Note about the manual

Handicap International Federation (HI-Fed) is an international non-governmental organization (INGO) which has been working with the Cambodian Population since 1982. The HI-Fed 2008-2013 strategy, aims to improve the living conditions with and for persons with disabilities as well as to prevent new disabling situations. Four fields of actions were thus identified for action: health, rehabilitation, inclusion and rights and policies.

HI-Fed involvement into inclusion aims at supporting persons with disabilities to improve their living conditions, responding to their essential needs and promoting respect for dignity and fundamental rights.

In Cambodia, HI-Fed strategy related to inclusion addresses both livelihood and education.

Since January 2010, HI-Fed has been implementing along with its local partners (Provincial and District Education Offices, Self help groups of persons with disabilities, village health works and monks) an Inclusive Education Project entitled “Promoting a replicable pilot model of inclusive education for disabled children in Cambodia” in Battambang province, Thmor Kol district, Chrey and Otaki communes.

A teachers’ needs’ assessment¹ implemented by the project showed that even if some teachers have already received training on Inclusive Education or have some basic notions on Inclusive Education, the concrete implementation of this approach is still challenging. Most of the teachers interviewed were trained on Inclusive Education, child to child approach and Cambodian child friendly school policy, but it appeared uneasy for them to make concrete links between the knowledge gained and their practices in classroom.

Research and experiences around the world and within HI-Fed Inclusive Education Projects in South-East Asia (Lao, Vietnam, Indonesia and Cambodia), have found that in fact, the attitudes of the teachers are fundamental in developing innovative and inclusive practices. Projects have been demonstrating that where teachers engage with the idea of changing lessons so that all children are participating and achieving, then their attitudes begin to change. As well as enjoying their teaching more and becoming increasingly motivated, they are also enabled to understand how children with disabilities and specific learning requirements can be included in ordinary lessons in mainstream schools.

Training of education staff in the inclusive education projects mentioned above has been an important activity, but it has been those aspects of training that supported the development of positive teacher attitudes to disability that have been particularly successful and have proved to make a difference in terms of effective change. Teachers need to experience that all children can enjoy and achieve at school. Perhaps the key word here is ‘experience’. It is not enough to tell teachers ‘how’ to change their practice. If one thing is clear from the experience of training within the existing projects, it is that it is hard for teachers to make the transfer from what they have learned in trainings to the daily practice of the school. Training on itself is not enough. Teachers need to visit other schools, discuss ideas and lessons with

¹ In May 2010, with a sample of 12 mainstream teachers from Chrey and Otaki communes having 1 or more children with disabilities in their classroom.
colleagues and then reflect on how they can try new approaches out in their own classrooms. Importing new ideas into schools requires teachers to take ownership of them, adapt them and integrate them into their own practice so that new pedagogies are no longer new but ‘the way we teach in our school’ (Balshaw, Grimes et al. 2005).

Based on these findings, Inclusive Education Project implemented in Cambodia by HIF with Battambang Provincial and District Office of Education decided to train teachers on the Inclusive Education definition and the concepts attached to this notion to develop positive teacher attitude but also to provide some concrete examples and techniques to help teachers to make the link between concept and practice.

A 5-day training session was implemented in Battambang (Cambodia) in September 2011 by 2 trainers from EENET ICI.

The training was attended by 4 itinerant teachers\(^2\), 14 teacher grade leaders\(^3\), and 16 school directors and 6 other participants including NGO representatives and local authorities.

The guide/manual presented hereafter is a reference to support the participants to realize transfer of knowledge as well as a resource to support their own implementation of, and reflection upon, learning acquired during the training.

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\(^2\) These teachers travel around local mainstream schools and communities in Chrey and Otaki communes to offer advice, resources, and support to children with disabilities, their teachers, and their parents.

\(^3\) Technical grade leaders are mainstream teachers appointed to be leaders to implement Thursday Technical Meeting (see below)
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Introduction

Purpose of this manual

This manual complements an inclusive education workshop organised by HI-Fed and designed and facilitated by EENET CIC. The manual is designed to provide:

- a recap of the content and methodology of the workshop
- guidance for how participants can replicate and adapt the workshop activities in their own training work with other education stakeholders
- ideas for how continue working on some of the topics raised in the workshop, and how to expand on other activities after the workshop.

Methodology

This manual, like the initial workshop, promotes the use of participatory methods and active learning techniques. It follows this basic principle:

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

The activities suggested here, therefore, will help trainers to respond inclusively to the varied learning styles of their participants. Trainers are encouraged to use the manual flexibly, in response to their participants’ needs, interests, and existing level of knowledge and experience. Therefore, although we suggest an order and approximate timings for the activities, we would not expect every trainer to use every activity in exactly the same arrangement as presented in the manual. Also, the time needed for each activity will depend on the size of the group and how much they want or need to discuss particular topics. Activities will inevitably take longer with a large group, or if you are working with a language or Sign Language interpreter, or if you are working with participants who have absolutely no previous knowledge of the concepts of inclusive education, child rights, etc.

Trainers are encouraged to be reflective practitioners; which means looking back at how they facilitated an activity or explained a particular topic, and thinking critically about how well it went and what they could do to improve next time. They are encouraged to make use of workshop evaluation activities to help gauge participants’ views of the content and methodology of training. We also suggest that trainers use reflective diaries to document and reflect on their own training/facilitation work.
Session 1

Help participants to get to know each other

Purpose

Often when participants arrive at a workshop, they may not know each other. A successful inclusive education workshop requires participants to be active, talking to and sharing ideas with each other. One of the first tasks for the trainer, therefore, may be to help participants in a workshop to get to know each other and feel comfortable with talking to each other.

Activities

Activity 1a  Core

Networking game

20 minutes

Give each participant two post-its (sticky notes). On the post-its they need to write and complete these statements:

- In relation to inclusive education I can offer….
- In relation to inclusive education I would like to know….

Participants are then given these instructions:

“Stick the two post-its onto yourself. Move around the room to find people you match with. Look for someone who already knows about the issue you would like to know about. And look for someone who needs to know about the topic on which you can offer knowledge or experience.”
If participants are reluctant or shy, you may need to help a few people to find a match, to show the others how it is done. Allow participