are working.

## Focus topic C7

### What specific measures can schools take to support individual needs?

#### Key message



This training cannot dictate to participants a list of recommended actions that schools and partners can take to ensure reasonable accommodations are made. Each learner in each school is unique, with unique needs. Each individual will require a unique set of changes and adaptations to help them access school, participate and learn. This section, however, provides some examples and encourages participants to reflect critically on their own experiences and contexts and to think creatively about the types of measures that could be taken.

### Background information for the trainer

We have already seen that reasonable accommodation is not about buying complex and costly equipment and materials or employing specialist staff – although of course if the funding is available these remain an option.

Each learner is unique and has unique needs to ensure they attend school, participate in activities and achieve to the best of their ability, socially and academically.

Adaptations to accommodate individual learners' needs may be required in many different aspects of school life, such as:

- the journey to school;
- accessing school infrastructure;
- participating in lessons and in non-academic activities;
- using teaching and learning materials and other educational equipment;
- joining in break time and lunch time activities;
- accessing safe water and sanitation;
- joining in sport and leisure activities;
- participating in assessments of learning progress, tests and exams;
- ensuring learning happens at home.

Adaptations can be incredibly simple. For example, a basic action by a class teacher might be to write out the lesson instructions in large bold print on a sheet of paper to put on the desk of a learner who cannot read the instructions written on the board. Or they can be more complicated, needing extra help from different people.

Below is a set of four activities that offer participants a chance to reflect on practical adjustments that can be made. Two of them focus on participants' own experience of reasonable accommodation, a third asks them to reflect on a case study. The fourth optional extension uses video to stimulate reflection. The trainer may want to choose one or two of these activities, depending on available time and whether participants have many experiences to share.

## Activity: Reasonable accommodation – our own experiences



150 mins

**Aim of activity:** to encourage participants to reflect critically on and share their own experiences of designing solutions that have helped to deliver reasonable accommodations.

## Instructions

### Part one

- Ask participants to work in pairs.
- Each person in the pair should think quietly for a few minutes about an example of how they (or their team or colleagues) have made a reasonable accommodation. They might have made an accommodation for a colleague in the workplace, or supported a school or club or other community entity to make a reasonable accommodation.
- Each person should explain to their partner what the reasonable accommodation was, who it was made for, why it needed to be made, the details of the adjustment(s) made, and what the results were.
- Each pair should then select one of their two examples.
- They need to make a picture story which will help explain the key elements of the example to the other participants. They can draw pictures (this can be just simple stick people, it does not have to be artistic). Or if there are old newspapers and magazines available, they could cut out relevant pictures and use these as well as their own drawings.
- The picture stories can then be displayed on the walls. Participants can do a gallery walk to view the pictures and ask each other questions about the reasonable accommodations. Alternatively, each pair can be interviewed in a 'press conference' style, with other participants being 'journalists' who want to find out about the story behind their pictures.

### Local adaptation

You can adapt the activity so that the stories of reasonable accommodations are conveyed in different ways. For instance, depending on where the training is held, it might be feasible for participants to take photos of the actual adjustments. Or if you plan well in advance, you could ask participants to bring with them to the training, photos or videos that show examples of reasonable accommodations they have made or supported.

### Part two

This part of the activity may be particularly useful if your participants do not have many/any of their own experiences to share for **part one**. It may also be useful to add an activity that is education/school focused, if your participants' examples from part one were all workplace/office focused.

- Participants should work in pairs or groups.
- Ask them to read the case study (part 1) in **Handout C7.i**.
- They should follow the instructions at the end of the handout:
  - Discuss all the solutions that you think the teachers and Maria's parents discussed during their meeting. What do you think they suggested and why? Make a list on a flipchart.
  - Can you anticipate which one solution they chose to try? Why do you think this would be the best solution?
- Hold a whole-group discussion about their answers. Make a list on a flipchart or board of the answers. You might want to tick to show which solutions are suggested by multiple pairs/groups.
- Then ask the pairs/groups to read part 2 of the case study in **Handout C7.ii**.
- Ask them to reflect on the reasonable accommodation that the teachers and Maria's parents chose:
  - Would an idea like this work in the schools you know? Why or why not?
  - How could you adapt this idea so that it would work in the schools you know, with a learner like Maria?
  - Share any experiences you have of other adaptations that schools have made for learners who have learning disabilities.
- Hold a whole-group discussion about their answers.

### Local adaptation

You can adapt the details in the case study to better suit the context in which you work. For instance, the story refers to itinerant support teachers and district resource centres. If these roles will not be familiar to your participants, adjust the details.

### Part three

This part of the activity may be useful if you do not have much time. Alternatively it could be used as a way to facilitate a recap on reasonable accommodation if you are returning to the topic later in the training.

- Display this list on the board/flipchart:
  - The journey to school
  - Accessing school infrastructure
  - Participating in lessons and in non-academic activities
  - Using teaching and learning materials and other educational equipment
  - Joining in break time and lunch time activities
  - Accessing safe water and sanitation
  - Joining in sport and leisure activities
  - Participating in assessments of learning progress, tests and exams
  - Ensuring learning happens at home.
- Explain that these are some of the aspects of education where reasonable accommodation may be needed.
- Use a set of cards cut out from **Handout C7.iii**. You will play a quick-fire team game using these cards.
- Divide participants into 2 teams.
- Ask a participant from either team to pick a card from the pack and read out what it says.
- All participants must think as quickly as they can of an example of a reasonable accommodation relating to this area of adjustment. It should be a real-life example – something they have seen or heard about or organised themselves.
- The first participant to raise their hand is invited to explain about the reasonable accommodation they have in mind (who was it for, why was adjustment needed and what adjustment was made?). Their team scores a point.
- Next, all the other participants, in both teams, are asked to reflect objectively on the example – is this an example of a reasonable accommodation, and is it a good reasonable accommodation? If there is a majority agreement backed up with good reasoning, then the team keeps their point. If the majority argue convincingly that this is not an example of a reasonable accommodation, or it is not a good reasonable accommodation, the team loses their point. The trainer will need to mediate this!
- Repeat this process until you use up all the cards or run out of time.

#### Local adaptation

You can adapt the facilitation of this activity. For instance, if you do not want to have a competitive activity, you do not need to award points. Or you could give sweets instead of points (and then ensure everyone gets some sweets at the end of the activity!).

### Optional extension activity

We recommend that a school visit is organised as part of the training process. However, this video activity offers an alternative, if a visit is not possible, or an extra activity if you have time to do it in addition to a school visit. Please see **Annex 1** for guidance on preparing a school visit.

- This activity can be used if the trainer has extra time. Or it could be used as an evening activity during a residential training, or even given to participants as a self-study activity.
- The trainer should familiarise themselves with the 10 short inclusive education training videos from EENET. (The link can be found in the **Further reading** section). These videos look at many of the issues listed/discussed in this focus topic. Each video lasts around 5-10 minutes.
- The trainer can pick one or two videos to focus on. They might make their selection based on issues that the participants have raised most concern about (e.g. the journey to school, video 2, and including learners in sport, video 9).
- Ask the participants to watch the video and then discuss (or reflect on their own):
  - What examples of reasonable accommodation did you see in the video, if any?
  - Were there any ideas that interested you and that you would like to try in the schools you work with?
  - If you were advising the teachers/schools in the video, what adaptations might you suggest to them to improve certain situations?
- If carrying out this activity with groups/pairs, hold a whole-group discussion at the end.
- Encourage the participants to watch all 10 videos, when they have time, and reflect on the same questions for each video.

## Focus topic C8

### How can schools inclusively monitor the learning of individuals?

#### Key message



It is important that teachers work to find ways to adapt the way they monitor learning to the needs of their individual learners. This may mean helping to get reasonable accommodations in formal exams; and it can include creating innovative ways to monitor and measure individuals' learning throughout the year.

## Background information for the trainer

We looked in **focus topic C4** at the system-level changes needed in examinations and testing, to make assessment of learners generally more inclusive. There are also things that teachers can do to help adjust learning assessments to better respond to individual learners' needs and strengths.

Teachers can do this in two main ways:

- They can support or advocate for reasonable accommodations in formal assessment processes, to help individual learners access and achieve in formal tests and exams to the best of their ability.
- They can use innovative and inclusive ways to assess each individual learner's learning throughout the year.



#### Activity: Diverse and adjusted assessments

75 mins

**Aim of activity:** to encourage participants to think about the different ways that teachers can monitor ongoing learning and the various practical adjustments that are possible – and that they can help advocate for – to make tests and exams more inclusive for all learners.

## Instructions

### Part one

- Remind participants that, even with progress being made in system-level reform, most education systems are likely to retain the use of formal tests and exams, at least in the short term. Therefore, we still need to support efforts to make formal tests and exams more accessible for individual learners. There are many adjustments that can be made.
- Ask participants to read the cards for learners **Ahmed, Ben, Ghada, Gina, Nathan and Teena** (see **Handout C6.i**) and to the story of Maria, the girl with Down's syndrome (**Handouts C7.i** and **C7.ii**). You may have read these already if you did **focus topics C6** and **C7**. Give these instructions:
  - Imagine that each of these learners is due to take a test or exam at the end of term.
  - What adjustments could the teacher make, or ask the authorities to make, to ensure this learner can participate in the test/exam to the best of his/her ability?
  - Use the cards in **Handout C8.i** to help you. There are also blank cards so you can add your own suggestions.
  - Write the 7 learners' names on a flipchart. Then stick the adjustment cards on the flipchart. Draw lines or stick string onto the chart to show which adjustments could be used with which learner. Remember, some adjustments may be suitable for more than one of these learners. You may not need to use all of the available adjustments for these 7 learners.
- **Handout C8.ii** provides some answer ideas for the trainer's reference.

### Part two

- Remind participants that teachers need to assess learning progress throughout the year, not just through formal tests and exams. Even though participants in this training are not teachers themselves, it may be useful for them to be aware of the wide variety of options that are available for assessment. This knowledge can be useful when advocating for policy changes or planning the development of teacher training programmes supported by their organisation.
- Ask them to work in pairs. Each pair needs to devise 2 different methods through which a teacher can assess learning. They must avoid using formal written tests, but otherwise there are no rules or restrictions.
- If there is enough time, ask each pair to create one learning assessment activity using one or both of their chosen methods.
- If time is short, have a whole-group discussion about the different methods chosen by the pairs, and add more ideas (see **Handout C8.iii** for ideas).
- If there is more time, ask at least 2 pairs to facilitate their learning assessment activities with their colleagues. You may want to choose pairs who have created the liveliest or most innovative methods.

## Focus topic C9

# How can we meet the needs of learners with multiple impairments?

### Key message



It is not possible to prescribe in a training like this what the exact actions will be for every learner. Everyone who has multiple impairments is unique, with a unique combination of abilities and needs. There are, however, some general principles that we can use to help us create the right response for each learner.

## Background information for the trainer

### Introduction

Every learner has unique needs, whether they have one impairment or a combination of multiple impairments, or a combination of impairments and other factors.

Learners' needs can never be responded to in isolation from each other. For instance, a learner may have specific needs that stem from the combination of having a visual impairment, a mobility impairment and speaking the language of instruction as a second language. If we only address one aspect of that (such as overcoming mobility barriers) we will still not be helping the learner to be fully included.

When learners have multiple impairments and needs, it is vital that we do not jump to conclusions about how they experience these impairments or other factors, and how or to what extent these are affecting their inclusion. For instance, with the example given above, the learner's physical impairment may be much more obvious than their visual impairment and their second language status. It would be easy to assume the learner needs additional mobility and access support. In reality, however, maybe their visual impairment is causing them greatest concern in school, especially as it is making it even harder for them to engage with books written in an unfamiliar language.

When we are reading, the shape of the words helps us to read. This can be particularly important for readers with poor vision (which is why block capitals are not recommended because the words do not have different shapes when all the letters are capitals). If a reader is reading words in a second language, they are less familiar with word shapes, and have to spend more time reading letter-by-letter.

### **A solid foundation is needed**

Teachers can often feel daunted working with learners with multiple impairments. However, if the teachers have been supported to develop good quality learner-centred teaching skills and to develop their problem-solving capacity, then working with learners with more complex needs becomes more feasible.

When we expect poorly trained teachers, who struggle to teach even the ‘best’ students to a high standard, to embrace a class of learners with diverse needs, it is inevitable they will feel overwhelmed and under-prepared. High quality training for basic teaching competence is a vital foundation for inclusion. It may not be a foundation that disability and development organisations have the mandate to lay. However, disability organisations should know their own disability-specific work in teacher education will be unstable if laid on a weak foundation of generally poor-quality teaching. Disability organisations, if engaging in inclusive education and teacher education, therefore have a responsibility at least to advocate for improved teaching skill foundations. This is especially important if we are hoping to encourage mainstream teachers to include learners with multiple-impairments and complex learning needs.

### **Responsibilities for complex needs**

One of the most important messages we can give to teachers is “your job is to teach, not to become a doctor”. Teachers often believe, wrongly, that welcoming learners with disabilities, especially more severe disabilities, into class means they need to know all the medical details about these learners. That is not the case.

We work in organisations that encourage teachers to welcome learners with multiple impairments into their classes, but we must be realistic with our expectations. The teacher cannot teach and be a community-based inclusive development (CBID) worker, social worker, assistive device expert and doctor. It is hard enough just being a teacher! Of course, the teacher needs to understand if and how the learner’s impairments relate to their learning, and they need to be aware of support needs or medical conditions in so far as this relates to the learners’ safe and comfortable participation in lessons. But teachers do not need to be rehabilitation experts, medics or personal care workers.

Rather than expecting the teacher to take on multiple professions, we need to develop programmes that take a collaborative approach. There are other people who can work with the teacher to ensure learners with multiple impairments have access to school and can participate in the school’s activities. Where such roles do not exist, we need to ask “is it fair to expect the (probably low-paid, low-skilled) teacher to take on multiple roles or should we be working to give them better access to additional support? Where can we find that support, what might it look like?”

Comprehensive medical, disability and rehabilitation assessments are complex and this training module does not discuss what to assess and how to assess – that needs to be a separate and detailed training in its own right.



## Activity: Collaborative support

45 mins

**Aim of activity:** to encourage participants to think creatively about the opportunities that exist for their organisation and the schools they work with to collaborate with other individuals and organisations to support the inclusive education of learners with multiple impairments.

### Instructions

- Present the background information and discuss it with participants. Make any necessary factual adaptations to suit the participants' context(s).
- Ask them to work in small groups/pairs and think about the contexts in which they work. What options exist at the moment to provide teachers with support to include learners with multiple impairments and complex needs?
- Ask them to prepare a diagram which shows:
  - Formal support options
  - Informal and community support options.
- Once they have mapped the **existing** options, ask them to think about other collaborations that could be encouraged or developed. They can add these to the diagram, using a different colour or symbols to indicate '**existing**' and '**proposed**' options.
- Groups/pairs can share their diagrams with the whole group and discuss their ideas. Encourage each participant to choose at least one support collaboration idea that they will take home with them and further develop for use in the schools with which they work.
- You can use **Handout C9** to add extra ideas to the plenary discussion, and give it to participants to read or refer to later.

# Further reading for Module C

## Reasonable accommodation, universal design and UDL

CAST (2018) Universal Design for Learning Guidelines version 2.2 (website)

<http://udlguidelines.cast.org/>

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM.

Chapter 7 – ‘Innovation: Accessibility and Reasonable Accommodation’.

<https://bit.ly/CBMMYRight>

EENET (2017) An Inclusive Day. Building foundations for learner-centred, inclusive education. A video-based training resource for teachers (10 videos and manuals). Hyde: EENET.

<https://bit.ly/InclusiveDay>

GLAD Network (n.d.) What does inclusive education look like?

<http://bit.ly/GLADWhatdoesIE>

IDDC (2009) Guide to Inclusive Education Study Tours

<http://bit.ly/IEstudytours>

Malik, S., Mahesri, F., Geddes, C and Quintela, A. (2020) Ensuring all Students are Learning, DAI.

<https://bit.ly/DAIWhitepaper>

World Blind Union and CBM (2020) Accessibility GO! A Guide to Action: Delivering on 7 accessibility commitments

<https://bit.ly/AccessibilityGo>

## Inclusive monitoring/assessment

Save the Children and EENET (2017) The Foundations of Teaching: Training for educators in core teaching competencies.

Chapter on ‘Assess Student Learning’.

<https://bit.ly/FoundTeach>

## Teachers skills and improving presence, participation and achievement

EENET (2017) An Inclusive Day. Building foundations for learner-centred, inclusive education. A video-based training resource for teachers (10 videos and manuals). Hyde: EENET.

<https://bit.ly/InclusiveDay>

Hayes, A., Turnbull, A. and Moran, N. (2019) Universal Design for Learning to Help all Children Read. Promoting Literacy for Learners with Disabilities, USAID

<https://bit.ly/USAIDUDL>

Save the Children and EENET (2017) The Foundations of Teaching: Training for educators in core teaching competencies.

<https://bit.ly/FoundTeach>

Save the Children (2017) The Foundations of Tanzanian Teaching: Training for educators in core teaching competencies.

<https://bit.ly/FoundTeachTz>

UNESCO (2004) Changing Teaching Practices: Using curriculum differentiation to respond to students' diversity. Paris: UNESCO.

<https://bit.ly/ChangingTP>

UNESCO Bangkok (2015) Embracing Diversity: Toolkit for creating inclusive, learning-friendly environments. Bangkok: UNESCO.

<http://bit.ly/EmbracingDiv>

## Preventing drop out and supporting inclusive transition

Bridge of Hope (2017) Transition Guidance to Support Smooth Transition from Pre-school Institutions to Primary School. Yerevan: Bridge of Hope.

<https://bit.ly/BoHincltrans>

EENET (2016) Inclusive Transition (poster). Currently available in 11 languages: Arabic, Armenian, Bosnian, Croatian, English, French, Russian, Serbian, Spanish, Swahili, Ukrainian, Vietnamese. Hyde: EENET.

<https://bit.ly/InclusiveTransition>

EENET (2020) Inclusive Beginnings: Inclusive transition. A video-based training resource for teachers (video and manual). Hyde: EENET.

<https://bit.ly/InclusiveTransVid>

## Safe schools

CBM (2018) Children and Adults at Risk Safeguarding Policy.

<http://bit.ly/SafeguardCBM>

UNESCO Bangkok (2015) Creating a Healthy and Protective Inclusive Learning-Friendly Environment.

Booklet 6 from Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments. Bangkok: UNESCO.

<https://bit.ly/ILFEbook6>

## Responding to diverse behaviour

UNESCO Bangkok (2015) Positive Discipline in the Inclusive, Learning-Friendly Classroom. A Guide for Teachers and Teacher Educators.

Specialized Booklet 1 from Embracing Diversity: Toolkit for Creating Inclusive, Learning-Friendly Environments. Bangkok: UNESCO.

<https://bit.ly/ILFESpecial1>

## Multiple, profound sensory and intellectual impairments

ICEVI (2020) Include Me. The voice of a child with multiple disabilities or deafblindness

<http://bit.ly/IncludeMeICEVI>

Kelly, J. and McKenzie, J. (2018) Teacher education: An analysis of the availability of teacher education addressing the educational needs of learners with severe to profound sensory or intellectual impairments, Cape Town: Disability Studies Division.

<http://bit.ly/TeacherEdSPSII>

McKenzie, J., Kelly, J. and Shanda, N. (2018) Starting where we are: Situational analysis of the educational needs of learners with severe to profound sensory or intellectual impairments in South Africa, Cape Town: Disability Studies Programme.

<http://bit.ly/StartingWhereWeAre>

Teacher Empowerment for Disability Inclusion (2019) Educating and Caring for Children with Profound Intellectual Disability. A manual for carers and teachers

<http://bit.ly/TEDI2019>

# Case studies for Module C

The case studies here may be useful for illustrating discussions around teachers' skills and confidence for inclusion, the challenges of designing teacher education programmes that have sustainable results, and ways for teachers and others to support inclusive transitions for learners in education.

## Case study C1

### I did it! Personal experiences in an inclusive class

Told from the perspective of a teacher, this case study presents the reflections of a teacher from Kenya teaching at an inclusive school in Pakistan during her master's degree studies. Despite being the mother of a hearing impaired child who had struggled with segregation and sub-standard schooling, she still felt that it was only possible to include children with mild impairments. Special schools, she felt, were best for children with special needs.

Placed in a Grade 5 class in Pakistan, she was faced with a large number of children with various impairments in the class she felt puzzled about how anybody could expect her to teach such a class. However, she found herself experiencing the most memorable weeks of her 11-year teaching career.

Using her creativity over the weeks of her placement, she managed to design learning activities and forge relationships with the children. In a focus on the 'Olympic Games', she had students working in peer groups, drawing and painting and making project books. On the last day they held an exhibition. She recalls that during this period she never remembered which child had special needs and which one did not. The co-operative groups and the buddy strategy worked so well that everybody did what he/she was best at. Her role was only to facilitate.

But then the class teacher told her that she was not happy with the way she had exposed the children with special needs. She said she prefers to have them quiet in class. Feeling guilty, the excitement she had felt was lost.

Returning to the school later some time later she was welcomed by the teachers and told that despite previously disapproving they were now grateful that she had taught them to be inclusive. The children they had thought handicapped were now the most active members of the class. She had proved

that it was impossible to silence or separate these children.

Going back to Kenya she could proudly fly 'The Inclusive Flag' knowing that she did it and now knows that inclusive education is a reality.

The full case study can be found at:

Anne E. N. Musalia (2006) 'I did it! Personal experiences in an inclusive class' in Enabling Education, Issue 10.

<http://bit.ly/EE10Musalia>

## Case study C2

### Journal article about teacher capacity building in Zambia and Zanzibar

#### Abstract

Interest in inclusive education in the global south has grown significantly since the adoption of the Salamanca Statement in 1994. Increasingly, those who fund and provide education want to be seen taking action on inclusion generally and disability inclusion specifically. However, the much-welcomed enthusiasm to respond to global commitments is not always matched with the necessary expertise and commitment to longer-term action and change. The growth in inclusive education policies and pilot projects in the last decade is hard to miss, but changes resulting from these interventions are often less apparent. Why is that? Drawing on the Enabling Education Network's 22 years of experience as a global inclusive education network and consultancy provider, we present alternative pathways for change in teacher education for inclusion. We stress that change in teaching practice remains limited not because inclusive education is a fundamentally flawed concept, but because too much focus is given to 'quick-and-dirty' trainings that quickly yield donor pleasing statistics and publicity-attracting case studies, but fail to elicit sufficiently extensive and sustainable change to education systems and cultures.

The full article can be found at:

Ingrid Lewis, Su Lyn Corcoran, Said Juma, Ian Kaplan, Duncan Little & Helen Pinnock (2019): Time to stop polishing the brass on the Titanic: moving beyond 'quick-and-dirty' teacher education for inclusion, towards sustainable theories of change, *International Journal of Inclusive Education*, Vol 23, Issue 7-8.

<http://bit.ly/EENETtitanic>

## Case study C3

### One teacher's journey to inclusive education in Indonesia

In this case study a teacher in Indonesia reflects on her journey through being a learner then a teacher on to becoming a Special Educational Needs Co-ordinator (SENCO) and founder of an organisation supporting all children in getting a good quality education.

The start of her inclusive education journey began when she was introduced to a new student, a girl with a visual impairment. Being both happy and worried, she knew she didn't feel confident to manage a child with a visual impairment in her class with 41 students.

However, recalling her own school experience of overcoming challenges with the right support, she felt motivated to face the challenge of being a more inclusive teacher. Understanding that inclusion was more than just placing children with disabilities into regular classes she made a plan.

First, she raised the awareness of the students in her class and their parents about diversity and told them they would have a new student with a visual impairment joining their class. Next she learned how to read and write Braille and teach maths. She brought in additional teaching aids and adapted her teaching methods. Gradually, she realised that the strategy she was using for teaching students with special needs was good for all of the students.

Inspired, she went on to study for a Master's degree in Special Needs Education and later began on a doctoral programme. She says that teaching in an inclusive school not only improved her teaching, it changed her life and her thinking. She now works as a SENCO striving to make her school more inclusive and to support other local schools in developing inclusive teaching and learning environments. She has seen positive changes and believes that with commitment and consistency we get closer to our destination.

The full case study can be found at:

Dante Rigmalia (2012) 'One teacher's journey to inclusive education in Indonesia' in Enabling Education Review Issue 1.

<http://bit.ly/EER1Rigmalia>

## Case study C4

### Inclusive school design, Indonesia

A special school and inclusive education resource centre on the island of Lombok, Indonesia, needed a new library. Instead of asking the government to build it for them, the head teacher believed the school could take charge of the design and create a building which is accessible and suits the needs of students and teachers.

The head teacher consulted teachers and students. He then used 'open source' design software to create a basic model of the ideal building on a computer. 'Open source' software can be downloaded free of charge from the Internet. He has recently convinced the Indonesian government to provide the funds for building. In this case study the head teacher explains how he worked with his school community to design and build a new library.

The design combines a modern building with a traditional building in the hope that it will make it easier for children to enjoy to read and learn in the library. Part of the design is raised outdoor, but covered traditional gazebo, or *berugag*, where people commonly sit and chat and spend time together.

Teachers were consulted about ways to make the building accessible for the children. Consideration was given to ramps and also to the colour of the walls, patterns, and flooring. While in the past the government has made design decisions, this year they gave us the option to schools to design and build for themselves.

The head teacher believes that schools are often poorly designed and may be inaccessible. One way to address this is to involve the school community more actively in designing (or re-designing) their schools. He believes that while they make lack planning experience, there are practical ways they can be effectively consulted.

The full case study can be found at:

Yusep Trimulyana (2007) 'Inclusive school design, Indonesia' in *Enabling Education Issue 11*

<http://bit.ly/EE11Trimulyana>

## Case study C5

### Self-assessment and inclusion, The Bahamas

In this article, Betty McDonald demonstrates how self-assessment can promote inclusion. She presents some of her findings from studying her work with secondary school and college students in The Bahamas.

She defines self-assessment as ‘the involvement of students in identifying standards and/or criteria to apply to their work and making judgements about the extent to which they have met these criteria and standards’.

She says that to implement self-assessment, her students meet in pairs to discuss the standards and/or criteria they should use for judging a piece of work or performance. She gives them guidelines of what is acceptable and unacceptable. Her job is to facilitate, encourage and suggest, but not to direct or give orders.

Once they agree about the assessment standards/criteria, pairs of students interact with other pairs, and this is repeated until there is consensus across the class. Students then use the standards/criteria to evaluate performance. To do this, they engage each other in conversation, wait their turn to speak, actively listen to and critique each other, and provide feedback.

Using these methods, Betty says that individual students feel included in decision-making through their active participation in the assessment process. They know their views are taken seriously. She gives further examples of how these methods work to support visually and hearing impaired students, students who are slow at understanding, students from impoverished backgrounds and other with behavioural problems, and that no one is stigmatised for being ‘different’.

With this self-assessment process students tend to question exclusion. They break stereotypes and segregation and promote an inclusive education system from which all can benefit.

The full case study can be found at:

Betty McDonald (2006) ‘Self assessment and inclusion, The Bahamas’ in Enabling Education Issue 10.

<http://bit.ly/EE10McDonald>

# Annex 1: Planning a school visit

This is a brief guide. You may also find the advice in IDDC's Guide to Inclusive Education Study Tours useful, although it does not focus specifically on school visits. This can be found in the **Further reading** section.

## Why arrange a school visit?

Visiting a school can help participants better understand the inclusive education issues being raised during the workshop sessions. School visits help participants to reflect on their discussions. Such visits are also opportunities for two-way sharing between the visitors and the hosts. A visit is ideally made to an inclusive school, but this is not essential. Participants – if well facilitated – can learn a lot from any school setting, regardless of how far it has progressed on its inclusion journey.

## Preparations

### Before the training event

It is essential that the school is briefed well in advance, and that all staff are willing to welcome and discuss with visitors. Your staff in charge of organising the visit also need to consider:

- **Timing** – visits should not take place during exam, inspection or other particularly busy or stressful period;
- **Permission** – necessary government permissions should be obtained;
- **Safeguarding** – ensuring that you can comply with any legal and organisational requirements for protecting the school's learners;
- **Logistics** – arranging travel to/from the school, ensuring the school has a suitable meeting space if you want to have any group discussions, arranging refreshments for the visitors (and maybe also the hosts), ensuring the visitors will have adequate water and sanitation facilities, ensuring you assess and address the needs of any visitors with disabilities.

It is important that schools know they should not prepare anything special for the visit – no welcome ceremony, no special lessons, etc – it should be 'business as usual' as far as possible.

Depending on the numbers of participants, you may need to visit more than one school, to avoid overwhelming the schools.

### Preparing participants

Before the visit, participants need to prepare. They need to be informed of all the logistical arrangements and safeguarding expectations. They should also receive a briefing about the school(s) they will visit.

Participants need to prepare methodologically, too, so they know what tasks they will do and how to do them.

## Methodology

At each school, the participants could be divided into pairs or groups of three or four maximum. They can then rotate through several activities, such as:

1. classroom observation;
2. in-depth discussion with the head teacher or other senior, administration or management staff;
3. discussions with other teachers/pupils – individually or in groups

These activities could last for about an hour in total, and be followed by a larger meeting of teachers and ideally also one of community/parent representatives.

Each group could contain a ‘motivator’ – not a chair person but someone confident who can help start conversations if no one else is brave enough to speak, and who can remind their colleagues of the three tasks, if they forget what they have to do.

### Classroom observation

Classroom observation is about active looking and listening. It is a good idea for participants to discuss and create a checklist in advance of the things they would want to look for (behaviour, interactions, resources, teaching methods, etc). (A sample checklist is available in at the end of this annex. If the checklist is very detailed, participants may want to divide it between them (e.g. one person focuses on the resources in the classroom and how they are being used, another focuses on the teacher’s practice, another looks closely at how the learners are behaving and interacting and so on).

Participants can be encouraged to discretely take notes while observing. One possible approach to note-taking involves dividing the page into two columns, as follows:

| What I saw...                 | My thoughts and analysis about the observation...                               |
|-------------------------------|---|
| e.g. Only boys speak in class | Why isn’t the teacher asking the girls?<br>She seems to be excluding the girls. |

This approach helps observers to look objectively at their notes in future and compare them with how other people have analysed the same observation.

### Talking to teachers, pupils and head teachers

Participants can be advised to prepare for the discussions with teachers, head teacher, parents etc. Although these will not be formal interviews, they should still think about some questions in advance – things they really wanted to know about the school and its approach to inclusion.

Participants should be reminded that they need to share their own experiences and ideas with the host school, so they should think about some key experiences/stories they could tell. After the visits they can be asked to recount not just what they learned, but also one experience or idea they had shared, during the visit.

Participants must be reminded to offer positive feedback and constructive criticism to the school. Even if they see things happening that they think are not good, they must find a way to discuss this constructively with the host school, whose staff, community and learners will be working hard even if they have not achieved the best outcome yet.

## Feedback

The feedback session can be facilitated in many different ways.

Participants can be given 'post-it' notes and asked to write down at least one thing they had learned during the visit, and one thing they had shared with the hosts.

They can be asked to discuss more detailed feedback such as

1. How was the school the same as your school(s)?
2. How was the school different to your school(s)?
3. What barriers to inclusion did you see or hear people talk about in this school?
4. What solutions to the barriers did you see or hear people talk about in this school?
5. What evidence of universal design and UDL did you see or hear about?
6. What evidence of reasonable accommodation did you see or hear about?
7. What impressed or concerned you so much that you will go and tell your colleagues about it?

They should discuss each other's observations and notes, and the situations in their own contexts, in order to answer these questions.

Reflections on these can be presented in many different ways:

- Flipchart notes
- Mind-maps
- Illustrated posters

Participants could be invited to suggest their own idea for how they want to share their observations and reflections.

# Sample school observation checklist

School: ..... Class: .....

## Classrooms and lessons

| Look at:   | I saw... | I thought... |
|--|----------|--------------|
| <p><b>Decoration and resources:</b></p> <ul style="list-style-type: none"> <li>• Walls decorated?</li> <li>• What sort of materials on walls?</li> <li>• Made by teachers, by pupils, etc?</li> <li>• Other materials in room?</li> <li>• Static or interactive materials?</li> <li>• Themes of the materials?</li> </ul>                          |          |              |
| <p><b>Layout and environment:</b></p> <ul style="list-style-type: none"> <li>• Desks in rows/groups?</li> <li>• Flexible, easy to change layout?</li> <li>• Areas in room for different activities?</li> <li>• Any adapted seating arrangements?</li> <li>• Space per pupil?</li> <li>• Lighting and heating?</li> <li>• Accessibility?</li> </ul> |          |              |

| Look at:  | I saw... | I thought... |
|---|----------|--------------|
| <p><b>Teaching:</b></p> <ul style="list-style-type: none"> <li>• Teaching methods used?</li> <li>• Differentiation of lesson/methods for different learners?</li> <li>• Enthusiasm and energy?</li> <li>• Empathy with/listening to pupils?</li> <li>• Teacher’s awareness of pupils’ needs?</li> <li>• Use of teaching and learning materials?</li> <li>• Range of methods/pace during the lesson?</li> <li>• Gender of teacher?</li> <li>• Gender-equal teaching?</li> <li>• Use of classroom assistants?</li> <li>• Discipline methods?</li> </ul> |          |              |
| <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Engagement with lesson?</li> <li>• Interaction with other pupils?</li> <li>• Use of learning materials?</li> <li>• Behaviour?</li> <li>• Approach/attitude towards teacher?</li> <li>• Gender balance in class?</li> <li>• Gender-equal interactions?</li> <li>• Self-presentation?</li> <li>• Freedom of expression?</li> </ul>   |          |              |

### Playgrounds, playtime and lunch break

| Look at:   | I saw... | I thought... |
|--|----------|--------------|
| <p><b>Environment:</b></p> <ul style="list-style-type: none"> <li>• Space and layout?</li> <li>• Surface material?</li> <li>• Accessibility?</li> <li>• Equipment?</li> <li>• Safety?</li> <li>• Eating areas?</li> </ul>  |          |              |
| <p><b>Pupils:</b></p> <ul style="list-style-type: none"> <li>• Games played?</li> <li>• Interactions with each other?</li> <li>• Peer support?</li> <li>• Interactions with staff?</li> <li>• Gender relations?</li> </ul> |          |              |

| Look at:  | I saw... | I thought... |
|---|----------|--------------|
| <p><b>Staff:</b></p> <ul style="list-style-type: none"> <li>• Who is present?</li> <li>• Gender balance?</li> <li>• What role are they taking?</li> <li>• Interactions with pupils or other staff?</li> </ul>   |          |              |
| <p><b>Processes:</b></p> <ul style="list-style-type: none"> <li>• Rules and regulations?</li> <li>• By whom and how implemented?</li> <li>• Methods for ending lessons/ breaks?</li> <li>• Supporting learners needs outside classroom (eating, toilet etc)?</li> </ul> |          |              |

# Handouts for Module C

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## Handout C.i: The twin-track approach



## Handout C.ii: The 3 pillars of UDL

Within Universal Design for Learning (UDL) there are three ‘pillars’ or categories of teaching and learning practices. We can use these pillars to help us understand the existing teaching and learning practices in our schools, and the changes we still need to make to become more inclusive.

These categories are just one way that we can organise our thinking around inclusive teaching and learning practice. The names given to the categories are not set in stone. These words may not translate easily into other languages. Do not worry too much about these words. Focus on understanding the types of practices that are needed in each category. As an adviser or manager, your role is to think about how you/your organisation could support teachers to develop and use such practices. You do not need to understand all the intricate detail of pedagogy.

### Summary of the three pillars of UDL

| <b>Engagement and motivation</b><br>WHY are we learning?   | <b>Representation</b><br>WHAT are we learning?   | <b>Action and expression</b><br>HOW are we learning?  |
|--|--|---|
| <ul style="list-style-type: none"> <li>• Make learning <b>interesting</b>.</li> <li>• Keep learners’ <b>attention</b>.</li> <li>• Help learners <b>regulate their own learning</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• Make <b>information</b> accessible.</li> <li>• Make <b>language</b> and symbols accessible.</li> <li>• Support <b>comprehension</b>.</li> </ul> | <ul style="list-style-type: none"> <li>• Support physical <b>interaction</b> with learning materials.</li> <li>• Encourage diverse <b>means of expression</b>.</li> <li>• Help learners with ‘<b>executive</b>’ functions.</li> </ul> |

## More detail on the three pillars

### Engagement and motivation

This pillar helps learners to understand ‘WHY are we learning?’

| Inclusive teachers need to                | Examples of how teachers can do this  |
|---|---|
| Make learning interesting                 | <ul style="list-style-type: none"> <li>• Give learners choices – let them make decisions about their learning.</li> <li>• Make learning relevant to their lives – make it feel valuable and real.</li> <li>• Reduce distractions.</li> </ul>  |
| Keep learners’ attention                  | <ul style="list-style-type: none"> <li>• Remind learners about the learning goals.</li> <li>• Vary the types of challenges given and resources used.</li> <li>• Encourage collaborative learning.</li> <li>• Provide feedback that encourages and supports learning.</li> </ul>                               |
| Help learners regulate their own learning | <ul style="list-style-type: none"> <li>• Encourage learners to set their own realistic goals for learning.</li> <li>• Help them develop ways of coping positively with the challenges of reaching their goals.</li> <li>• Support learners to be self-reflective and recognise their own progress.</li> </ul> |

## Representation

This pillar helps learners to understand ‘WHAT are we learning?’

| Inclusive teachers need to                  | Examples of how teachers can do this  |
|---|---|
| <b>Make information accessible</b>          | <ul style="list-style-type: none"> <li>• Adapt the way information is presented visually, and find alternatives to visual presentation.</li> <li>• Adapt the way auditory information is presented, and find alternatives to auditory information.</li> </ul>   |
| <b>Make language and symbols accessible</b> | <ul style="list-style-type: none"> <li>• Explain, adapt, and find more accessible alternatives for vocabulary and symbols.</li> <li>• Find different ways to explain information or instructions to make it easier to understand.</li> <li>• Promote alternatives to boost understanding, such as listening to a text being read, if a learner’s own reading fluency is limited.</li> <li>• Use learners’ own languages, not just the main language of instruction.</li> <li>• Provide alternatives to visual information, such as descriptions of images, tactile resources, audio formats.</li> </ul> |
| <b>Support comprehension</b>                | <ul style="list-style-type: none"> <li>• Assist understanding by providing background information and/or drawing on learners’ existing knowledge.</li> <li>• Highlight the most important information and help learners make connections between different pieces of information.</li> <li>• Break information down into smaller pieces; build up the information gradually.</li> <li>• Help learners remember and transfer information from one situation to another.</li> </ul>   |

## Action and expression

This pillar helps learners to understand ‘HOW are we learning?’

| Inclusive teachers need to   | Examples of how teachers can do this   |
|--|--|
| <p><b>Support physical interaction with learning materials</b></p> | <ul style="list-style-type: none"> <li>• Vary whether, to what extent, at what speed physical interaction with a teaching and learning resource is needed.</li> <li>• Offer alternatives, so a task can be done without physical interaction with a resource.</li> <li>• Ensure learners know how to use any assistive technologies to their full extent.</li> </ul>                         |
| <p><b>Encourage diverse means of expression</b></p>                | <ul style="list-style-type: none"> <li>• Help learners to use different media to express themselves.</li> <li>• Allow learners to use different composition and problem-solving tools during activities (e.g., calculators, voice recorder).</li> <li>• Give learners opportunities to express themselves at different levels, with different amounts of support or independence.</li> </ul> |
| <p><b>Help learners with ‘executive’ functions</b></p>             | <ul style="list-style-type: none"> <li>• Help learners to set suitable goals for their learning.</li> <li>• Help them develop strategies for achieving their goals and planning and organising their learning.</li> <li>• Help learners to self-monitor and reflect on their learning and progress.</li> </ul>   |

# Handout C.iii: Benefits of universal design and UDL

| <b>Universal design and UDL solutions</b>   | <b>Think of all the ways in which this design decision improves accessibility and participation for all. Think about learners with disabilities, and others.</b>   |
|---|--|
| <b>Example: School builds accessible toilets</b>  | <p>This benefits:</p> <ul style="list-style-type: none"> <li>• teachers, learners, parents, and visitors with mobility and visual impairments;</li> <li>• learners and others with chronic digestive conditions;</li> <li>• learners and others with learning disabilities who may need assistance with toileting;</li> <li>• elderly teachers and visitors, learners' grandparents;</li> <li>• parents, teachers or visitors who are pregnant or visiting with infants/prams;</li> <li>• persons with temporary injuries affecting mobility.</li> </ul> |
| <b>Teacher verbally explains all information that is written in the text book</b>   | <p>This benefits:</p>  |
| <b>School paints different colours and patterns on the walls to distinguish entrances and different parts of the campus</b> | <p>This benefits:</p>  |

| <p><b>Universal design and UDL solutions</b></p>  | <p><b>Think of all the ways in which this design decision improves accessibility and participation for all. Think about learners with disabilities, and others.</b></p> |
|---|---|
| <p>Learners work in groups to discuss key points from the lesson and carry out a collaborative research activity</p>  | <p>This benefits:</p>   |
| <p>The teacher asks each learner to bring a favourite object from home. The science lesson focuses on analysing the materials these objects are made from, and then the language lesson involves writing a story which includes this object.</p>  | <p>This benefits:</p>   |
| <p>The teacher asks learners to work on a combined history and geography project for the next month. Learners are invited to plan their work (e.g., decide the time needed to research, write up and present their project) and they can decide how they want to present it. They can also decide to work solo or with a buddy or team.</p> | <p>This benefits:</p>   |
| <p>The teacher asks groups of learners to do a survey on topic of their choice (e.g., their classmates' favourite foods). She asks them to present their findings as a graph or other visual image, instead of writing a report.</p>  | <p>This benefits:</p>   |

## Handout C.iv: Reasonable accommodation

### Extract from General comment No. 4 (2016) on the right to inclusive education

“28. In accordance with article 24 (2) (c), States parties must provide reasonable accommodation to enable individual students to have access to education on an equal basis with others. “Reasonableness” is understood as the result of a contextual test that involves an analysis of the relevance and the effectiveness of the accommodation and the expected goal of countering discrimination. The availability of resources and financial implications is recognized when assessing disproportionate burden. The duty to provide reasonable accommodation is enforceable from the moment a request for such accommodation is made. Policies that commit to reasonable accommodation must be adopted at the national, local and educational institution levels, and at all levels of education. The extent to which reasonable accommodation is provided must be considered in the light of the overall obligation to develop an inclusive education system, maximizing the use of existing resources and developing new ones. Using a lack of resources and the existence of financial crises to justify failure to make progress towards inclusive education violates article 24.

29. The Committee reiterates the distinction between the general accessibility duty and the obligation to provide reasonable accommodation. Accessibility benefits groups of the population and is based on a set of standards that are implemented gradually. Disproportionality or undue burden cannot be claimed to defend the failure to provide accessibility. Reasonable accommodation relates to an individual and is complementary to the accessibility duty. An individual can legitimately request reasonable accommodation measures even if the State party has fulfilled its accessibility duty.

30. The definition of what is proportionate will necessarily vary according to context. The availability of accommodations should be considered with respect to a larger pool of educational resources available in the education system and not limited to resources available at the academic institution in question; transfer of resources within the system should be possible. There is no ‘one size fits all’ formula to reasonable accommodation, as different students with the same impairment may require different accommodations. Accommodations may include: changing the location of a class; providing different forms of in-class communication; enlarging print, materials and/or subjects in signs, or providing handouts in an alternative format; and providing students with a note taker or a language interpreter or allowing students to use assistive technology in learning and assessment situations. Provision of non-material accommodations, such as allowing a student more time, reducing levels of background noise (sensitivity to sensory overload), using alternative evaluation methods and replacing an element of the curriculum with an alternative must also be considered. To ensure that the accommodation meets the requirements, will, preferences and choices of students and can be implemented by the institution provider, discussions must take place between the educational authorities and providers, the academic institution, students with disabilities and, depending on the students’ age and capacity, if appropriate, their parents, caregivers or other family

members. Provision of reasonable accommodation may not be conditional on a medical diagnosis of impairment and should be based instead on the evaluation of social barriers to education.

31. The denial of reasonable accommodation constitutes discrimination and the duty to provide reasonable accommodation is immediately applicable and not subject to progressive realization. States parties must ensure that independent systems are in place to monitor the appropriateness and effectiveness of accommodations and provide safe, timely and accessible mechanisms for redress when students with disabilities and, if relevant, their families, consider that they have not been adequately provided or have experienced discrimination. Measures to protect victims of discrimination against victimization during the redress process are essential.”

### **Extract from CBM (2018) ‘My Right is Our Future’, pp.92-94** **“Reasonable accommodation for students with disabilities**

Transforming the accessibility of the entire education system will take time, which is why governments are also obliged to ensure – with immediate effect – that girls, boys, women, and men with disabilities are not discriminated against when accessing education services. Even when full accessibility is provided, persons with rare impairments might ask for accommodations that fall outside the scope of any accessibility standard. Reasonable accommodation can be used as a means of ensuring accessibility for individuals with disabilities in particular situations.

Reasonable accommodation is about creating immediate, innovative, versatile, and adaptive solutions suitable to the local context and resources that meet the needs of individuals. It is not about acquiring or installing expensive, high-tech facilities and equipment, although that is an option in communities that can afford it. Therefore, there is no expectation that mainstream schools will, overnight, transform into highly resourced and perfect examples of accessible infrastructure and practice. There is, however, an expectation that education settings and services – in both stable and crisis-affected contexts – will take every measure possible to make reasonable accommodations to enable learners with disabilities to access, participate, and achieve alongside their peers. They will also make reasonable accommodations to enable women and men with disabilities to work as teachers or other staff within education settings. The sorts of accommodations needed will be context specific and driven by the needs of individual learners and staff members. Responding to the need for reasonable accommodation is a process that requires collaboration and empowerment. Collaboratively, teachers and school staff, children with and without disabilities, parents, CBID workers, special needs coordinators, DPO representatives, adults with disabilities in the community, and local builders, transport, and other service providers must discuss the barriers to access and participation that exist, and work together to think of solutions. To do this, a space for dialogue and a collaborative environment must be created in which all stakeholders feel empowered and able to voice their needs and ideas openly. Participation and cooperation of many actors – including learners with and without disabilities, their families, teachers, decision makers, and community members – is key to ensuring the development of

good practices, innovative practical solutions at local levels, and avoiding duplication and financial waste. For instance, girls and boys with disabilities must be encouraged to explain what they think is needed, what would make them feel comfortable and safe in schools – and to do this without fear of judgement. Their parents or other caregivers need opportunities to share their experiences of making homes safer and more accessible, and to describe what barriers their children face, without anyone criticising their parenting or home lives. Teachers need opportunities to share their experiences and ideas for improving accessibility, without worrying that someone more senior or considered to be more expert will devalue their ideas. Women and men with disabilities from the community need opportunities to contribute their real-life experiences and ideas.

Decisions around reasonable accommodation may involve compromise: identifying ideal solutions; reviewing available budgets, resources, and expertise; everyone working together to create solutions that are as close to ideal as possible with the money, materials, and people available. Reasonable accommodation for inclusive education involves pooling stakeholders' innovation and creativity. It is not about developing a fixed list of structural features, equipment, and materials that every school must have in place. Accessibility implementation plans must be supported by budget allocation and monitoring.

Making sure that learners can use sign language and braille is one of the more challenging aspects of reasonable accommodation. Finding skilled sign language interpreters and trainers to work in schools, or braille specialists who can train and support teachers and learners, can be difficult and/or expensive. However, short-term solutions may be possible. This includes finding volunteer interpreters, particularly family members who are fluent in sign language communication, or braille users in the community who can provide some support or advice, while longer-term efforts to develop budgets and train or recruit personnel are worked on. Reasonable accommodation efforts help to achieve the individual support needs of learners. If the concept of universal design for learning is also considered, for instance, when designing new infrastructure, equipment and learning materials, and curricula, then the reasonable accommodation adjustments being made can feed into more long-term, systemic changes.”

## Handout C.v: Reasonable accommodation and universal design and UDL

- Photocopy and cut up these cards and give a set to each group.
- Ask them to read each card and decide if it is an example of reasonable accommodation or universal design for learning. They should explain their answers.

Ana is hard of hearing. She struggles to concentrate when the classroom is noisy. Mr Joseph, her teacher, ensures that the other children do not make a lot of unnecessary noise. However, he uses a classroom that is next to the road and there is a lot of traffic going by all the time. To help Ana, Mr Joseph arranged to swap classrooms with Mrs Khan. Mrs Khan's room is on the far side of the school and is very quiet. Mrs Khan currently does not have any learners who find the traffic noise distracting, so she is happy to swap rooms to help Ana.

Mr Mohammed teaches history. He has several learners with disabilities or additional learning needs in his class. Mr Mohammed has to test all the learners' progress before preparing end-of-term reports for the parents and head teacher. He usually picks one question each year and asks the learners to write an essay to answer that question. However, he knows some learners will struggle to write essays this year, either because they find writing physically difficult or because they find it challenging to organise their ideas into essay format. So he changed the test.

First, he let learners choose a question from five different topics they have studied that term. Second, he offered options for how to answer the question: write an essay; write a poem, rap or song; speak/perform the answer to the teacher or video yourself doing it; draw a comic strip and talk to the teacher about what it shows. Finally, he talked to each learner about the activity and if they were not comfortable with any of these options, he asked them how they would like to answer the test question. Two learners asked if they could prepare and perform a short play. Mr Mohammed agreed.

School B has received funding from a water and sanitation organisation to build toilets. The design for the toilets is displayed on the school noticeboard for comment. The toilet blocks will be accessed via ramps. Every toilet will have a wide door and cubicle and handrails. They will have large ventilated windows made from frosted Perspex (these windows will not break, and no one can see in). Half of the toilets will have seats (even though they are not flush toilets). Every toilet cubicle will have a tap and a bucket of water (for when the tap is not working). The tap will be an easy-to-use lever tap.

Miss Wahid has a large class. She has several children who experience difficulties learning, but Abe experiences the greatest difficulty. He finds it very difficult to remember vocabulary. Miss Wahid has seen books and computer games in the shop which help teach vocabulary – they show words and pictures. The school cannot afford to buy these. Instead Miss Wahid has set up a ‘sensory’ area in the classroom containing hundreds of objects she has collected from home and even from rubbish bins. Abe and a friend can sit here whenever Abe is feeling frustrated about forgetting words. His friend finds objects to help Abe remember important words.

It’s the long school holiday, before the new school year starts. Mrs Fernandez, a geography teacher, is preparing lots of materials. She doesn’t yet know exactly who will be in her class, whether there will be any learners with disabilities, any learners from refugee or migrant families, any learners from homeless families, and so on. She prepares all of the lesson worksheets and handouts using a clear large font. She reads all the textbooks carefully, then searches online and downloads short, clear videos and podcasts that match the topics well. She makes a note of any audio/visual downloads that have other language versions or subtitles. For each chapter in the textbook she prepares a one-page easy-read summary and a list of key words. She also finds lots of extra photos, diagrams and drawings to match the chapter content. She even spends a few hours walking around her neighbourhood taking her own photos. She also makes a list of everyday objects that can be used to illustrate messages from that chapter. She starts collecting these objects in a box or cuts out photos of the objects from magazines to remind herself.

## Handout C.vi: Answers for Handout C.v

### Ana – reasonable accommodation

Ana's teacher made a simple, no-cost alteration; swapping classrooms with another teacher. This made it easier for Ana to concentrate and learn, without the problem of lots of background noise. This is a reasonable accommodation because it is an affordable adaptation to help fulfil Ana's right to inclusion. It is not an example of universal design because it only helps Ana or her classmates, it is not a solution that helps all learners now and in the future. An alternative reasonable accommodation for Ana might have been to help her obtain a hearing aid. This could amplify all noises, including the traffic noise, so Ana might need help with working out the best times to use it or not use it.

### Mr Mohammed – universal design for learning

This teacher made a change to the way he assessed all learners. He designed an end-of-term assessment that everyone in the class could participate in, enabling everyone to demonstrate their knowledge and skills to the best of their ability, and in a way that would increase their motivation to engage in the assessment activity.

### School B – universal design

The toilets have been designed to make them as accessible as possible for everyone. For example, wider doors and cubicles and grab handles make accessing the toilet easier and safer for someone who uses a mobility device or who needs a personal assistant, but they also make using the toilet easier for everyone (e.g. for a child carrying a huge bag of books, or a pregnant teacher).

### Miss Wahid – reasonable accommodation

This teacher created a no-cost solution to help a particular learner with a problem, because the expensive solutions were unaffordable. However, depending how Miss Wahid uses the sensory area, this solution could quite easily help all the other learners in her class too. It could become a universal design for learning solution.

### Mrs Fernandez – universal design for learning

This teacher is preparing her lessons to be accessible for as many learners as possible, without knowing for sure what their specific needs will be. She is considering visual accessibility; developing options for learners who have difficulties understanding the written text; creating audio, visual and tactile options which will assist learners with certain needs and make the lessons generally more interesting and fun for everyone, including for Mrs Fernandez.

## Handout C.vii: Participation and achievement

An international NGO supports an inclusive education programme covering several districts in Country X. During a regular monitoring visits, programme staff visit School A, which they know wants to include more learners who are blind or have low vision and those with learning disabilities. Read this transcript from a focus group with teachers.

**Teacher 1:** We are trying hard to include these learners in our lessons, but it's not easy. The curriculum moves too fast for them. The government says we have to stick to the lessons from the book but some of our learners with disabilities cannot progress this fast. We know we are leaving them behind because they need more time to understand or communicate, but what choice do we have? We will be criticised by the inspector if we don't keep up with the curriculum. But I hate to see some learners sitting doing nothing, I feel bad.

**Teacher 2:** I went on a one-day training about adapting the curriculum to help more learners participate. I liked the idea and talked to some colleagues. A few of us tried out some ideas, but we didn't know enough. It took us a long time to plan the adaptations and then the lessons went too slowly because we were unfamiliar with the methods we were trying to use. The learners liked it a lot, but we became scared of getting a bad report for being too slow, so we went back to the lessons and activities we have done before.

**Teacher 3:** Parents know that we welcome all children here, so this year some families from further villages decided to enrol their sons and daughters who are blind or has low vision at the school. A few more children with learning disabilities were also enrolled. The extra numbers mean we now don't have enough Braille boards and paper. We've borrowed a voice recorder from a local business, but only the older learners can use it when preparing for exams. We have only got very few easy-read, pictorial or tactile teaching and learning materials learners who have learning disabilities. The learners and their families feel disappointed, and we feel worried when these learners have no materials while their peers have the regular textbooks.

**Teacher 4:** We are so worried about the next few months as it is soon test and exam time. We know the questions and papers will not suit all our learners, some will probably just sit in the room and not answer any questions, but what can we do? We have to make them take the official tests otherwise they have to repeat the year. But we fear they will fail and have to repeat anyway. It's like a no-win situation, we feel trapped. We contacted the district office to inform them about our learners and they agreed to allow extra time for each test, but we feel this still won't help them pass.

- What participation and achievement challenges did the teachers discuss?
- What solutions did they mention for improving participation and achievement?
- If you were supporting these teachers, what other solutions might you suggest?

## Handout C.viii: Sample answers for Handout C.vii

### Participation and achievement challenges

- inflexible curriculum not suited to diverse learners needs;
- teachers not allowed to deviate from the curriculum/lesson plans;
- strict inspections deter innovation/adaptation;
- teachers' limited skills and confidence;
- limited resources, limited assistive devices, limited adapted/alternative format resources;
- rigid exam/testing system.

### Solutions mentioned

- teacher training – but only very limited;
- teachers trying new ideas;
- teachers working together to innovate;
- finding resources in the community;
- exam modifications – but only minimal.

### Other suggestions

- Keep working with colleagues to try new ideas for helping all learners participate – you will get more confident and quicker at planning and facilitating different types of activities.
- Talk with learners and parents to see if they have ideas for helping the learners participate – they may have some quite simple ideas that will not be too difficult to implement.
- Keep investigating options in the community for accessing or borrowing resources, or raising funds to buy resources.
- Work with colleagues, parents and learners to make your own teaching and learning materials and adapted/alternative format materials using locally available items.
- Continue to lobby the district office for additional exam-related support for learners – maybe provide more specific suggestions for the adaptations you would like them to consider in case they do not understand the possibilities.
- Join with other teachers, organisations, etc, to lobby government to comprehensively review and revise curricula and exam systems.

# Handout C.ix: UDL-based approaches to help improve participation and achievement

| Approaches that can help improve participation and achievement | How can this approach help improve participation and achievement? | What, if anything, has our programme/the schools we support already done to encourage use of these approaches? | What can I/we do to ensure the schools we work with use these approaches more often and more effectively? |
|--|---|--|---|
| curriculum differentiation                                     |   |  |   |
| diverse teaching and learning approaches                       |   |  |   |
| testing learners' individual progress                          |   |  |   |

| Approaches that can help improve participation and achievement | How can this approach help improve participation and achievement? | What, if anything, has our programme/the schools we support already done to encourage use of these approaches? | What can I/we do to ensure the schools we work with use these approaches more often and more effectively? |
|--|---|--|---|
| using peer-to-peer approaches                                  |   |  |   |
| mobilising and using resources in a creative way               |   |  |   |
| accessible communication                                       |   |  |   |
| using learners' profiles or individual education plans         |   |  |   |

# Handout C1.i: Basic teaching skills

| Do the teachers...                          | Do teachers in your country/district have this skill? If you do not know, how could you find out? | If teachers do not have this basic skill, what problems might arise when you try to train them on inclusive education? |
|---|---|--|
| Prepare the classroom for lessons           |   |  |
| Know all the learners in their class        |   |  |
| Know the learners' families and communities |   |  |
| Manage the classroom effectively            |   |  |

| Do the teachers...                                      | Do teachers in your country/district have this skill? If you do not know, how could you find out? | If teachers do not have this basic skill, what problems might arise when you try to train them on inclusive education? |
|---|---|--|
| Ensure learners are protected/safeguarded               |   |  |
| Open and close lessons purposefully                     |   |  |
| Explain the lesson so that everyone can understand      |   |  |
| Use appropriate/adapted teaching and learning materials |   |  |
| Use questions to engage learners                        |   |  |

| Do the teachers...   | Do teachers in your country/district have this skill? If you do not know, how could you find out? | If teachers do not have this basic skill, what problems might arise when you try to train them on inclusive education? |
|--|---|--|
| Use pair and group activities  |   |  |
| Use a range of different active learning, learner-centred activities   |   |  |
| Use differentiated activities and materials for mixed ability learners |   |  |
| Plan and sequence each lesson carefully                                |   |  |
| Give useful and constructive feedback to learners                      |   |  |

| Do the teachers...   | Do teachers in your country/district have this skill? If you do not know, how could you find out? | If teachers do not have this basic skill, what problems might arise when you try to train them on inclusive education? |
|--|---|--|
| Make sure learners are motivated for learning and sustain their learning effort          |   |  |
| Assess how well and what learners are learning   |   |  |
| Adapt lessons to suit the needs of different learners                                    |   |  |
| Demonstrate problem-solving skills   |   |  |
| Use action research to help them learn about and solve challenges in their school/class. |   |  |

What role could you play in helping teachers develop important ‘good teaching’ skills?

Who could you work with or lobby for change

## Handout C1.ii: Collaboration to ensure teachers have basic good teaching skills

| With whom could you collaborate?  | What sorts of activities could you collaborate on?   |
|---|--|
| <ul style="list-style-type: none"><li>• Teacher education colleges</li><li>• Departments responsible for teacher education curricula</li><li>• Teacher education programmes run by other civil society organisations</li><li>• Government – central ministry and/or local level (such as district education departments)</li><li>• Schools or clusters of schools</li><li>• Head teachers or groups of head teachers</li><li>• Local/national education campaign or monitoring groups</li></ul> | <ul style="list-style-type: none"><li>• Advocacy to change government policy on teacher education</li><li>• Advocacy to reform basic teacher education programmes and curricula</li><li>• School networking and teacher-to-teacher experience-sharing activities and events</li><li>• Supporting school-based action research activities to help teachers explore different ways of teaching and learning and share ideas for good teaching practice</li></ul> |

## Handout C1.iii: Examples of adaptations we might expect teachers to be able to make<sup>1</sup>

Note: this training is for advisers and programme managers, and is not intended as a teacher training course, so it does not include a lot of detail on classroom practice. This handout is included to help give advisers/managers a flavour of what we expect from the teachers we support.

| Kind of adaptation | What to do?  | Such as...  |
|--------------------|--|---|
| Size               | Adapt the number of questions that learners must complete and learn  | Reduce the number of words/new vocabulary learners are expected to learn  |
| Time               | Adapt the time allocated for completing a task, learning content, or making an assessment                        | Increase/decrease the time for performance of an activity   |
| Level of support   | Increase the amount of personal support to a student   | Use support teachers/classroom assistants; provide computer-based support; develop peer learning and support activities, etc.                       |
| Instruction        | Adapt instruction to match learner communication and comprehension needs   | Use visual aids; provide further examples; plan collaborative learning groups; instruction in sign language   |
| Results            | Adapt the way in which learners can present their learning outcomes  | Instead of only responding through written answers, allow verbal responses, provide other ways to show what has been learned (drawing, drama, etc.) |
| Difficulty         | Adapt the level of skill required, the type of problem, or how the learner should approach and focus on the task | Allow the use of calculators, abacus, counting systems, to solve mathematic problems; simplify instructions or reformulate the problem              |

<sup>1</sup> Adapted from: Instituto Nacional de Tecnologías educativas y de formación del profesorado, Gobierno de España. Educación Inclusiva (Translated by Katharina Pfortner)

| Kind of adaptation    | What to do?  | Such as...   |
|-----------------------|--|--|
| Participation         | Plan various ways for learners to participate  | Plan activities so that learners do not just search for materials, but also have to organise and save/store them   |
| Alternatives          | Adapt objectives and expectations, whilst using the same materials   | In a geography class, everybody uses the same map, but some learners focus on learning the name of the capital cities and others are asked to point to them on the map |
| Curricular strategies | Provide different curriculum strategies and materials to meet the individual needs and goals of each student | During a test, a learner focusses on learning how to operate a computer for use as a learning resource   |

## Handout C1.iv: Helping teachers to respond to diverse learner behaviour

### Scenario 1

Antonio talks to the child next to him all the time during class. He ignores the teacher, even when the teacher encourages him. Finally, the teacher makes Antonio do an additional 2-page maths assignment.

**Is this teacher being inclusive? Are they considering child safeguarding?  
Explain your answer**

**What could the teacher have done differently to respond to the child's challenging behaviour?**

**How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/partners provide?**

**Scenario 2**

Irene cannot sit quietly. She often gets up and runs from side to side. The teacher asks her to hand out the reading books to her classmates.

**Is this teacher being inclusive? Are they considering child safeguarding?  
Explain your answer**

**What could the teacher have done differently to respond to the child's challenging behaviour?**

**How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/partners provide?**

**Scenario 3**

Miriam does not pay attention in the classroom. She looks out the window and seems to be dreaming all day. The teacher scolds her and sends her outside the classroom for the rest of the lesson.

**Is this teacher being inclusive? Are they considering child safeguarding?  
Explain your answer**

**What could the teacher have done differently to respond to the child's challenging behaviour?**

**How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/partners provide?**

**Scenario 4**

Mario likes to hit other smaller boys when they ignore him. The teacher plans more lessons that involve pair and group work and encourages all learners to take turns listening and talking.

**Is this teacher being inclusive? Are they considering child safeguarding?  
Explain your answer**

**What could the teacher have done differently to respond to the child's challenging behaviour?**

**How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/ partners provide?**

**Scenario 5**

Peter is very aggressive and often beats other learners. The teacher scolds him, but he ignores her. Then the teacher tells him that he must go to the principal who will punish him.

**Is this teacher being inclusive? Are they considering child safeguarding?  
Explain your answer**

**What could the teacher have done differently to respond to the child's challenging behaviour?**

**How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/ partners provide?**

## Handout C1.v: Possible answers for Handout C1.iv

### Scenario 1

Antonio talks to the child next to him all the time during class. He ignores the teacher, even when the teacher encourages him. Finally, the teacher makes Antonio do an additional 2-page maths assignment.

### Is this teacher being inclusive? Are they considering child safeguarding? Explain your answer

The teacher has shown some signs of trying to be inclusive, by encouraging Antonio. We probably need to know more about the situation before we can properly assess the teacher's response. Maybe Antonio is talking because he finishes his work quickly or finds the work too easy and becomes bored, in which case giving him an extra assignment might be a good response to prevent boredom or to challenge him more. But if Antonio is talking because he does not understand or enjoy the lessons, or because he is experiencing other physical or psychological problems, then simply giving him extra work will not change that.

### What could the teacher have done differently to respond to the child's challenging behaviour?

The teacher may need to spend some time talking to Antonio and his parents to find out why he talks so much in class. If Antonio is struggling to understand lessons, the teacher may need to find alternative ways to facilitate the lesson or choose different types of activities. But maybe Antonio is experiencing other problems that affect his concentration (e.g. hunger, stress/trauma, family problems), or he may have a condition such as ADHD. Perhaps he has a hearing problem and can only hear his neighbour but cannot hear the teacher.

The teacher needs to investigate the various possibilities relating to pedagogy and personal circumstances and not just jump to a conclusion that Antonio is naughty and needs to be punished in some way (e.g. with extra work).

### How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/partners provide?

General comment that pertains to all scenarios:

There are so many possible reasons for learners' challenging behaviour. Sometimes such behaviour will be related to safeguarding issues, sometimes there will be physical or developmental reasons, sometimes it will be linked to poor teaching methods – or challenging behaviour may be the result of combination of all three.

We can work collaboratively with other relevant organisations to ensure that teachers receive good quality training and ongoing professional support on classroom and behaviour management skills, and that they learn about positive discipline methods. We can help schools to find suitable referral and support services, where they exist, or to find other ways to reach out to, work with and support the families of learners who experience challenging behaviour.

**Scenario 2**

Irene cannot sit quietly. She often gets up and runs from side to side. The teacher asks her to hand out the reading books to her classmates.

**Is this teacher being inclusive? Are they considering child safeguarding?  
Explain your answer**

The teacher has acknowledged Irene's preference to keep moving. She is not punishing Irene's challenging behaviour and instead has found a way to channel the constant movement in a useful way. This is a teacher who is trying to be inclusive.

**What could the teacher have done differently to respond to the child's challenging behaviour?**

The teacher will probably first talk to Irene to see if she can explain why she likes to keep moving. It may simply be that Irene learns best if she can keep moving and the teacher may be able to work out a range of other teaching strategies that integrate more movement and object manipulation into the lesson plans. That might be enough to help Irene participate more effectively. Or depending on other observations, Irene's behaviour may indicate a learning disability, ADHD, autism, etc, and the teacher may need to help Irene get a referral for assessment (if available). It is also possible that Irene's hyperactive behaviour indicates a more worrying problem, with Irene feeling constantly upset or disturbed by something that is happening in her life, inside or outside school (e.g. bullying, family problems). It could even be related to a poor diet at home.

**How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/ partners provide?**

General comment that pertains to all scenarios:

There are so many possible reasons for learners' challenging behaviour. Sometimes such behaviour will be related to safeguarding issues, sometimes there will be physical or developmental reasons, sometimes it will be linked to poor teaching methods – or challenging behaviour may be the result of combination of all three.

We can work collaboratively with other relevant organisations to ensure that teachers receive good quality training and ongoing professional support on classroom and behaviour management skills, and that they learn about positive discipline methods. We can help schools to find suitable referral and support services, where they exist, or to find other ways to reach out to, work with and support the families of learners who experience challenging behaviour.

**Scenario 3**

Miriam does not pay attention in the classroom. She looks out the window and seems to be dreaming all day. The teacher scolds her and sends her outside the classroom for the rest of the lesson.

**Is this teacher being inclusive? Are they considering child safeguarding?  
Explain your answer**

This teacher has automatically assumed Miriam is behaving badly and has made no effort to find out why, or take steps to change Miriam's behaviour or find her alternative learning activities to do. This is not inclusive.

**What could the teacher have done differently to respond to the child's challenging behaviour?**

There are many possible reasons for Miriam's behaviour and the teacher needs to work on identifying such reasons – through observation, talking to Miriam, talking to her family and any other teachers who teach her. Maybe it's a physical problem (e.g. Miriam cannot see or hear well) and the teacher can see if there are assessment options. Maybe Miriam cannot understand the lesson and the teacher needs to differentiate the lesson plans better. Maybe there are other factors in Miriam's life affecting her concentration (e.g. hunger, stress/trauma, family problems) and the teacher needs to work with other people to identify these and help Miriam and her family find solutions.

**How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/ partners provide?**

General comment that pertains to all scenarios:

There are so many possible reasons for learners' challenging behaviour. Sometimes such behaviour will be related to safeguarding issues, sometimes there will be physical or developmental reasons, sometimes it will be linked to poor teaching methods – or challenging behaviour may be the result of combination of all three.

We can work collaboratively with other relevant organisations to ensure that teachers receive good quality training and ongoing professional support on classroom and behaviour management skills, and that they learn about positive discipline methods. We can help schools to find suitable referral and support services, where they exist, or to find other ways to reach out to, work with and support the families of learners who experience challenging behaviour.

#### Scenario 4

Mario likes to hit other smaller boys when they ignore him. The teacher plans more lessons that involve pair and group work and encourages all learners to take turns listening and talking.

#### **Is this teacher being inclusive? Are they considering child safeguarding? Explain your answer**

The teacher is taking a sensible and inclusive step to help learners like Mario develop life skills such as listening to others and taking turns. He is giving Mario an opportunity to be heard, but also helping Mario learn that he has a responsibility to hear others. This teacher is taking a logical first step to address a problem in class. Often behaviour difficulties can have quite simple solutions (e.g. maybe Mario has never learned basic conversation skills at home) and there is no need to 'escalate' the matter.

#### **What could the teacher have done differently to respond to the child's challenging behaviour?**

The teacher would probably need to monitor this strategy for a while to see if it helps Mario to develop better listening and conversational skills and more appropriate ways of interacting with his peers. If this strategy doesn't lead to any positive changes in Mario's behaviour, the teacher would probably talk to Mario and his family to find out why he hits children who ignore him – or who he perceives as ignoring him – and whether he hits other people. Maybe there are things happening at home or elsewhere in school that are causing Mario to feel frustrated and resort to violence rather than talking. The teacher might see if there are any referral options, for instance to assess Mario for behavioural problems or learning disabilities.

#### **How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/partners provide?**

General comment that pertains to all scenarios:

There are so many possible reasons for learners' challenging behaviour. Sometimes such behaviour will be related to safeguarding issues, sometimes there will be physical or developmental reasons, sometimes it will be linked to poor teaching methods – or challenging behaviour may be the result of combination of all three.

We can work collaboratively with other relevant organisations to ensure that teachers receive good quality training and ongoing professional support on classroom and behaviour management skills, and that they learn about positive discipline methods. We can help schools to find suitable referral and support services, where they exist, or to find other ways to reach out to, work with and support the families of learners who experience challenging behaviour.

**Scenario 5**

Peter is very aggressive and often beats other learners. The teacher scolds him, but he ignores her. Then the teacher tells him that he must go to the principal who will punish him.

**Is this teacher being inclusive? Are they considering child safeguarding?  
Explain your answer**

From the information we have here, the teacher has not taken any steps to try understanding Peter's behaviour or to find alternative ways to manage it other than to tell him off and punish him. This is not an inclusive approach.

**What could the teacher have done differently to respond to the child's challenging behaviour?**

There are many possible reasons for Peter's behaviour, ranging from learning disabilities and frustration at not being able to understand lessons, to experiencing problems at home (maybe there is violence, stress or trauma at home or in his past), or even medical conditions that trigger aggression. The teacher needs to talk with Peter and his family to find out more about Peter's behaviour and background, and may also talk to other colleagues and professionals if available, to ask about having Peter assessed medically and psychologically, or to see if there need to be home visits made by other social welfare personnel. While such processes are happening, the teacher can continue to try other ways of managing Peter's behaviour. As with the other scenarios, it is possible that changes to the type, diversity and timing of activities might help engage Peter better and leave him feeling less frustrated or isolated – and less likely to take out his negative feelings on others.

**How could we help teachers to respond more appropriately to such behaviour in class? What support or advice can a disability and development organisation/partners provide?**

General comment that pertains to all scenarios:

There are so many possible reasons for learners' challenging behaviour. Sometimes such behaviour will be related to safeguarding issues, sometimes there will be physical or developmental reasons, sometimes it will be linked to poor teaching methods – or challenging behaviour may be the result of combination of all three.

We can work collaboratively with other relevant organisations to ensure that teachers receive good quality training and ongoing professional support on classroom and behaviour management skills, and that they learn about positive discipline methods. We can help schools to find suitable referral and support services, where they exist, or to find other ways to reach out to, work with and support the families of learners who experience challenging behaviour.

# Handout C2: Inclusive Transition poster<sup>2</sup>

## Inclusive transition

Education transition is when learners move from one grade, class or school to another. It can be a very difficult time – for the learners, their families and their teachers. Many learners drop out during or soon after transition, especially if they have specific needs that are not addressed during the transition process.

### What challenges do learners face during transition?



I can't find my way around or find accessible routes in my new school.

I did not see inside my new school until the first day of term. I was scared.

Everyone thinks I'm 'big' and should be able to cope with my new school. I'm still scared and confused!

I get in trouble for being rude to my new teacher because I can't understand what she wants me to do.

The teachers in my old school planned how to help me in certain subjects. My new school doesn't know about this. All the support plans have to be started again. I wish my old teacher could still be involved.

I want to go to vocational college. I don't know which colleges are inclusive for students with disabilities. No one at my school knows either.

I am worried I won't find new friends or actively participate in the school events.

My parents are less involved in the school now I'm in a higher class, but I still want them to talk with my teachers when I have problems.

I'm confused by the new timetable. Where am I supposed to go and when? I get told off for being late.

The school is in a different neighbourhood – that's frightening.

It is really difficult to graduate to the next level. The exam is not adapted to my needs.

I'm not used to being away from my parents all day.

The teachers do things differently at this school. They have different ways of teaching. I can't get used to their expectations.

### How can we make transition more inclusive and supportive?

Pre-schools, primary schools, secondary schools, higher education and vocational education institutions must communicate to support learners before, during and after transition.

Have staff who co-ordinate grade/school transition.

Develop mechanisms so teachers and specialist staff share information with previous/future teachers and specialists.

Ensure individual education plans are recorded and shared with the learner's new teacher/school.

Train all staff how to support learners' emotional, physical and academic needs when they leave or join a school, and provide guidance materials.

Give parents leaflets on what to expect and what activities they and the school can do to make transition easier.

Help learners visit their next class/school and become familiar with the surroundings, people and procedures before they move.

Enable teachers to make home visits to some learners to find out about their needs and family and community support system.

Involve parents/guardians in developing transition plans and activities.

Review and revise graduation or entrance exams and other admission procedures. Adapt them to be accessible and appropriate for learners with disabilities.

Ensure secondary schools have information about accessible/inclusive higher and vocational education options.

Ensure secondary, higher and vocational institutions offer career guidance giving appropriate and motivational advice to learners with disabilities.

This poster was designed by EENET, based on research carried out by Bridge of Hope Armenia and Step by Step and Keystone Moldova, with support from Open Societies Foundation, Early Childhood Programme.



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<sup>2</sup> This poster is currently available to download in PDF format in 11 languages: Arabic, Armenian, Bosnian, Croatian, English, French, Russian, Serbian, Spanish, Swahili, Ukrainian, Vietnamese. An accessible Word version is available in English. [www.eenet.org.uk/uncrpd-article-24-project/inclusive-transition-posters/](http://www.eenet.org.uk/uncrpd-article-24-project/inclusive-transition-posters/)

## Handout C4: Changing examination policy

|   |  |
|---|--|
| <p>Teachers will receive training on how to make formal exams and other tests more inclusive.</p>   | <p>A system will be established/ maintained through which schools can seek advice and request adjustments for their learners with specific needs, in advance of them sitting formal exams.</p>   |
| <p>Awareness will be raised among the public to ensure that parents, learners and employers understand the benefits of, and therefore support the move towards using more non-exam-based assessments.</p> | <p>All continuous assessment methods provided or recommended to schools will include diverse and accessible activities. There will not just be formal written work, but also oral, visual, multi-media, performance and other methods for learners to convey their knowledge and skills.</p> |
| <p>Schools will be provided with continuous assessment options as well as (or sometimes instead of) exams.</p>  | <p>Curricula will be developed in such a way that teachers are guided and encouraged to use alternative forms of assessment throughout the year, as well as preparing learners for exams.</p>  |
| <p>Ongoing assessments and exams will have a balance between testing learners' retention of information and assessing their understanding and application of information.</p>                             | <p>No learner will be put under unnecessary assessment pressure. Teachers will be advised on a maximum number of formal assessments and the spaces between them.</p>   |
| <p>Alternative assessment methods will be encouraged as part of the overall assessment package. These will include peer assessment and self-assessment.</p>   | <p>Teachers will receive training on how to provide constructive feedback to learners (not just marks) following assessments.</p>  |

## Handout C6.i: Which learners have needs?

**Ahmed** is 7 years old. He lives with his mother and 3 siblings. His father left them last year when Ahmed's youngest sister was born. She was born with a physical impairment and Ahmed's father said he would not look after such a child or their mother and he moved to the city to become a taxi driver. He offered to take Ahmed with him, but the boy wanted to stay with his family. The father does not send them any money, and someone told Ahmed that he has found a new wife. Ahmed started school 18 months ago (before his father left) and immediately was top of the class. Last week, however, the teacher told his mother that Ahmed is now at the bottom of the class.

**Teena** is 14 and studying in secondary school. She has a physical impairment. Her parents say she can go to university when she is old enough. She loves biology and chemistry and won a prize for a science experiment at a recent school open day. She cannot decide whether to study to be a doctor or a chemist. When she started at the secondary school, the head teacher agreed to move some classrooms around so that Teena's science lessons could be held in the ground floor science laboratory that usually only the upper secondary classes used. Teena can get her handcycle into this room, which makes carrying her science books to her desk much easier.

**Ghada** is deaf and 10 years old. Her parents helped her to learn sign language before she started school. Ghada's aunt comes to school with her every day to interpret. The teacher is relieved that the family has provided this sign language support because he does not know how to teach deaf learners. Ghada's grades are average. During break times Ghada sits with her aunt under a tree reading books, studying and discussing in sign language with her aunt. The other children will not play with Ghada when her aunt is there, and Ghada is too scared to go and play with others when she cannot hear what they are saying or communicate with them in sign language.

**Ben**, who is 12, causes trouble in every lesson. He runs around, shouts and sometimes hits other children. He has been in the school 5 years. Before that he had lived in another country where his family house was destroyed by soldiers and Ben became paralysed in his left arm when he was injured in the attack. Ben's parents speak their old country's language at home and Ben's teacher says he does not speak the language used in school very well, so his grades are poor in every subject.

13-year-old **Gina** is considered very clever by all the teachers, but they also say she is difficult to teach. Sometimes she completes the tasks very quickly and accurately, and then disturbs the other learners. Other times she struggles to complete the task and gets angry and aggressive. Her parents have asked if she could be assessed to see if she is autistic, but there is no one locally who can do such an assessment. Gina has started to skip school some days. Her parents think there might be a pattern to the days she misses but have not yet worked out what the cause of her truancy might be.

**Nathan** is 16 and will soon take important exams. He has a 'hidden' disability and is double incontinent and must follow a very strict diet. Throughout his education teachers have told him he is naughty when he asks to go to the toilet frequently or when he says he needs to eat something even though it is not break time. Sometimes he cannot concentrate in lessons because he is so worried that he has soiled himself and that other children will laugh at him. He struggles in subjects that require him to do anything physical but is top of the class in computer studies and several other subjects.

## Handout C6.ii: Answers to C6.i

**Ahmed** has specific learning needs. Clearly his achievement in school has declined rapidly. This may be linked in some way to his home life. Maybe he experiences emotional difficulties because of the separation from his father, or perhaps he feels angry because his father left them. He may be hungry and tired if the family is struggling financially. Perhaps he is having to work to help his mother at home, or to look after his disabled sister, or to earn money. The teacher needs to find out as much as possible about Ahmed's situation at home, to understand why his achievement has declined. The teacher could see if Ahmed's family can support him in specific ways, or whether additional support options can be found for Ahmed and his family.

**Teena** has a mobility impairment as she uses a handcycle to move around. With simple changes made to classrooms her impairment appears not to be a barrier to learning. From the information we have available, she does not appear to have any specific learning needs. However, the story does not tell us about other aspects of school life, like whether she has friends and joins in social activities. School is about more than just academic success, so it would be good for the teachers to find out if Teena has any needs related to improving peer interactions.

**Ghada** seems to be learning well enough, although the teacher seems to play a limited role in this. Perhaps the teacher knows what Ghada's grades are because he marks her work, but does not know much else about her learning interests, strengths and weaknesses if he does not engage with her. Ghada seems to be missing out on peer interactions too. Her life in school seems isolated and her achievements so far seem dependent on her aunt's presence. There is a need for Ghada's teacher to find more ways to engage with her directly and to help her interact with the other learners. If these extra layers of learning and stimulation happen, maybe Ghada's grades will go from average to good or even excellent, and she could become more independent. Perhaps Ghada's aunt could work with the teachers to help all the other children in school to learn sign language.

**Ben** appears to be a very troubled child. He obviously had traumatic experiences before he moved to a new country. His impairment may be partly the cause of his bad behaviour (perhaps he is frustrated at not being able to do some things, or maybe he is being bullied), but it is likely not the only cause. Ben's disruptive behaviour may result from frustration at not understanding the language of instruction and being confused because his family speak a different language at home. Ben may also experience emotional difficulties as a result of witnessing violence at a young age. His teacher and others in the school may need to work harder at supporting his language development and providing psycho-social support. It is also possible that Ben is left-handed and since the attack which left his left arm paralysed he may be struggling to adapt to being right-handed.

**Gina** has started missing school for a reason. She might be trying to avoid lessons that she struggles with, in which case the teacher needs to understand why she is struggling when she seems so good in other lessons. Is it the subject that is the problem, or the teaching methods the teacher is using? The teachers could track all lessons (subjects and methods) and see if they can find a pattern in Gina's behaviour. Maybe Gina is missing school for other reasons. Perhaps she has started menstruating and is struggling to cope with this in school (are the toilets clean and safe to use, does she have sanitary protection available?). Teachers and parents might also want to consider more sinister reasons – is Gina skipping school to avoid certain people, like a boy or teacher who is sexually harassing her, or is she being bullied? It is also possible that Gina's extremes of behaviour and performance are due to autism, as her parents suspect, but the school should look at all other possibilities too, perhaps while they are waiting to get access to a specialist who can assess her. They could also find out more about Gina's social skills outside school, how she engages with family and community and whether similar patterns of anger and aggression emerge.

**Nathan** needs teachers to understand better that not every disability is obvious and that learners can have different basic needs which, if not met, can seriously affect their learning and their emotional and physical wellbeing. In order to learn effectively, Nathan does not need academic help, but instead he needs the freedom to use the toilet and eat at times that suit him, not at times rigidly controlled by the school timetable.

## Handout C7.i: Maria's story – part 1

Maria enrolled in her local primary school 4 months ago. She has Down syndrome. Maria is a lively, talkative 8-year-old, but finds it difficult to understand the lessons and can get very noisy when she becomes confused and frustrated. The teachers in the school support inclusion, although no staff have received any formal training on working with children with disabilities. They just attended a 2-day introductory workshop.

Maria's teacher soon realised that Maria was having difficulties in class. The teacher did not know what to do and wanted advice. He asked an itinerant support teacher from a district resource centre to observe Maria and talk to her, and to her parents and the teacher. The itinerant teacher advised that Maria needed support, at least some of the day, from a classroom assistant who could help her understand what is happening and support her through differentiated activities created by the teacher. This would help Maria to participate in the lessons with her peers, but sometimes do different activities better suited to her interests and abilities.

The school's head teacher said there was no budget to pay for classroom assistants or for the itinerant teacher to attend regularly. However, she called a meeting and asked Maria's teacher, parents and several other teachers in the school to think of alternatives. The head teacher explained to them about the concept of reasonable accommodation and asked them to think of ideas for supporting Maria that were appropriate, achievable and affordable with the human and material resources already available in the school and community.

During intensive discussions the teachers shared experiences from other schools they had worked in, and Maria's parents made suggestions based on what they knew about Maria's behaviour and needs, and their knowledge of the local community. At the end of their meeting they reached a consensus and presented their preferred idea to the head teacher.

### Instructions

- Work in pairs or groups.
- Discuss all the solutions that you think the teachers and Maria's parents discussed during their meeting. What do you think they suggested and why?
- Can you anticipate which solution they chose to try? Why do you think this would be the best solution?

## Handout C7.ii: Maria's story – part 2

The head teacher agreed and asked them to start taking action on their chosen solution. It took a few weeks to arrange.

First, the itinerant teacher, Maria's teacher and parents visited a local college to discuss what activities the students already did for their 'community service' activities. They found that 3 days a week, different students went into the community to work with community projects, like supporting elderly people with daily activities, or helping with environmental projects. The college agreed to ask if any students were interested in classroom support work in a primary school.

Four students volunteered. It was agreed that three of them would work in Maria's class (each working on a different day, Monday, Wednesday or Friday) and the fourth student, a keen athlete, would work in another class on Fridays where the teacher needed support with their extended sports lesson. The students were introduced to the class teachers. During a weekend the students received some training about how the teachers plan lessons and manage their classrooms, the current curriculum, how the teachers adapt activities for different learners, and how to work in a classroom to assist learners (but not do the work for them). They were also introduced to Maria.

Since then, the students have been working in the classrooms every week. To start with Maria was a bit confused – some days she had an assistant, some days she did not. And the assistant was different on Monday, Wednesday and Friday. But she soon got used to the routine, especially when she realised that each assistant did different things that she liked:

- On Mondays the assistant – who was studying art at college – would draw pictures really quickly and use these to help Maria remember the lesson or instructions. These pictures were also stuck on the wall so that all the students could look at them later and be reminded of the lesson.
- On Wednesdays the student, whose brother was deaf, would teach Maria a new sign, relevant to the lesson. Maria loved learning new signs and then teaching them to her parents. Other children in class also started asking Maria to show them the signs. She liked this feeling of being popular.
- On Friday the student, who was passionate about the environment and recycling, always brought in strange objects for Maria to touch and play with during the lessons.

The teacher found it quite challenging working with 3 different assistants, and it took a while for him to become organised enough to prepare the assistants in advance for the upcoming lessons. However, one day he realised they all had mobile phones and so they decided to use a WhatsApp group.

In the evening, when the teacher was preparing his lessons, he would send a message to the student who was assisting next day and give a quick summary of the lesson topics and methods. The student then came up with some ideas for how he/she would assist Maria, and the teacher said which ideas he thought should be tried. The students who were not assisting the next day also read the conversation and this helped them to keep up with other lessons and activities that Maria was doing.

Maria's parents say Maria loves coming to school and is gaining confidence. Initially they had been worried that 17-year-old students would not be suitable classroom assistants. However, now they feel the students are ideal assistants because they do not take over from the teacher. The teacher must prepare and advise the student assistants but cannot totally 'dump' responsibility for Maria on them. The students bring creative ideas and fun to the lesson, which is very important for ensuring Maria's participation and concentration. But the teacher remains fully responsible for planning and guiding Maria's learning.

## Instructions

Work in pairs/groups and discuss:

- Would an idea like this work in the schools you know? Why or why not?
- How could you adapt this idea so that it would work in the schools you know, with a learner like Maria?
- Share any experiences you have of other adaptations that schools have made for learners who have learning disabilities.

## Handout C7.iii: Reasonable accommodation cards – quickfire game

|  |  |
|--|--|
| <b>The journey to school</b>                                   | <b>Accessing school infrastructure</b>                                       |
| <b>Participating in lessons and in non-academic activities</b> | <b>Using teaching and learning materials and other educational equipment</b> |
| <b>Joining in break time and lunch time activities</b>         | <b>Accessing safe water and sanitation</b>                                   |
| <b>Joining in sport and leisure activities</b>                 | <b>Participating in assessments of learning progress, tests and exams</b>    |
| <b>Ensuring learning happens at home.</b>                      |  |

## Handout C8.i: Adjustments to make tests and exams more inclusive for individual learners

|  |   |
|--|---|
| <p>Allow more time for the test/exam.</p>  | <p>Allow learners to type their answers e.g. on a laptop or tablet.</p>   |
| <p>Allow learner to take the exam in a quiet room by themselves.</p>   | <p>Allow the learner to leave the room for supervised toilet, refreshment and/or rest breaks.</p>   |
| <p>Provide the test/exam questions in large print. This might include providing them on a laptop/tablet screen to allow the learner to 'zoom' the text to their preferred size or to change colours and contrasts.</p> | <p>Allow learners to use non-standard paper (e.g. pale coloured or with bold lines) or different pens (e.g. bold marker pens) if this helps them to see better what they are writing.</p> |
| <p>Provide the test/exam questions in Braille.</p>   | <p>Allow the learner to use rough paper to write notes before putting final answers onto the test/exam paper.</p>   |
| <p>Provide the test/exam questions in audio format.</p>  | <p>Allow learners to use calculators.</p>   |

|   |  |
|---|--|
| <p><b>Allow an adult to read the test/exam questions aloud to the learner.</b></p>  | <p><b>Ensure the room is physically accessible.</b></p>  |
| <p><b>Allow an adult to write the answers that the learner dictates verbally.</b></p>   | <p><b>Ensure the room is not near other sources of noise.</b></p>  |
| <p><b>Provide a sign language interpreter to ensure the learner understands all verbal instructions or can participate in any aural/oral parts of the test.</b></p>                     | <p><b>Ensure the room has suitable lighting. Provide additional reading lamp if needed.</b></p>                  |
| <p><b>Provide a revised version of the questions using simplified words and sentences.</b></p>  | <p><b>Allow a personal assistant to accompany the learner to help with mobility and personal care needs.</b></p> |
| <p><b>Allow the learner to do a different activity to demonstrate learning (e.g. demonstrate maths skills by measuring and cooking ingredients rather than doing sums on paper)</b></p> |  |
|   |  |

## Handout C8.ii: Answers for C8.i

|  |   |
|--|---|
| <p><b>Allow more time for the test/exam.</b></p> <ul style="list-style-type: none"> <li>• Ghada – depending on the nature of the exam, she may need more time when working through sign language interpreter</li> <li>• Nathan – may need more time if he has to take several toilet/food breaks</li> <li>• Ben – may need more time if his paralysed arm makes writing difficult</li> <li>• Maria – may need more time because she finds it difficult to understand the questions or express herself</li> <li>• Gina – may need more time to avoid her becoming stressed, especially if she is assessed as autistic.</li> </ul> | <p><b>Allow learners to type their answers e.g. on a laptop or tablet.</b></p> <ul style="list-style-type: none"> <li>• Ben – if his paralysed arm makes handwriting difficult.</li> </ul>  |
| <p><b>Allow learner to take the exam in a quiet room by themselves.</b></p> <ul style="list-style-type: none"> <li>• Gina – this may help if she gets frustrated or angry during the exam, or if she finishes quickly and may disrupt the others</li> <li>• Maria – it may be less distracting or stressful for her in a separate room</li> <li>• Ana – a separate room may reduce the risk of background noise which would make it hard for her to hear instructions or engage with any aural/oral parts of the test/exam.</li> </ul>   | <p><b>Allow the learner to leave the room for supervised toilet, refreshment and/or rest breaks.</b></p> <ul style="list-style-type: none"> <li>• Nathan needs to be allowed to leave whenever necessary for toilet or dietary reasons</li> <li>• Maria may need breaks if it is very tiring for her</li> <li>• Gina may need to be allowed leave the room to ‘de-stress’.</li> </ul> |
| <p><b>Allow an adult to read the test/exam questions to the learner.</b></p> <ul style="list-style-type: none"> <li>• Maria may need someone to help her read the questions if her reading skills are not very good.</li> </ul>  | <p><b>Allow the learner to use rough paper to write notes before putting final answers onto the test/exam paper.</b></p> <ul style="list-style-type: none"> <li>• Maria – it may help if she can practise answers before copying them onto the proper paper.</li> </ul>   |

|  |  |
|--|--|
| <p><b>Allow an adult to write the answer that the learner dictates verbally.</b></p> <ul style="list-style-type: none"> <li>• Maria may need someone who writes her answers down if her writing skills are not very good. She may be able to answer the questions verbally but not convert her answers into writing.</li> </ul>  | <p><b>Ensure the room is physically accessible.</b></p> <ul style="list-style-type: none"> <li>• Teena needs a room with easy access for her handcycle, and with enough space for her to get to her table/desk and to leave the room easily (e.g. if she needs a toilet break).</li> </ul>   |
| <p><b>Provide a sign language interpreter to ensure the learner understands all verbal instructions or can participate in any aural/oral parts of the test.</b></p> <ul style="list-style-type: none"> <li>• Ghada needs an interpreter</li> <li>• Double check if Ana uses sign language too and whether she would benefit from having an interpreter.</li> </ul>   | <p><b>Ensure the room is not near other sources of noise.</b></p> <ul style="list-style-type: none"> <li>• Ensure that Ana can hear all instructions and that there is no nearby noise preventing her from hearing/ concentrating.</li> <li>• This of course benefits all the learners!</li> </ul>   |
| <p><b>Provide a revised version of the questions using simplified words/ sentences.</b></p> <ul style="list-style-type: none"> <li>• Maria may benefit from a simplified text</li> <li>• Ben may be able to participate in the test/exam better if the questions are tailored to the current level of his language skills</li> <li>• Ana and Ghada may need some degree of language modification on exam paper.</li> </ul> | <p><b>Allow a personal assistant to accompany the learner to help with mobility and personal care needs.</b></p> <ul style="list-style-type: none"> <li>• Nathan may need someone to help him with toileting or eating – the question should at least be asked</li> <li>• Teena may need someone. She seems independent but the question should be asked.</li> </ul> |

## Handout C8.iii: Different ways to assess learners' progress

The following ideas are taken from 'The Foundations of Teaching: Training for educators in core teaching competencies' (Save the Children, 2016)

### Non-verbal/non-written cues

#### 1. Thumbs up/thumbs down

Students will give a thumbs up for yes or a thumbs down for no. Students can also give a thumbs up for being ready to move on or a thumbs down for not being ready. The only drawback is some students who are not good judges of readiness.

#### 2. Fist to five

Students indicate their confidence level with material being presented by displaying a number from zero (fist) to five. The teacher can re-teach students who are at a 1 or 2, and those at a 4 or a 5 can receive a more challenging problem to complete.

#### 3. Show me, don't tell me

The teacher demonstrates and explains a gesture to represent a concept, idea or definition. The teacher then checks for understanding by telling the students to "show me, don't tell me." This works well if you've taught signals for different vocabulary words. Students can "show" the answer in unison as you read a definition aloud.

#### 4. Take a stand

Teacher presents an issue and designates opposite sides of the room as opposing viewpoints. Students choose where to stand on the continuum based on their personal beliefs. This works well for controversial issues or before/after a debate.

#### 5. Four corners

Teacher labels the four corners of the room A,B,C, and D for multiple choice questions or strongly agree, agree, strongly disagree, or disagree for opinion-based questions. When given a cue, students move to the appropriate corner to answer the question.

### Partner/group work

#### 6. Tell your partner/check your partner

Teachers have students tell their partner the answer or explain the new material. In order for this to be effective, partners should be assigned numbers or letters to take turns.

#### 7. Think-pair-share

Ask students a question. Have students think of their answers individually for several minutes then discuss their answers with a partner. After several minutes ask partners to share what they talked about. Useful for difficult questions.

### **8. Small group discussion**

Pose discussion questions to small groups of 4-6 students and allow them time for discussion. Walk around the room and monitor the students' discussions to check for understanding. Once students have finished you can ask one student from each group to explain to the class what they talked about in their group.

### **9. Whiparound**

Whiparounds can be used to provide examples, give "I agree" or "I disagree" statements, or list key points. You point at/call on different students in quick succession and they have to give you an immediate answer. Point to/call on as many students as possible. Time these in order to minimize off task behavior.

## **Written**

### **10. Got/need**

Students create a mini t-chart where they will list what they "got" (understood) and what they still "need" (more help with). This is great for longer lessons.

### **11. Summaries**

Students write short summaries of what they have learned. Use a strategy like the 5 W's or Beginning, Middle, End to aid students. Or set a summary challenge, such as 'Answer the question in exactly 20 words'.

### **12. Misconception – prove me wrong!**

Teachers give students a misconception regarding material in the lesson. This could be an incorrect key point, a math problem worked incorrectly, or any misconception that could occur within the material. Students have to disprove the misconception using their understanding of the lesson.

### **13. Poems/songs/stories/drawings**

Students write poems/songs/stories about a topic or issue they are studying in class. This is a way to let them be creative while checking for understanding. It also appeals to different learning styles.

### **14. Exit tickets**

At the end of a class you can ask students a few questions about the days lesson. They can write their answers on a sheet of paper and hand it to you as they leave the classroom. This is a great way to get instant feedback about what students learned in the lesson and then you can adjust your next lesson to address any gaps in the students' understanding.

### **15. Quick-write**

This can be a great way to start or conclude class. Give students a prompt that addresses the content you have been teaching and give them 5-10 minutes to write down all of their ideas.

### **16. Quick list competition**

Given a topic and a limited amount of time, students create a single column or double (T-chart) column list. The group with the most number of items or most unique item may get a prize such as extra points on an assignment.

## Verbal

### 17. Presentation

Giving students the opportunity to present or give speeches to their classmates is a good way to check for students' understanding as well as let the students teach or reinforce concepts to other students.

### 18. Debate

You can allow groups of students to debate each other by teaching them different sides of an argument or concept and having them use the information they have learned to hold a debate.

### 19. Role-play/skits

Giving students the chance to act out a scene from a story or create their own skit based on a concept, historical event, or story is a creative and fun way for students to show what they understand and for you to assess their learning.

## Handout C9: Collaborative support for learners with multiple impairments

There are many options for providing schools and teachers with support to enable them to include learners with more complex needs. These include formal and informal or community-based options. The formal options may require more resources or policy commitments, while the informal and community options may be more flexible and easy to implement while waiting for additional resources or policy changes. A mixture of formal and informal support options should also be considered, as the formal support is rarely going to be sufficiently resourced.

### Formal options

- Advice and regular visits could be obtained from itinerant teachers who specialise in supporting learners with particular impairments and/or who specialise in providing alternative pedagogy advice. Such teachers can also help the mainstream school prepare, deliver and monitor individual education plans.
- There could be support for learners from similarly skilled resource teachers based in a school, cluster of schools, district teachers research centre, etc.
- Outreach support could be sought from a special school or school with a special unit. This might include the specialist teachers or assistants working alongside the mainstream class teacher to prepare differentiated lessons or materials. It may also involve the specialist teachers/assistants occasionally working directly with the learner to provide targeted help with specific needs. However, it is vital that this sort of support does not lead to class teachers withdrawing from their responsibility to teach learners with more complex needs and putting all the responsibility on the outreach/support teachers.
- There could be opportunities provided for the learner to attend preparatory classes in a special school or unit, for instance, to help develop key communication, learning and daily living skills. Hand-in-hand with this there would need to be opportunities for the mainstream teacher(s) to receive training and support from the specialist settings, prior to the learner moving to a mainstream school. This might be a gradual process, with the transition from specialist to mainstream provision happening slowly, step by step rather than as a sudden switch of schools which might be overwhelming for both learner and mainstream teacher.
- Opportunities could be offered for the learner to study with assistance part of the time at home or with an adjusted, flexible timetable that reduces their time at school without excluding them from lessons and other activities.
- The learner could divide her/his time between a specialised setting (resource centre, special school) and a mainstream school. The skills of the learner and the teacher(s) in the mainstream setting could gradually increase and the learner would gradually increase the amount of time spent in the mainstream setting, until she/he achieves full-time learning in that setting.

## Informal/community

- Volunteer classroom assistants and/or personal assistants could be trained and used. Such volunteers could be found within community groups, youth and student groups, unemployed young people looking for work experience, and so on.
- Parents and family members could be invited and encouraged into the school/classroom to provide learning and/or personal support.
- Schools could seek advice and practical support from local organisations such as a CBID project, organisations of persons with disabilities or disability support group.
- Schools can make maximum use of peer support activities when planning lessons, so that the learner with multiple impairments and learning needs works with other learners.
- Community groups and youth groups may be able to provide support with learning in the home.
- People from neighbouring communities could be invited to share their own relevant experiences and ideas.
- Local leaders/committees could be invited to engage in discussions to explore options regarding how the community can solve problems for particular learners.
- Schools and community groups can come together to advocate with the authorities for their voluntary solutions to be formalised and funded.



# Module D Education system change

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# Activity plan

| Activity   | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list |
|--|----------------|-----------------------------------|--------------------------------|---|---|
| D: Map an education system, wider connections, and decision-makers   | 60 mins        | Core topic (required activity)    |                                |   | Handout D.i.<br>Handout D.ii<br>Handout D.iii<br>Handout D.iv<br>Handout D.v          |
| D1: Understanding logical pathways of change for inclusive education | 45 mins        |                                   |                                |   | Handout D1.i<br>Handout D1.ii<br>Handout D1.iii                                       |
| D2: Investigating entry points for our work on inclusive education   | 45 mins        |                                   |                                |   |   |

| Activity  | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list |
|---|----------------|-----------------------------------|--------------------------------|---|---|
| D3: How can we support the 4 As?                  | 60 mins        |                                   |                                |   | Handout D3  |
| D4: Scaling up inclusive education projects       | 60 mins        |                                   |                                |   |   |
| D5: Using our project work to advocate for change | 60+ mins       |                                   |                                |   | Handout D5  |

| Activity  | Suggested time | I will use this activity (yes/no) | How much time will I allocate? | Adjustments I will make<br>Plan how you will change the activities to suit your participants and time available | Materials I need to prepare.<br>Add your preferred facilitation materials to the list        |
|---|----------------|-----------------------------------|--------------------------------|---|--|
| D6: Transforming special schools and providing specialist support in inclusive settings | 2 hrs 30 mins  |                                   |                                |   | <b>Handout D6.i</b><br><b>Handout D6.ii</b><br><b>Handout D6.iii</b><br><b>Handout D6.iv</b> |

# Overview

This module has been written for CBM staff and partners, but may contain messages and approaches that are relevant for other organisations.

This module looks in more detail at the challenge of choosing appropriate ways to support systemic changes needed to develop inclusive education. It also addresses how we can go beyond small projects to bring about or influence wider, more sustainable change. Finally, it reflects on the role of special schools in an inclusive education system.

Every workshop is unique, because each situation and each group of participants is unique. As the trainer you will probably use a pre-workshop questionnaire to help find out about the participants' existing knowledge, skills and experience and what they most want and need to learn.

This module brings together and builds on many important issues that participants have discussed in other modules. Therefore, before engaging with this module, participants will need to have a sound understanding of various aspects of inclusive education. This understanding can have been gained through experience and/or through participating in other training sessions within this package.

The following checklist highlights the knowledge that participants need if they are to fully understand the activities here:

- understanding of CBM's position on and commitment to inclusive education;
- understanding of the role stakeholders – especially persons with disabilities and organisations of persons with disabilities (OPDs) – play in inclusive education;
- understanding the importance of collaboration in inclusive education
- understanding of the twin-track approach: universal design and universal design for learning (UDL) and reasonable accommodation;

We recommend, at the very least, the core topics in Modules A, B and C should be completed before beginning this module. The activities in this module should not be facilitated with participants who do not have an existing foundation of understanding and experience. While the focus questions addressed in Module D may be questions your participants most want answers to, it is vital that you help them to build up their understanding through engaging in topics from the other modules first. If you attempt to short-cut straight to dealing with the questions in Module D, it is likely that the participants will be out of their depth and struggle to engage fully in the activities.

Focus topics **D1**, **D2** and **D3** explain how we can decide what aspects of inclusive education to work on.

- **D1** looks at the idea of **pathways of change**, using an activity that helps participants understand the importance of thinking logically about where to focus our work.
- **D2** looks at **where to gather information** and evidence to help us choose the best entry points for our work.
- **D3** looks at the **4As – availability, accessibility, acceptability, and adaptability** – which are essential elements for inclusive quality education. It can be a useful framework for planning our work.

All organisations and governments working on inclusive education should be thinking – together – about the logical pathways of change that they are contributing towards. **Focus topic D1** is therefore important for helping participants to understand how to plan for contributing towards a chain of changes (rather than just planning to deliver isolated outputs). However, thinking about pathways of change (a theory of change approach) is quite complicated and can take time.

**Focus topic D3** – about using the 4As as a framework to help choose aspects of inclusive education to focus on – may feel simpler. However, just looking at the 4As does not necessarily help us to see how everything is interconnected, and could lead to us planning isolated outputs rather than understanding the pathway of changes that our work is contributing towards.

Although all focus topics can stand alone, ideally, trainers will work through all activities in this section (**D1**, **D2** and **D3**), starting with the pathways of change activity, then looking at sources of information to inform planning decisions, and then focusing on the 4As, remembering that any work we do on any of the A's needs to be considered from a pathway of change perspective.

In reality, trainers may face time constraints and/or may feel participants are not ready to cope with the complexities of the pathways of change approach. In that case, the trainer can start with the 4As activity, then look at sources of information. However, it should remain the goal at some point – perhaps in a later workshop – to help participants engage with the pathways of change messages.

## Core topic

# What is an education system and who is responsible for education system change?

## Key message



The education system in most countries is complex. It consists of many connected elements that need to work together. The education system also needs to connect with other sectors – it cannot work effectively in isolation.

A government is ultimately responsible for the education system in its country. The government may have a centralised or decentralised approach to running its education system. Non-state actors often get involved in the education system, for instance to help fill gaps or support improvements in the education system, or to lobby for changes in the system. It is important that non-state actors know who to work with, within the system, to ensure their efforts contribute positively and appropriately to system-wide change.

This session should be a quick recap for participants, as they should already have some knowledge of or experience with inclusive education. The trainer can choose to use the main activity or one of the suggested adaptations.

## Background information for the trainer

### Education systems

“[Inclusive education] requires an in-depth transformation of education systems in legislation, policy and the mechanisms for financing, administering, designing, delivering and monitoring education.” (para. 9)

A core feature of inclusive education is: “A ‘whole systems’ approach: education ministries must ensure that all resources are invested in advancing inclusive education and in introducing and embedding the necessary changes in institutional culture, policies and practices;” (para. 12)

General comment No. 4 (2016) on the right to inclusive education

Almost all countries have an education system consisting of many elements, such as:

- laws, policies and judicial systems relating to education rights and provision;
- government departments, teams or individuals responsible for different elements of education (e.g., budgets and funding, curriculum, examinations, teaching and learning materials, teacher development and recruitment, infrastructure);
- teaching and support personnel;
- school and district managers, administrators, committees;
- education facilities (e.g., schools, resource centres, colleges, universities);
- learners, parents, families and community members;
- related elements such as school health, transport, food and catering, technology.

All parts of the system are connected in some way. Actions or changes that happen in one part of the education system can impact on what happens elsewhere in the system. Attempts to make changes in one part of the system may fail if matching changes are not happening elsewhere in the system (e.g. attempts to improve teaching and learning practice in schools may be ineffective if the curriculum and exam system or assessment procedures are not changing to correspond with these new practices). Therefore, for education to become inclusive we need all elements of the education system to be pulling in the same direction.

Education systems also cannot work in isolation from other parts of the government and social machinery. For instance, there need to be connections with the social welfare, health and justice sectors; with sectors dealing with employment, business and the economy; sectors responsible for sport, culture, communications and media; as well as with sectors dealing with migration and refugees.

### Education system change

#### Link with Article 24 of the UNCRPD

“Ensuring the right to inclusive education entails a transformation in culture, policy and practice in all formal and informal educational environments to accommodate the differing requirements and identities of individual students, together with a commitment to removing the barriers that impede that possibility. It involves **strengthening the capacity of the education system** to reach out to all learners... It requires an in-depth **transformation of education systems** in legislation, policy and the mechanisms for financing, administering, designing, delivering and monitoring education.”

General comment No. 4 (2016) on the right to inclusive education, para.9

The education system is – first and foremost – a state responsibility. Governments have an obligation to provide a fully functioning education system that fulfils the education rights of all its citizens and residents.

In each country, the structures used by government to deliver its education responsibilities vary. In some countries, education is managed (sometimes rigidly) by central government, with budgets, policies, practices, standards, etc, being decided, implemented and monitored nationally. Other countries have more decentralised structures, where responsibility for decisions and standards is

delegated to regional or district authorities, or even to the individual school community level. This means, in theory at least, that education is more responsive to local contexts, although it can also be interpreted in some contexts as government offloading responsibility (and passing the blame for any failures) to local authorities or individual schools. With a decentralised education system, different parts of the country might manage or develop their education provision in different ways, although often still complying with at least some rules and standards laid down at a national level. Both centralised and decentralised education systems face the challenge of ensuring that areas with the greatest education problems or needs receive a sufficient share of the funding or other support.

While the state is ultimately responsible for the education of its citizens and residents, in many countries the government may have difficulties fulfilling its obligations entirely. In many education systems, non-government and community-based organisations and private sector companies play a significant role in filling the gaps in government capacity and/or delivering new or alternative options for education provision that the government is not yet able or keen to deliver. This is often the case with inclusive education, where we see a high number of pilot programmes globally, but still relatively few national education systems that have fully embraced, legislated for, and scaled-up the lessons from these pilots.

## Activity: Map an education system, wider connections, and decision-makers



60 mins

**Aim of activity:** to encourage participants to reflect on the different elements that make up an education system; to consider or recall the inter-sectoral connections that are vital for inclusive education; to reflect on their understanding of which people have education-related decision-making roles and power in their context.

## Instructions

### Part one

This part of the activity may be useful for any participants who are not used to working in the education sector, or it could be a quick-fire warm-up activity with those who are familiar with the education sector.

Make sure you go straight into this activity **without** explaining the background information.

- First draw a simple diagram, using the example in **Handout D.i.**
- Ask participants to suggest all the elements that make up an education system. You can do this activity as a whole group or ask small groups or pairs to do it. The answers should be written into the diagram (add more circles to the diagram as needed).
- Encourage participants to group related elements together or draw lines to show connections between different parts of the education system.
- Add any important elements of the system that they have missed. See sample answers in **Handout D.ii.**
- Next, ask them to make another diagram showing all the other sectors that the education system needs to connect with and why. See the sample diagram in **Handout D.iii.**

- Add any important elements of the system that they have missed. See sample answers in **Handout D.iv.**

### Part two

- Present the background information to participants.
- Ask participants to form 2 groups.
  - If participants come from different countries, some with centralised education systems and others with decentralised education systems; one group will think about centralised education systems and the other will think about decentralised education systems. Try to have participants with direct experience of the relevant type of system in the respective groups.
  - If all participants come from one country or countries with very similar education systems, both groups discuss decision-makers in the same education context.
- Each group should think about this scenario: “Your organisation wants to find out more about what is happening in education in country X, to understand if or where your organisation could add value, and to discuss ideas for influencing systemic changes (e.g., change towards inclusion). To do this you need to talk to decision-makers.”
- Each group should brainstorm who might be the decision-makers in the centralised or decentralised education system.
- Answers can be shared and discussed as a whole group.

### Local adaptations

Alternative ways to facilitate this activity include:

- **Short presentation:** If you are training people in a specific country (rather than training people from many different countries) you could prepare a diagram and short presentation which explains the composition of the education system, the relevant other sectors in that country and the decision-makers. This can then be presented to participants.
- **Guest speaker:** You could invite someone knowledgeable to come and present an overview of the country's education system and decision-makers to your participants, as well as doing the diagram activity. This may help to liven up the session and make a more tangible connection between the theory and reality of an education system.

When selecting a guest speaker, consider the following. They:

- should be someone who is carefully chosen;
  - should know about inclusive education, and understand the globally accepted wider interpretation, beyond just disability inclusion;
  - could be a representative from the ministry of education, or from a university or college that carries out inclusive education training or research;
  - should be someone you already know well, so that you know that they will reinforce and not undermine your message about and approach to inclusive education;
  - should be a good public speaker who can make the topic interesting.
- **Online research activity:** If you have participants from many different countries, you could supplement the diagram activity by giving them a chance to do some online research into their own country's education system. They can then share and compare with others.

## Choose your focus

At this point of the module, focus questions allow participants to dig deeper into the issues that are important to them. The core topic may have raised different issues for different people or different organisations. Trainers may have predetermined the questions to be addressed or may use a questionnaire at this point of the training. Focus questions are designed to stand alone so that each group of participants can determine which issues to focus on and address them in an order that is meaningful to them.

### How do we decide on a pathway of change for inclusive education?

- ▶ Go to **'Focus topic D1'**

### How do we choose appropriate entry points for our inclusive education work?

- ▶ Go to **'Focus topic D2'**

### How can we ensure our approach will make a significant contribution to the quality of education?

- ▶ Go to **'Focus topic D3'**

### How can we scale up inclusive education projects?

- ▶ Go to **'Focus topic D4'**

### How can we use project work to advocate for change?

- ▶ Go to **'Focus topic D5'**

### How can we support systemic change from special to inclusive schools?

- ▶ Go to **'Focus topic D6'**

## Focus topic D1

### How do we decide on a pathway of change for inclusive education?

#### Key message



Education system change is a huge, long-term undertaking. Many organisations are too small to make all this change happen by themselves. And anyway, ultimately the government is responsible for changing and improving the education system in a country. However, we can contribute towards the change, like a small cog in a large machine. We therefore always need to be aware of the bigger picture of change and work out logically where we can best make a useful contribution, so that our project and advocacy activities never happen in isolation.

### Background information for the trainer

Changing education systems so that they offer lifelong, quality, inclusive education to everyone is a massive undertaking. There is no prescribed formula or fixed set of steps that can be followed. Every country is starting from its own unique position of existing strengths and weaknesses. Developing an inclusive education system is a long-term process. It involves lots of stepping-stone changes to get from our starting point (A) to our final desired change (Z). Each small step/change takes us closer to the ultimate desired change. We can never get from A to Z in just one step!

Non-state actors are contributors to this complex, long-term pathway of changes in the education system. We are too small (and it is not our responsibility) to directly make every step/change between A and Z happen. But we must work out which steps on the pathway we should contribute towards.

Our work should always be based on a sound understanding of the situation – this means understanding the immediate situation (i.e., who needs what help, where, when, right now) and understanding the bigger picture of necessary longer-term changes.

We have seen already that to make progress with inclusive education we must take action on two tracks (individual-support actions and system-change actions). However, we also need to think carefully about each step that we take along these tracks.

One of the biggest problems with both NGO and government efforts to achieve inclusive education is that they often have unreasonable expectations for change. They expect to get from A to Z in one

step (they expect a huge change to happen, from just one or two small actions). This simply is not a logical or realistic pathway for change (it is not a good theory for how change happens).

### Here's a typical example:

An organisation decides its overall desired change will be: **“we want all learners who are blind or have low vision in Country X to have access to appropriate assistive devices throughout their compulsory education”**. The organisation then starts a big-budget project to provide learners and schools with assistive devices, Braille materials and training for learners in how to use the devices/materials. Five years later, a review shows that very few learners who are blind or have low vision have access to assistive devices and very few retained access to devices throughout their education.

### What went wrong?

The organisation made an assumption that action A (providing devices to learners and schools) would lead in one step to change Z (everyone who needs devices has access to them for the duration of their education). In reality of course there are many other possible starting points; maybe buying devices was not the most appropriate first step in this instance. Even if buying devices was a good first step, there are many other stepping-stone changes needed in between A and Z. Providing assistive devices is usually just a small step on the pathway to ensuring all learners who need devices will have them throughout their entire education.

### What other steps/changes could the organisation have contributed towards, to improve the results?

There are lots of possible change pathways – each project will follow a unique pathway of change. Here is just one possible pathway scenario:

The programme decided that its starting point (A) was to buy devices.

- After starting to provide devices, the organisation could have taken a next step, which could have been...
- Changing government awareness of assistive devices, which could lead to...
- Changing the capacity of government personnel to understand about devices, which could lead to...
- Changing government policy about device procurement and provision, which could lead to...
- Changing government practise and mechanisms for procurement and provision, which could lead to...
- The government takes responsibility for devices, which means....
- It is much more likely that learners will receive devices and keep them throughout their education (which is the ultimate desired change, Z)

When you analyse all the possible steps in between A and Z, it becomes more obvious why the first step of providing assistive devices might not be enough on its own to lead to substantial and sustained change.

## Activity: Understanding logical pathways of change for inclusive education



45 mins

**Aim of activity:** to help participants understand why – if we want to choose the most appropriate ways to contribute to education system change – we need to spend time thinking carefully about logical pathways of change, and not just planning project activities in isolation.

### Instructions

- Present the background information to participants.
- Ask participants to work in pairs or small groups. Give participants **Handout D1.i** and invite them to read it and discuss it. Spend time helping them to think through both the overall idea of logical pathways of change and understanding the example provided.
- As a whole group, invite participants to share if they know any examples of projects where the design was too ambitious – for instance, it expected a huge leap between the first step and the ultimate desired change (an expectation of leaping from A to Z in one step).
- Next, explain that the example in **Handout D1.i** is just one possible pathway for getting from (A) ‘providing assistive devices to learners and school’, to (Z) ‘all learner who are blind and have low vision in Country X to have access to appropriate assistive devices throughout their compulsory education’. There are always multiple pathway options between A and Z. **Handout D1.i** shows an example of a pathway that focuses on steps/changes involving **working with/advocating with the government**. Next we will explore another possible pathway that involves **working with community stakeholders**.
- Give participants **Handout D1.ii**. In their pairs or groups they need to think of at least 2, and maybe as many as 5 logical steps (stepping-stone changes) that might need to happen in between (A) ‘providing assistive devices to learners and schools’, to (Z) ‘all learner who are blind and have low vision in Country X to have access to appropriate assistive devices throughout their compulsory education’. However, this time their pathway of logical steps/changes needs to focus on the **involvement of the school community**.
- Walk around and listen to the pairs/groups’ discussions. Help them if they are struggling. If any group is finding it hard to decide their first stepping-stone change, you may want to give them an idea from **Handout D1.iii**. (Note, this handout provides **an example** of a pathway of changes, but there is no fixed answer for this task – participants could come up with lots of totally different pathways. The aim is to encourage them to think about logical, achievable steps.)
- When the groups have finished, ask them to merge their pairs/groups (2 groups become one bigger group). They should share their pathway ideas with the other pair/group and provide critical feedback. They need to think about:
  - Is each step logical? If not, why is it not logical and how could it be changed to make it logical?
  - Is any step too big – might there need to be some smaller steps in between?

### Optional extension activity

- You could add a follow-up activity that encourages participants to think about a real-life example of an ultimate desired change that they are working towards. They can create a similar pathway diagram to show the stepping-stone changes they are contributing towards on the journey towards the ultimate desired change.

### Local adaptation

#### Using real life materials

You could ask groups to work on a large table or the floor. They should write “(A) starting to provide assistive devices to learners and schools” on a piece of paper and put it on one side of the table/floor. They then write “(Z) all learner who are blind or have low vision in Country X have access to appropriate assistive devices throughout their compulsory education” on another piece of paper and place it on the other side of the table/floor. In between the two pieces of paper they place some real stones. (They can go and find these outside, or to save time you can bring some to the workshop.) These represent the stepping-stone changes between A and Z. Participants should discuss the stepping stone changes as instructed, and write their ideas onto pieces of paper which they place next to the stones.

This facilitation method gives participants the option to easily move the stepping stones into a different order, add extra stepping stones in between, and so on. If you cannot get real stones, you could cut out random shapes from paper to represent stones, or use other objects to represent stones (e.g., bottle tops).

Participants could be asked to present their pathway of change example by moving across the room, one step at a time, explaining the logic of each step or each change.

### Remember

We are all used to working in a certain way. Designing and managing projects using a theory of change approach will not be a familiar approach for many participants. As the trainer you cannot expect participants to fully understand and embrace a theory of change approach straight away after such a short session. They will need time to think about the approach and reflect on their own projects and experiences. Your goal with this session is simply to light a spark of awareness and interest that may eventually (with more support and training) lead to people changing how they approach project design.

## Focus topic D2

### How do we choose appropriate entry points for our inclusive education work?

#### Key message



When our organisations are deciding which steps or changes we could contribute towards in education system change, we must gather information and evidence to help us choose. An entry point for our work should not be chosen just because it is a good idea or easy to fund. We must use multiple sources of information, broaden our understanding and consider whether any proposed entry point is justified and suitable.

## Background information for the trainer

**Focus topic D1** showed us that there are always many stepping-stone changes that need to be achieved before our ultimate desired change happens. Non-governmental organisations (NGOs) cannot possibly make all of those steps/changes happen – we are too small and we do not have the mandate to work on everything. We need to decide which steps/changes we can be most useful in and help to achieve, and how we can contribute to achieving these steps/changes. We must choose suitable entry points to focus on.

When deciding which steps/changes we want to contribute towards:

- We must be able to justify that our decision is logical.
- We must never make a decision based solely on an individual team member's personal interest.
- We should not just choose interventions that are easiest to fund.
- We must be able to justify that stakeholders lead and validate our decision.
- We must check that we are not unnecessarily replicating or contradicting existing work by government, community or other organisations.
- We must be sure that we are not doing something just to make ourselves look busy or look good.

We might use the following sources of information to help us choose inclusive education entry points:

- situation analyses – our own wide-ranging participatory studies, but also other organisations' studies (we do not always have to start a situation analysis from scratch);
- UN Convention on the Rights of Persons with Disabilities (UNCRPD) reports (state reports and shadow reports from civil society organisations) – highlighting strengths and weaknesses in the government and civil society efforts to fulfil the obligations under the Convention (especially Article 24);
- analysis of national policies, laws, strategies, budgets, education sector plans, national strategic development goal indicators, focal points, accountability and monitoring systems, etc, and their status/position in government;
- relationships with and knowledge from a wide range of organisations of persons with disabilities (OPDs) (cross-impairment);
- NGO and civil society networks, working groups, etc;
- available data, such as data from education management information systems (EMIS); relevant world data, evidence reports and research;
- reference sources such as the General Comment 4 on Inclusive Education and the SDG4 indicators.

## Activity: Investigating entry points for our work on inclusive education



45 mins

**Aim of activity:** to encourage participants to think about the various sources of information that help us understand and choose appropriate entry points for our work.

## Instructions

- Present the background information to participants.
- In small groups or as a whole-group, ask participants to think about the sources of information we can use to help us choose a useful and relevant entry point. (Use the list in the background information section for some ideas.)
- Encourage them to think about triangulating evidence: for instance, if information from a UNCRPD report points us in the direction of a certain probable entry point, what other sources could we use to help confirm (or refute) whether this as a good idea.

## Focus topic D3

**How can we ensure our approach will make a significant contribution to the quality of education?**

### Key message



When our organisations are deciding which education system steps or changes we could contribute towards, we can be guided by the 4As – availability, accessibility, acceptability and adaptability. We can consider how to directly support or advocate for education to become more available, accessible, acceptable and adaptable, and how we might be able to expand our work so that we eventually support all 4As.

## Background information for the trainer

### Link with Article 24 of the UNCRPD

“States parties must adopt affirmative action measures to ensure that education is of good quality for all. Inclusion and quality are reciprocal: an inclusive approach can make a significant contribution to the quality of education.”

General comment No. 4 (2016) on the right to inclusive education, para 26

The United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) General Comment 4 on the right to inclusive education reminds us that education needs to be good quality for all learners, including those with disabilities. To achieve this we need to adopt four principles – the 4 As of an inclusive education system:

- availability;
- accessibility;
- acceptability;
- adaptability.

Inclusion and quality are reciprocal: an inclusive approach can make a significant contribution to the quality of education.

### Availability

Schools and other educational institutions and programmes are available in sufficient quality and quantity close to where people live with broad availability of educational places for learners with disabilities at all levels. They must include the relevant services for the schools to function (such as water and sanitation services) and a management structure for the education system, including the recruitment and continuous training of teachers.

### Accessibility

All girls and boys, including those with disabilities, must be able to access primary and secondary education on an equal basis with others either in the communities where they live or taking part through modern technology. Primary education must be freely available in safe environments, and secondary and tertiary education must be affordable. The whole education system and its structures must be accessible in all aspects such as:

- the physical environment of the schools including e.g., classrooms, recreational, and refectory facilities;
- communication and language;
- learning materials;
- assessment of students;
- support to individuals as needed;
- transport;
- commitment to provision of reasonable accommodations; and
- assistive devices.

Persons with disabilities must have access to different forms of communication, skills development, and other supports, where needed. This might include braille or accessible computer software, augmentative and alternative modes of learning, communication and mobility skills, peer support and mentoring, bilingual environments to enable the learning of sign language, and the promotion of the linguistic identity of learners who are deaf.

### Acceptability

Curriculum and teaching methods must be culturally appropriate and of good quality. The form and substance of education provided must be acceptable to all.

### Adaptability

Education must be flexible so that it can be adapted to the needs of changing societies and communities and responsive to learners within their diverse social and cultural settings. This requires the adoption of the 'universal design for learning' approach, which consists of a set of principles providing teachers and other staff with a structure for creating adaptable learning environments and developing instruction to meet the diverse needs of all learners. This adaptability must be reflected in curricula. Flexible forms of multiple assessments must be in place and individual progress towards providing alternative routes for learning must be recognised.

### Quality

Adopting the above four principles is essential to ensure that education is of good quality for all learners, including those with disabilities. Inclusion and quality are reciprocal: an inclusive approach can make a significant contribution to the quality of education.

Source: CBM (2018) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, p.23-25

It is a government's responsibility to ensure that education settings are made **available**, including for learners with disabilities. They are also responsible to ensure education settings (encompassing infrastructure, environment, pedagogy, communication, support and devices, transport, reasonable accommodation, etc) are **accessible**. Further, government must ensure curricula and pedagogy are culturally **acceptable** and of sufficient quality. And they must ensure education systems are **adaptable** to all learners' needs, using universal design for learning (UDL) as an underpinning principle (see **Module C** for information on reasonable accommodation, universal design and UDL).

Non-governmental actors support governments to implement their UNCRPD obligation to develop inclusive education systems. The 4As are a useful framework to help us choose suitable entry points for this support work.

We need to think about: What can we do to advocate for or directly support availability, accessibility, acceptability and adaptability within the education system? When we are starting a programme, we might find that it is more relevant or feasible for us to focus on one or two of the As, although longer-term we might want to develop our work to contribute to changes in all 4 As.



### Activity: How can we support the 4 As?

60 mins

**Aim of activity:** to encourage participants to reflect on real life project examples in terms of their contributions towards education availability, accessibility, acceptability and adaptability.

## Instructions

- Present the background information to participants and give them **Handout D3**.
- Ask participants to work in small groups. There will be two options for how to facilitate this depending on whether or not participants have shared knowledge of the same projects.

### Option i) participants have shared knowledge of projects

- Ask each group to choose one inclusive education project they know about or have worked with.
- They should discuss the project and create a diagram on flipchart paper to capture everything they know about this project in terms of its contribution to improving availability, accessibility, acceptability, and adaptability.
- Then they should think about the following questions:
  - What were the main entry points for this project? Where did the project focus its attentions at the start? Was/were the entry point(s) focused on one or more of the As in particular?
  - Which aspects of work developed or evolved later in the project's life? How or why did these aspects of work develop?
  - Does the project now address all 4 As?
  - If not, is it part of the future plans? Or why is it not feasible for the project to address one or some of the As?
  - Are other partners helping to address these As instead?
- Groups can provide feedback on key points of their discussions to the whole group.

**Option ii) participants do not have shared knowledge of projects**

- Ask each group to choose one storyteller and the rest will be interviewers.
- The storyteller should share information about an inclusive education project they know or work with.
- The interviewers should ask questions where necessary to find out about the project's initial entry point (what aspects of inclusive education did it focus on at the start?).
- They should also ask questions to find out about the project's focus on the 4As. What has the project done to contribute to improved availability, accessibility, acceptability and adaptability?
- The interviewers should document what they find out by creating a diagram on flipchart paper (the storyteller should let them document without correcting them).
- The storyteller should then review the diagram and see if there are any gaps or misunderstandings.
- Groups can provide feedback on key points of their discussions to the whole group.

**Optional extension**

- If there is time, the interviewers could share and reflect on their own experiences in comparison with the storyteller's experience:
  - How have their projects, or projects they know about, helped to improve one or more of the 4As?
  - Do their projects typically have entry points focused on one of the As or on various different As.
  - Do they think they should develop the projects so they address all 4 As? Or find ways to collaborate with others who can address other As?

## Focus topic D4

### How can we scale up inclusive education projects?

#### Key message



The world has many small and pilot inclusive education projects that do not expand into bigger, scaled-up initiatives. There are various challenges to scaling up that we can consider when designing a project. We can also use small projects to influence change in education systems, policies and practices without expecting the project itself to be scaled up or replicated.

## Background information for the trainer

Around the world there are probably hundreds or thousands of small-scale, pilot inclusive education projects run by non-governmental organisations (NGOs) or collaboratively between NGOs and governments. Very few of them get scaled up successfully to more schools, districts or nationally. This is not necessarily because inclusive education is not worth scaling up or because the projects' ideas are failing to deliver good results.

However, it may be because:

- Short project funding cycles or changes in organisational or donor priorities mean the organisation has to stop one project at the end of a grant period and move on to something else.
- Scale-up planning, including promoting and supporting government ownership, is not integral to the project plan, or scale-up is not planned realistically.
- Change takes time and governments are not being given enough time to work out all the necessary related changes needed for them to take on pilot ideas at a bigger scale. For instance, a ministry of education may be keen to roll out a piloted inclusive education teacher training programme on a wider scale, but there may be a long process needed for formally approving the course, then efficiently embedding it into the existing national training curricula, etc, and an NGO project may not build the necessary time and support for this process into its plan and timeline.
- Pilot projects or small-scale NGO projects are often implemented in rather a protected and well-resourced 'bubble'. The same level of input is usually not available on a wider or national scale. After piloting a project there is an important next stage of 'real world' testing

– working out the best ways to implement the good ideas in situations that have less or different financial or human resource support than was available for the pilot. NGO funding, timescales and/or commitments often do not extend to this stage of real-world testing. There is often just an expectation that the government should see a good small example of work and – rather magically – make it happen everywhere. Like expecting a car to go from 0 to 60 miles per hour without any gradual period of acceleration in between!



## Activity: Scaling up inclusive education projects

60 mins

**Aim of activity:** to help participants think logically and realistically about the potential and challenges for scaling up NGO inclusive education projects.

## Instructions

- Present the background information to participants.
- Ask participants to work in pairs or groups.
- Each participant should share an example of an inclusive education project they work with or know about and then choose one project to focus on as a pair/group. They should choose a project that they believe is moving in the right direction in terms of contributing towards changes in education (even if it is not perfect).
- Ask participants to think about the current scale of the project and the inputs required to run it at this level. For instance, they may consider the size of the geographical area covered by the project, the number of districts, communities or schools, the number of learners, teachers or other beneficiaries.
- Then think about how it could be expanded:
  - Is it feasible for the current project to be replicated in more places or even nationally? Who could/should be involved in making decisions about, planning and financing any such scale-up effort? How would you get them on board with the idea of replicating/ scaling up this work? What might the challenges be? What enabling factors exist?
  - What adaptations might be needed in order to do some ‘real world’ testing of this project on a larger scale? (e.g., ways to make the small/pilot project more affordable on a larger scale; ways to make it easier to manage or monitor; ways to make it fit better with national policies or strategies; ways to improve community engagement; etc).
- Ask pairs/groups to make a poster on a flipchart to show their scale-up plan or ideas. These can be shared with the whole group or through a gallery walk.

## Focus topic D5

# How can we use project work to advocate for change?

### Key message



Our experience in inclusive education projects can be used as a stimulus to encourage others to make changes that move their country closer towards inclusive education. For our advocacy to be more likely to succeed we must show confidence in the approach we are advocating for and be able to demonstrate the benefits with concrete evidence. We must also consider appropriate ways to convey our advocacy message.

## Background information for the trainer

It may not always be appropriate or feasible for a whole inclusive education project simply to be scaled up or replicated elsewhere, but that does not mean the project cannot be used to contribute to wider changes in the education system. We can use our experiences to carry out advocacy that encourages others to take appropriate action towards inclusive education, even if our own project cannot grow or continue beyond certain boundaries.

Effective advocacy to change entrenched views about the education system among education policy-makers, practitioners and other stakeholders is not easy. But there are some key steps we can take to improve our chances of success.

For instance, we can:

- **ensure our audience trusts us.** They need to feel confident in the approach that we are advocating for – and their confidence will be stronger if they know about and trust our organisation's past work, ethics, reputation, expertise, etc.
- **prove that our idea is a good one.** This means being able to show that inclusive education has been beneficial to relevant people, and convince others that it will be worth investing their resources in doing more work like this. To do this we need to offer concrete evidence, both quantitative and qualitative, from relevant contexts that our ideas around inclusive education have brought about positive changes. It is not enough to just explain the theory about why inclusive education is a good idea.
- **communicate our messages effectively.** This means knowing your audiences; knowing what to say and how to say it to different audiences; understanding what 'pushes their buttons' in a good or bad way; and choosing the most appropriate time to convey our message.

- **build momentum.** One person from one small organisation that has carried out a small inclusive education project asking a government official to make a huge decision about changing the government's whole education system, is unlikely to have much impact. It is vital to build a coalition of advocacy allies, so that our whole organisation is united in promoting the approach, and all our partners are endorsing it, and the networks we connect with also believe in it and help promote it.

## Activity: Using our project work to advocate for change



60+ mins

**Aim of activity:** to encourage participants to reflect on ways to use their project experiences to contribute to inclusive education advocacy.

## Instructions

- Highlight to participants that while this activity looks at advocacy, it is not possible in this short workshop to provide in-depth training on how to do advocacy.
- Ask participants to work in pairs or small groups and choose an inclusive education project they currently work with or know about which they think is moving in a good direction, even if it is not perfect.
- Tell them that their task is to use their experiences with this project as a stimulus to encourage others to make changes that move their country closer towards inclusive education (changes can be to policy, practice, funding and resources, environmental and/or attitude changes).
- Give each pair/group a sheet of flipchart paper and ask them to divide it into 4.
- Give each pair/group **Handout D5**. The handout shows what they should discuss and write in each quarter of the paper.
- Groups/pairs can share their answers in a whole-group discussion or through a gallery walk.

## Focus topic D6

# How can we support systemic change from special to inclusive schools?

### Key message



While special schools have been the norm in many contexts for many years, changes in perspectives, experiences and legal obligations mean this norm is changing. Instead, unified education systems are needed, where everyone's education is the responsibility of the ministry of education. Our challenge is to find ways to use existing expertise and resources that have developed in specialist provision to ensure that, where needed, non-segregated specialist support is available to learners in mainstream settings.

## Background information for the trainer

Inclusive education, as we interpret it, is not about the immediate closure of all special schools and units. There is so much expertise and so many resources in these schools and units – we do not want simply to throw that away. Education in mainstream settings also does not mean depriving learners of specialist support.

For legal, human rights, and practical reasons, organising education provision based around a divided system of mainstream and segregated special provision is no longer appropriate. Unified education systems are needed, where everyone's education is the responsibility of the ministry of education, with support from other relevant ministries, and where learning alongside diverse peers and receiving specialist support happen simultaneously. In many instances, specialist support can take a universal design for learning (UDL) approach and be part of the flexible and responsive way in which teaching and learning is provided. Sometimes provision of specialist support can be temporary and form part of the momentum towards reforming and improving the education system. Other times, specialist support constitutes reasonable accommodation for individuals.

Our challenge is to be creative, innovative and – at times – brave enough to come up with new ways to blend inclusive education provision with specialist support.

## Activity: Transforming special schools and providing specialist support in inclusive settings



2hrs 30 mins

**Aim of activity:** to encourage participants to think creatively about ways to provide non-segregated specialist support and to 'repurpose' special schools so that they offer support to learners, teachers and families within an inclusive education approach.

## Instructions

### Part one



20-30 mins

- Give small groups or pairs **Handout D6.i**. They should read and discuss each case study and decide if each case study shows exclusion, special education, integration or inclusion. They should explain their reasons.
- The trainer should then facilitate a whole-group feedback session, either by displaying or reading out each case study in turn and inviting discussion; or by asking each group in turn to explain their answer for one case study and inviting responses from the other groups.
- The trainer can use these answers to check the participants responses:
  1. Group of girls – exclusion
  2. Teacher with 50 learners – integration
  3. Jamu – inclusion
  4. Tsige – special education
  5. Sarah – integration, then exclusion
  6. Natasha – special education
  7. Charles – integration
  8. Michael – inclusion
- The aim of this activity is to help check participants' understanding before looking in more detail at special school transformation, and not to give them a formal test!

### Optional extension activity

- Depending on how much time is available, and the participants' needs, a further step can be added.
- Ask participants to discuss what could be done to turn those case studies that were not an example of 'inclusion' into 'inclusion'. What actions are needed? Who needs to be involved? What might the steps be – is there a series of changes needed?
- They can choose how to present their ideas – e.g., they could role play a teacher behaving differently, they could draw pictures, mind-maps, diagrams, etc, to show the changes needed.

### Local adaptation

You can adjust the case studies to suit your context. For instance, you might change details about the school buildings, facilities and class sizes to make them more relevant and believable for participants in your country.

### Part two



60+ mins

- As a whole-group quick-fire activity, ask participants to suggest strategies for providing specialist support to learners within inclusive schools. This should last just a few minutes; do not discuss each idea yet. Write the ideas on the board/flipchart.
- Give them **Handout D6.ii**. This contains a list of strategies for providing specialist support to learners within inclusive schools. They can also add any ideas from the list they have just created in the quick-fire activity.
- Ask participants to work in pairs or small groups to discuss the strategies and fill in the table on the handout. They need to think about the ways in which each strategy could be used to perpetuate segregation, and the things that can be done to ensure this strategy does not perpetuate segregation. **Handout D6.iii** provides sample answers, so if participants are struggling to get started you could offer them one example from these sample answers.
- As a whole-group, ask each group/pair to share their answers for one of the strategies. Other participants can then add their suggestions for that strategy, if they have not already been mentioned.
- If any participants are finding it challenging to work out how any of the strategies can be implemented in a way that avoids segregation, use **Handout D6.iii** to help you suggest ideas.

### Part three



60 mins

- Give participants some blank cards/notes.
- They should work individually. On each card they should write at least one idea for how a special school can be transformed or given a different role so that it supports inclusive education. They can write as many ideas as they can think of.
- Invite them to pin their cards to the wall. They should read each other's cards and try to pin each card next to a card that conveys a similar idea.
- As a whole group review their answers and do more work to group together similar ideas.
- You could choose one or a few ideas to discuss in more detail. Or invite participants to share real-life examples of special schools that have transformed their role, if they know of any.
- **Handout D6.iv** provides a few ideas that you could add to the list, if participants do not already mention them.

# Further reading for Module D

## Pathways of change

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM.

Section 1.4 – ‘Understanding what we mean by ‘inclusive education’

Section 3.2 – ‘Intersectoral collaboration’ in CBM

Section 3.4 – ‘Collaborative advocacy’

Chapter 10 – ‘Organising inclusive education systems’ <https://bit.ly/CBMMYRight>

Pinnock, H., and Lewis, I. (2008). Making Schools Inclusive: how change can happen. Save the Children’s Experience, Save the Children, London

Chapter 5 Promoting change across education systems <https://bit.ly/MSI2008>

## Scaling up and advocacy

EENET (2015) Enabling Education Review: Special Issue - Inclusive Education Advocacy.

<http://bit.ly/EER2015Advocacy>

IDDC Inclusive Education Task Team (2016) (#CostingEquity. The case for disability-responsive education financing. Brussels: International Disability and Development Consortium.

<http://bit.ly/CostingEquity>

Save the Children (2000) Working for change in education: A handbook for planning advocacy, Save the Children, London.

Chapter 3, How can change come about?

Chapter 5, Planning advocacy approaches and activities. <https://bit.ly/WFCE2000>

UNESCO (2020) Global Education Monitoring Report. Inclusion and education: all means all. Paris: UNESCO

<http://bit.ly/GEMR2020>

UNESCO Bangkok (2013) Promoting Inclusive Teacher Education. Advocacy Guides. Bangkok: UNESCO.

<http://bit.ly/UNESCOITEadvocacy>

## Change from special to inclusive schools

‘Debating the role of special schools in inclusive education’ in Enabling Education, Issue 12, 2008. EENET.

<https://bit.ly/EE8SpecSchools>

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM.

Chapter 7 – ‘Innovation: Accessibility and Reasonable Accommodation’

<https://bit.ly/CBMMYRight>

# Case studies for Module D

The following case studies are relevant to topics covered in Module D. Trainers may want to give participants these case studies to read or discuss during the workshop, during breaks, for homework, or for follow-up self study. The case studies here may be useful for illustrating discussions about inclusive education advocacy, and the connections between special schools and inclusive education.

## Case study D1

### Special school transformation in Burkina Faso

The Integrated Education and Training Centre for Deaf and Hearing People (CEFISE), a CBM partner in Burkina Faso, originally ran a day special school for deaf learners. The school built up expertise in educational provision, audiology, speech and language, and psychological support services. The school director then decided that the school should accept hearing learners with and without disabilities alongside deaf and hard of hearing learners. The school now employs deaf, hard of hearing, and hearing teachers who work together in most classes, particularly in early education classes. There are transition classes for deaf learners who start school late. They provide a language- and communication-rich environment for one to two years, after which these learners are included alongside other deaf and hearing learners in inclusive classes. Inclusive classes have sign language interpreters. The school still provides audiological assessments and hearing aids for those who can benefit from them. Deaf, hard of hearing, and hearing learners experience a bilingual education and deaf and hearing cultures. While the school now supports learners with other disabilities, those with autism or other complex learning needs are still referred to specialist centres in the city. Nevertheless, CEFISE's school now provides capacity building and resource support to other schools in Burkina Faso.

CBM case study from:

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM. Pp 57-58

<https://bit.ly/CBMMYRight>

## Case study D2

### Changing relationships between special and mainstream schools in Malawi

**Delix Missinzo**

In many countries there is little contact between special schools and mainstream schools. In Malawi, misunderstandings about the roles of special and inclusive schools, and the unclear relationship between them, are holding back progress towards inclusion. However, the situation is beginning to change. Here Delix describes some initial activities to bring special and mainstream schools together for the benefit of deaf learners.

#### Background

In 1983 the first itinerant (travelling) teachers, who have some specialist training, began working with visually impaired learners in mainstream schools. Later, in 1996, an itinerant service began supporting learners with hearing impairments and learning difficulties. However, mainstream teachers were not trained to work with these itinerant teachers. This has made it difficult for the itinerant teachers to provide effective support. The government created an inclusive education policy in 2001. Yet, there is no guidance on the development of personnel and expertise, or on how deaf learners, and others with disabilities and special educational needs, can be educated in their neighbourhood schools.

#### Special and mainstream school relationships

Understanding how to implement inclusive education is limited in Malawi. Teacher training colleges have no specialist lecturers and inclusive education is only now beginning to be discussed. Mainstream teachers tend to think that inclusion involves the teaching of learners with disabilities in special schools by specialist teachers – a misconception which has led to teachers in special and mainstream schools having little contact with each other.

Four residential special schools cater for about 600 deaf children, yet estimates suggest there are at least 6,000 children who were born severely deaf and many more who become deaf through illness. Inclusive education may be the only way to reach these large numbers of children.

### Improved collaboration in Masambanjati Zone

Masambanjati Zone in Southern Malawi has 14 mainstream primary schools with a total enrolment of 10,000 learners. With just 82 teachers, the teacher/learner ratio in the zone is challenging – 1:122.

Inspired by their Primary Education Adviser, who is a specialist teacher of the deaf, teachers in the zone formed a committee to look into inclusive practices in schools. The committee suggested visiting a resource centre and a residential school for the deaf. They wanted to see how specialist teachers interact with deaf learners and arranged a visit to nearby Mountain View School for Deaf Children. Primary school education advisers from three zones and head teachers from neighbouring mainstream schools were also involved in the visit.

Before visiting, the district education office organised deaf awareness training for 390 mainstream teachers, with support from the UK's Voluntary Services Overseas organisation. Teachers from Mountain View School helped to facilitate the workshop.

During the visit, mainstream teachers realised what was achievable within their own schools.

“I liked this visit and now have the courage to teach all learners if given a chance. If we don't allow deaf learners in mainstream schools it will be cruel because residential schools are limited in the country. Where else can deaf children be educated? We have seen how deaf learners can be educated. I have a story to tell my colleagues and the community when I go back.”  
Brighton Nkolokosa, teacher of 136 learners in standard 6, Mbalanguzi Primary School.

The visit was an eye-opener for mainstream teachers, and started the process of sharing ideas and experiences between schools. This now needs further support from government and other stakeholders so that specialist teachers can organise outreach programmes that support mainstream schools.

**Delix is a teacher of the deaf, a graduate of the University of Manchester and a lecturer at Montfort Special Needs Education College in Malawi.**

Missinzo, D. (2009) 'Changing relationships between special and mainstream schools in Malawi' in Enabling Education Issue 13

<http://bit.ly/EE3Missinzo>

## Case study D3

### Collaborative local-level advocacy in India

A programme supported by CBM – Regional Action on Inclusive Education Northeast in India – is developing a resource centre approach to supporting inclusive education, offering opportunities to bring different stakeholders together for advocacy purposes. Special schools are being transformed into these resource centres. The programme has partnerships with CBR, local government, and community services, such as health, education, and training institutions to advocate for inclusive education within communities.

Around the world, resource centres are often given quite a narrow role, such as hosting specialist staff who provide support to children and teachers. The CBM-supported resource centres in India are designed more holistically, as hubs for a range of inclusive education activities. They share knowledge, build teacher capacity, distribute assistive and low-vision devices, provide information and communication technology (ICT) support, provide early learning kits and audiobooks, support inclusive education programmes and vocational and livelihoods capacity building, and conduct advocacy.

As part of their advocacy role, the resource centres:

- network with government education departments and other service providers;
- support the formation of parents' groups to work together on advocacy and self-help activities;
- develop and deliver inclusive education awareness programmes, including among community health workers; and
- facilitate the empowerment of inclusion champions, self-advocates, and children's groups.

CBM case study from:

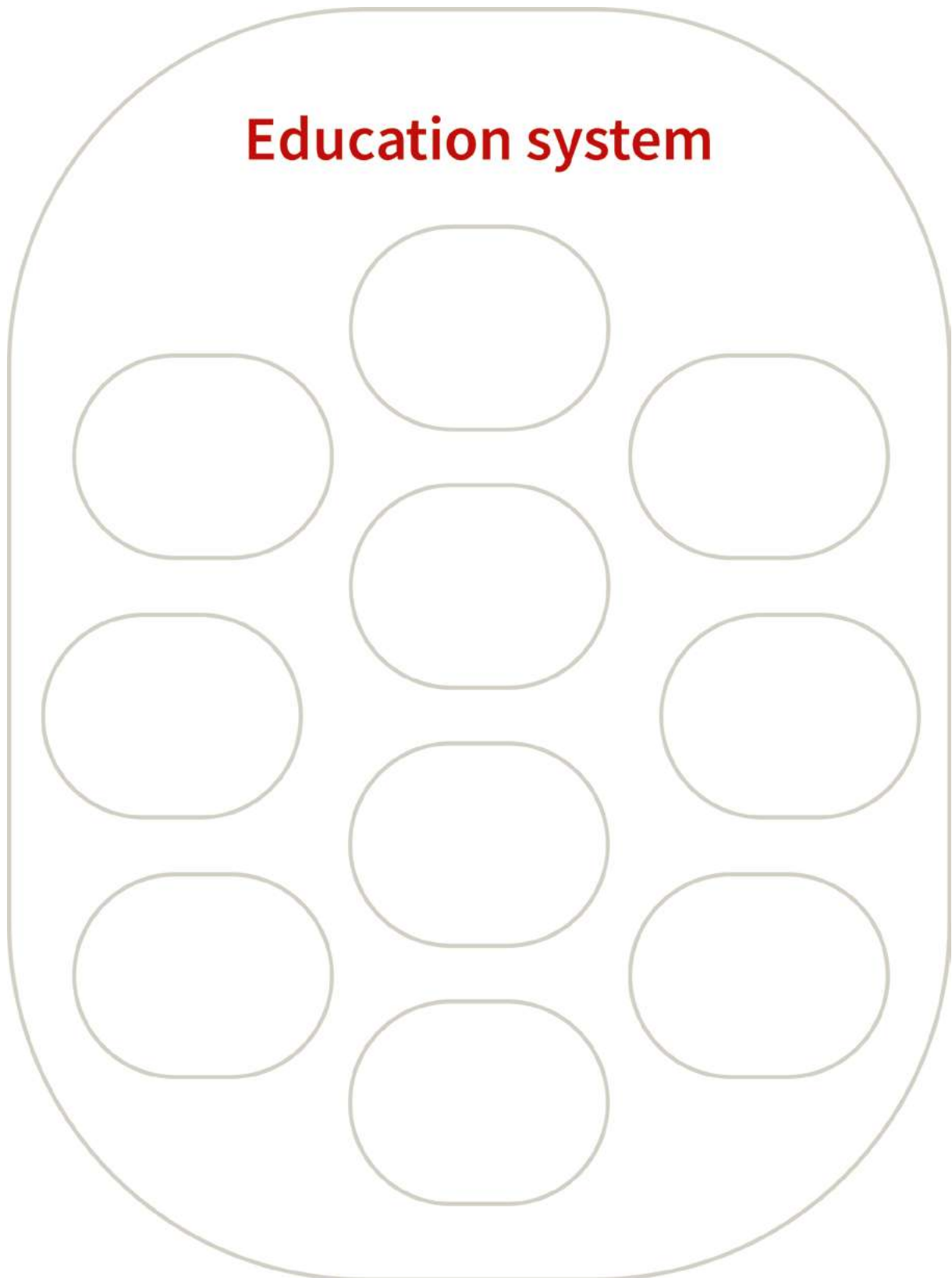
CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM. Pp 57-58

<https://bit.ly/CBMMYRight>

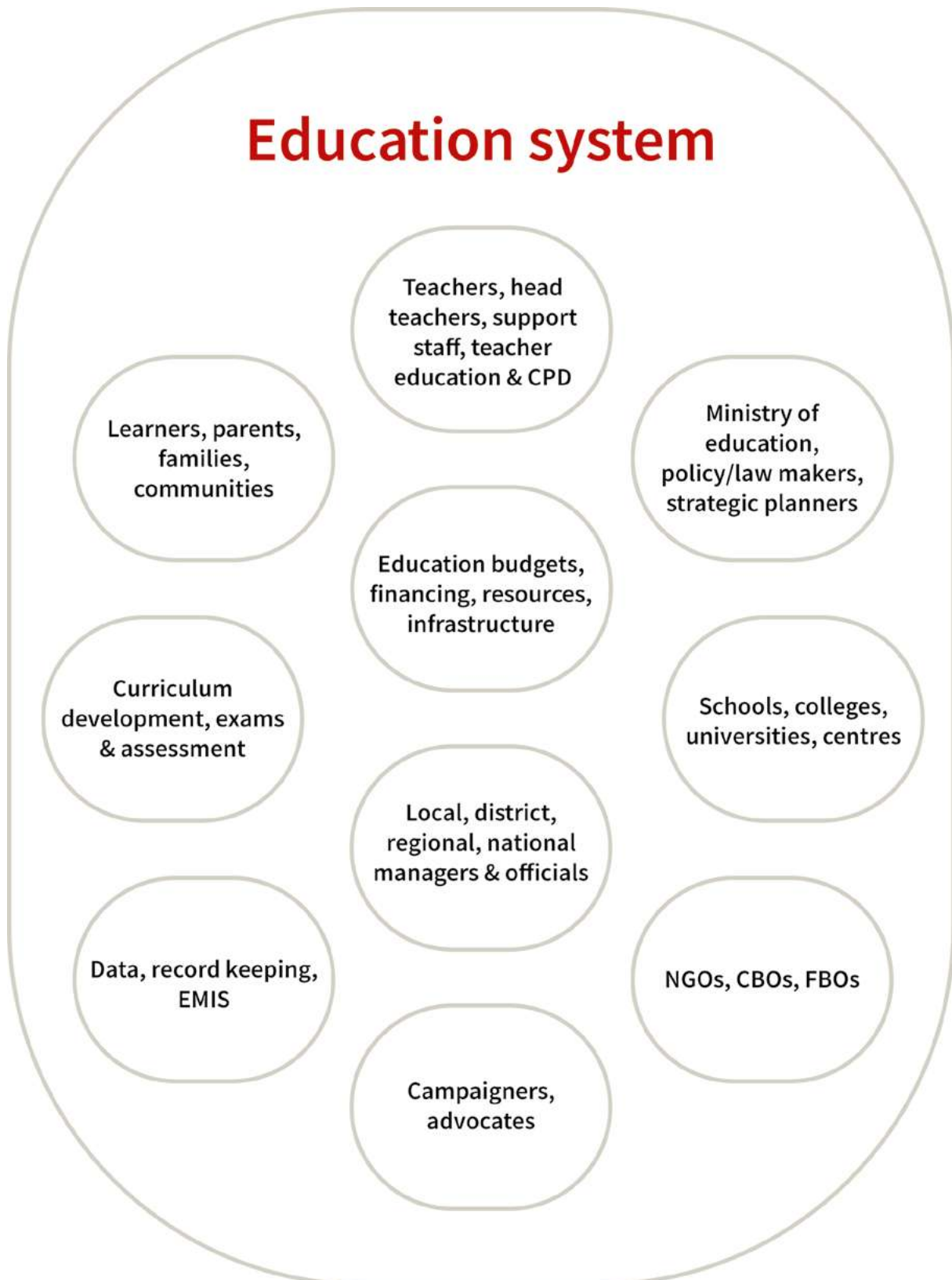
# Handouts for Module D

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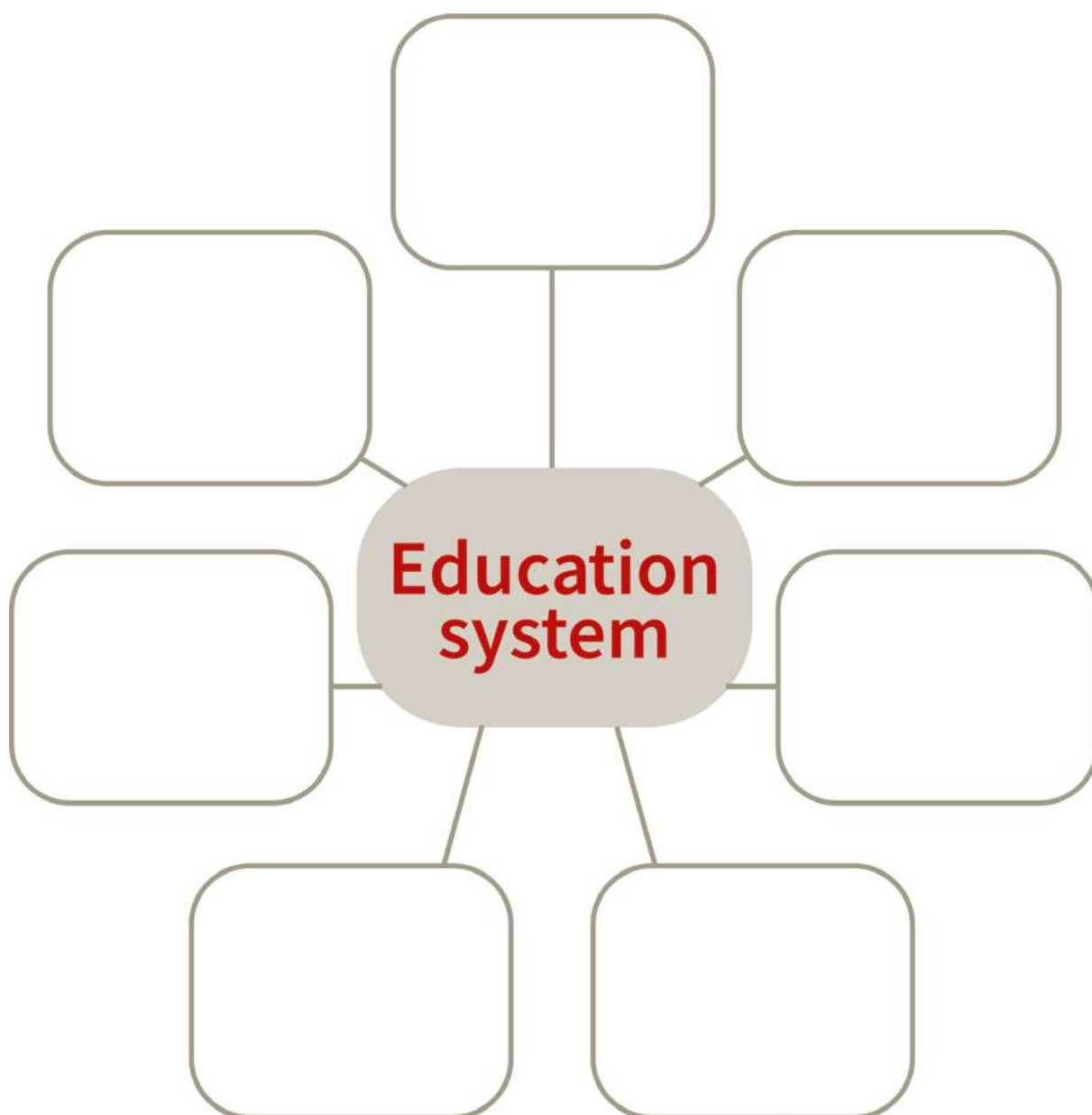
# Handout D.i: Elements of the education system



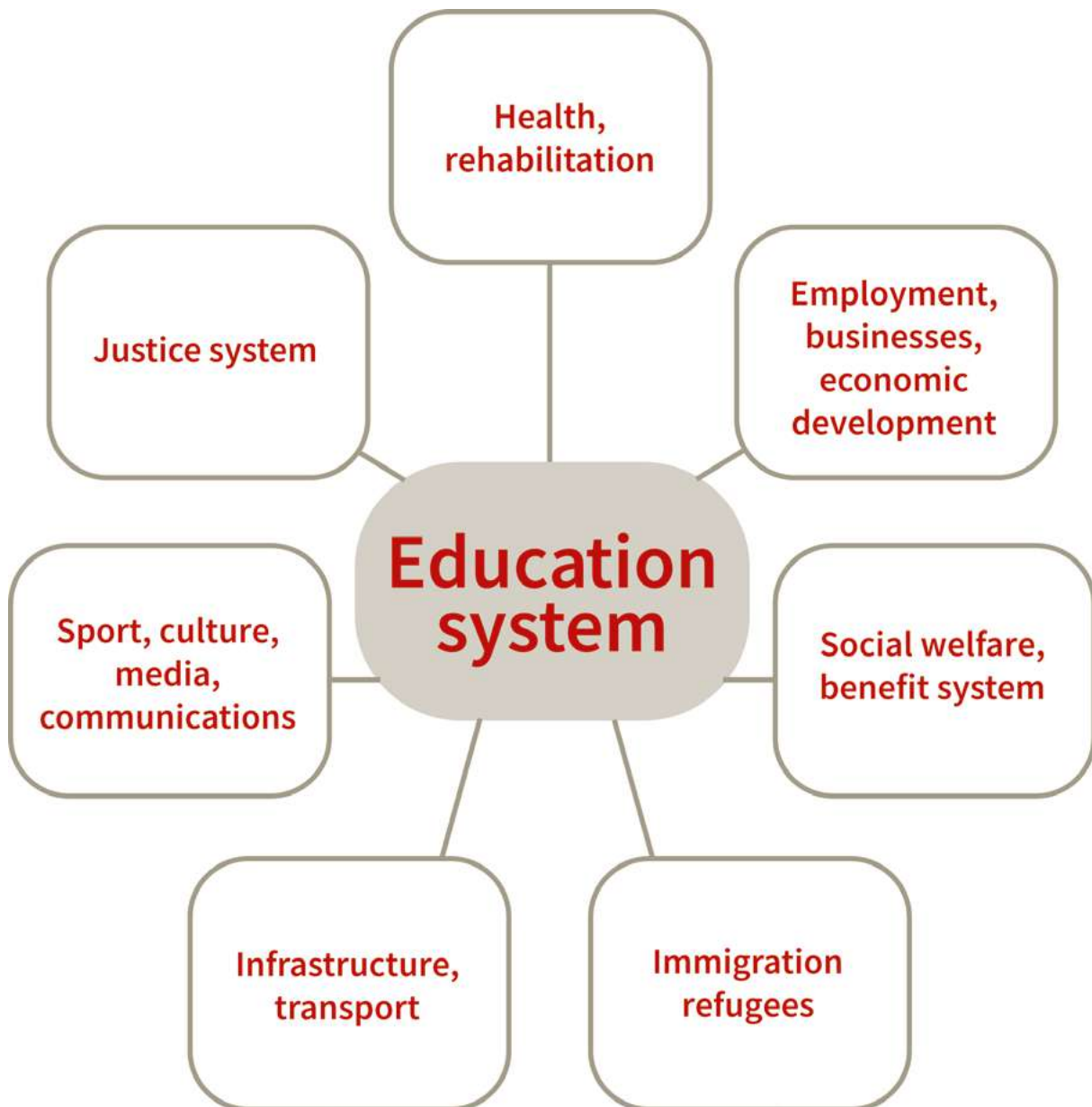
## Handout D.ii: Examples of education system components



## Handout D.iii: Other sectors with which the education system connects



## Handout D.iv: Examples of sectors the education system needs to connect with



## Handout D.v: Education decision-makers

### Education decision-makers might include:

- minister(s) of education and deputies;
- permanent secretary for education and deputies;
- departmental heads (e.g., ministerial departments responsible for different levels of education, curriculum, examinations, quality and standards, teaching and learning materials, teacher education and human resource management, inspectorate, inclusive education/special needs education, budgets/infrastructure/procurement, etc);
- special/thematic advisers;
- district education officers;
- district inspectors;
- district curriculum and examinations officers;
- district advisers, teacher resource centre managers, trainers, etc;
- head teachers, clusters/committees of head teachers;
- school governors, parent-teacher association leads, school management committees.

## Handout D1.i: A theory of change example

An organisation decides its overall desired change will be:

**“we want all learners who are blind and have low vision in Country X to have access to appropriate assistive devices throughout their compulsory education”.**

The organisation then starts a big-budget project to provide learners and schools with assistive devices, Braille materials and training for learners in how to use the devices/materials. Five years later, a review shows that very few learners who are blind or have low vision have access to assistive devices and very few retained access to devices throughout their education.

### What went wrong?

The organisation made an assumption that action A (providing devices to learners and schools) would lead in one step to change Z (everyone who needs devices has access to them for the duration of their education). In reality of course there are many other possible starting points; maybe buying devices was not the most appropriate first step in this instance. Even if buying devices was a good first step, there are many other stepping-stone changes needed in between A and Z. Providing assistive devices is usually just a small step on the pathway to ensuring all learners who need devices will have them throughout their entire education.

### What other steps/changes could the organisation have contributed towards, to improve the results?

There are lots of possible change pathways – each project will follow a unique pathway of change. Here is just one possible pathway scenario:

### Stepping stone changes from A...

- After starting to provide devices, the next step could be...
- Changing government awareness of assistive devices, which could lead to...
- Changing the capacity of government personnel to understand about devices, which could lead to...
- Changing government policy about device procurement and provision, which could lead to...
- Changing government practise and mechanisms for procurement and provision, which could lead to...
- The government takes responsibility for providing assistive devices, which means...
- It is much more likely that learners will receive devices and keep them throughout their education.

... to Z

## Handout D1.ii: Exploring an alternative pathway of change

### Stepping-stone changes from A...

After starting to provide assistive devices to learners and schools, the project could take the next step...

[Think of a logical next step that involves the school community]

which could lead to...

[Think of a logical next step that involves the school community]

which could lead to...

[Think of a logical next step that involves the school community]

which could lead to...

[Think of a logical next step that involves the school community]

which could lead to...

[Think of a logical next step that involves the school community]

The government takes responsibility for providing assistive devices,

**which means....**

It is much more likely that learners will receive devices and keep them throughout their education.

**...to Z**

## Handout D1.iii: Sample answer for Handout D1.ii

There are no right or wrong answers. Below is just one possible pathway of logical stepping stone changes between A and Z.

### **Stepping-stone changes from A...**

**After starting to provide assistive devices to learners and schools, the project could take the next step...**

Changing school community awareness of and interest in low-cost, local options for assistive devices,

**which could lead to...**

Changing school community capacity and commitment to source and access low-cost, local options for assistive devices,

**which could lead to...**

Changing school community capacity and confidence to start exchanging experiences about local, low-cost devices with more school communities,

**which could lead to...**

Changing school community capacity and confidence to forcefully lobby government for help with accessing assistive devices,

**which could lead to...**

The government takes responsibility for providing assistive devices,

**which means...**

It is much more likely that learners will receive devices and keep them throughout their education.

**...to Z**

## Handout D3: The 4 As

### Availability

Schools and other educational institutions and programmes are available in sufficient quality and quantity close to where people live with broad availability of educational places for learners with disabilities at all levels. They must include the relevant services for the schools to function (such as water and sanitation services) and a management structure for the education system, including the recruitment and continuous training of teachers.

### Accessibility

All girls and boys, including those with disabilities, must be able to access primary and secondary education on an equal basis with others either in the communities where they live or taking part through modern technology. Primary education must be freely available in safe environments, and secondary and tertiary education must be affordable. The whole education system and its structures must be accessible in all aspects such as:

- the physical environment of the schools including e.g., classrooms, recreational, and refectory facilities;
- communication and language;
- learning materials;
- assessment of students;
- support to individuals as needed;
- transport;
- commitment to provision of reasonable accommodations; and
- assistive devices.

Persons with disabilities must have access to different forms of communication, skills development, and other supports, where needed. This might include braille or accessible computer software, augmentative and alternative modes of learning, communication and mobility skills, peer support and mentoring, bilingual environments to enable the learning of sign language, and the promotion of the linguistic identity of learners who are deaf.

### Acceptability

Curriculum and teaching methods must be culturally appropriate and of good quality. The form and substance of education provided must be acceptable to all.

## Adaptability

Education must be flexible so that it can be adapted to the needs of changing societies and communities and responsive to learners within their diverse social and cultural settings. This requires the adoption of the 'universal design for learning' approach, which consists of a set of principles providing teachers and other staff with a structure for creating adaptable learning environments and developing instruction to meet the diverse needs of all learners. This adaptability must be reflected in curricula. Flexible forms of multiple assessments must be in place and individual progress towards providing alternative routes for learning must be recognised.

## Quality

Adopting the above four principles is essential to ensure that education is of good quality for all learners, including those with disabilities. Inclusion and quality are reciprocal: an inclusive approach can make a significant contribution to the quality of education.

Source:

CBM (2019) My Right is Our Future. The Transformative Power of Disability-Inclusive Education, Bensheim: CBM. pp.23-25

## Handout D5: Using our project work to advocate for change

### **Audience trust**

Explain why you think your advocacy audiences will trust you when you advocate for inclusive education. What do you need to do to improve their trust in you?

### **Proof of a good idea**

Provide examples of qualitative and quantitative evidence from your own project that could be used to convince advocacy audiences why inclusive education is a good idea.

### **Effective communication**

Choose just one audience group that you would like to advocate with on inclusive education. What could you say to them? How could you convey the message to them? What is most likely to excite or engage them, and what might annoy them? When would be the best time(s) to approach them with your advocacy messages?

### **Build momentum**

What could you do to ensure that your whole organisation, all your partners, and relevant networks are effective allies in delivering consistent advocacy messages about inclusive education?

## Handout D6.i: Is this inclusive education? Case studies

Read each case study and decide if it is an example of exclusion, special education, integration or inclusion.

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 cannot find the head teacher when they need the toilet.

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.

3. Jamu has epilepsy. He is just learning to monitor his impairment for himself. He needs to take his medicines every lunch time. His class teacher has a note on her register to make sure that he is reminded to do so. So far, there have been no problems with this arrangement.

4. Tsige is deaf. She attends a school for children who are deaf 220km away from her home. She has been living there since she was 6 years old. The nuns at the school are kind to her and have taught her sign language. She has many friends at school. Tsige is often sad because she misses her parents and siblings. She only visits twice a year because travelling is too expensive. When she is home, her family struggles to communicate with her and then she misses school again. This is confusing to her. She never feels like she belongs.

5. 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.

6. Natasha is in Grade 1 of a mainstream school that has a special unit. She has Down's Syndrome. She can say a few words but mainly uses gestures to communicate. All the other learners love playing with her because she has a great sense of humour. She is very animated so they are able to understand her. Teachers in the mainstream classes think Natasha is a silly and do not want her in their classes. They say they cannot understand her and she interferes with the other learners. Natasha therefore has all her lessons in the schools' special unit, but she plays in the playground with children from all classes.

7. Charles, in Grade 6, is hard of hearing. 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.

8. Michael has a specific learning difficulty, he struggles with maths and literacy. Michael 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.

## Handout D6.ii: Ways to provide specialist support in inclusive education

| Strategies for inclusive specialist support   | How might this strategy perpetuate segregation? | How can we ensure this strategy does not perpetuate segregation? |
|---|---|--|
| <b>Resource rooms in schools</b><br><b>Resource centres for clusters of schools</b>                           |   |  |
| <b>Itinerant teachers</b> who travel to a manageable cluster of schools                                       |   |  |
| <b>Classroom or teaching assistants</b>   |   |  |
| <b>Volunteers</b><br>For example, parents, community members, women and men with disabilities, older learners |   |  |
| <b>SENCOs</b><br>School or cluster-based special educational needs coordinators                               |   |  |
| <b>Collaborate with CBID programmes</b> where they exist  |   |  |
| <b>Home-based learning</b> for learners unable to attend school some or all of the time                       |   |  |
| <b>Individual education and personal support plans</b>  |   |  |
| <b>Special school outreach</b>  |   |  |

## Handout D6.iii: Sample answers for Handout D6.ii

| Strategies for inclusive specialist support  | How might this strategy perpetuate segregation?  | How can we ensure this strategy does not perpetuate segregation?  |
|--|--|---|
| <p><b>Resource rooms</b> in schools</p> <p><b>Resource centres</b> for clusters of schools</p> | <p>If learners permanently learn in separate rooms/centres;</p> <p>If teachers ‘dump’ learners in resource rooms/centres because they think specialists should deal with them</p>  | <p>Plan and run resource rooms and centres as facilities that provide resources and support for the whole school;</p> <p>have clear specifications that they are for supplementary, ad hoc, use, not for full-time teaching and learning</p>  |
| <p><b>Itinerant teachers (ITs)</b> who travel to a manageable cluster of schools</p>           | <p>If mainstream teachers ignore learners with special needs, believing the IT will do all the necessary work when they visit.</p> <p>If learners spend a lot of time with ITs in totally separate environments and activities away from their peers</p> | <p>Clear understanding that IT support is supplementary and the class teacher retains primary responsibility for all learners. Careful planning so that ITs can provide some support within regular class and not just in separate activities or rooms. ITs provide support to the whole school, e.g., help everyone learn sign language.</p> |
| <p><b>Classroom or teaching assistants</b></p>   | <p>If mainstream teacher ignores learners with special needs and only the assistant works with them, e.g., in a separate part of the room.</p> <p>If the assistant works only with learners with special needs.</p>                                      | <p>Clear understanding that assistant assists the whole class and work wherever any learner has a need. Ensure assistant’s work focuses on supporting learners to join in the lesson not do totally separate activities. Assistant works with teacher to plan differentiated activities.</p>  |

| Strategies for inclusive specialist support   | How might this strategy perpetuate segregation?   | How can we ensure this strategy does not perpetuate segregation?   |
|---|---|--|
| <p><b>Volunteers</b><br/>For example, parents, community members, women and men with disabilities, older learners</p> | <p>If volunteers run activities that consistently separate some learners from others.</p>   | <p>Use volunteers to support learning in creative and fun ways, to help all learners learn together whilst some may receive additional or different types of support</p>                   |
| <p><b>SENCOs</b><br/>School or cluster-based special educational needs coordinators</p>                               | <p>If the SENCO has all responsibility for all learners with disabilities/ special needs placed on them.<br/>If teachers expect SENCO to teach these learners directly.</p> | <p>Clear understanding that SENCO is an adviser and co-ordinator who helps mainstream teacher with strategies and resources but does not do their teaching job for them.</p>               |
| <p><b>Collaborate with CBID programmes</b> where they exist</p>   | <p>If learners with disabilities/special needs are encouraged or forced permanently to attend rehabilitation centres/ activities instead of engaging in education.</p>      | <p>Ensuring that CBID support is supplementary or preparatory for engaging in education, but is not a permanent replacement for engaging in education/learning.</p>                        |
| <p><b>Home-based learning</b> for learners unable to attend school some or all of the time</p>                        | <p>If learners are home taught in total isolation from their peers and the community.</p>   | <p>Ensure that home-based learning includes well-facilitated opportunities to learn with and engage with peers, in the home, in the community, through part-time spent in school, etc.</p> |
| <p><b>Individual education and personal support plans</b></p>   | <p>If the plans focus only on activities/support for the learner outside the regular classroom</p>  | <p>Ensure plans address everyone's roles and responsibilities and include opportunities for the learner to receive support in the regular class as well as through other channels.</p>     |

| <b>Strategies for inclusive specialist support</b> | <b>How might this strategy perpetuate segregation?</b>   | <b>How can we ensure this strategy does not perpetuate segregation?</b>   |
|--|--|---|
| <b>Special school outreach</b>                     | <p>If the special school staff who reach out only work with learners with disabilities and special needs in isolation from their peers, in separate rooms, doing separate activities, etc.</p> <p>If mainstream teachers ignore children with disabilities and special needs and just expect the special school staff to work with them when they visit.</p> | <p>Ensure outreach includes a balance of working specifically with learners with disabilities and special needs and working with all learners together.</p> <p>Ensure special school staff work a lot with mainstream teachers in a collaborative and supportive way.</p> |

## Handout D6.iv: Ideas for transforming the role of special schools

The following are a few sample ideas. There is no right or wrong answer to the challenge of how to develop a special school into a resource for inclusion.

- Transform special schools/units into resource and outreach centres. They no longer directly teach learners with disabilities but provide advice, support, capacity development, equipment and materials for mainstream schools.
- Transform special schools/units into centres that provide early identification and assessment services and assistive devices, that engage in research and development, and that support capacity building and self-help groups, among other roles.
- Enable special schools/units to develop their resource centre and outreach role alongside maintaining some classes and services for learners with severe or multiple disabilities who need the most support, such as learners who are deafblind.
- Use special schools/units to run time-limited preparatory classes, with the specific intention of preparing learners with the skills they need for transition to a mainstream school, such as sign language, Braille, and mobility and orientation skills.
- Convert special schools into mainstream schools, welcoming all learners with and without disabilities.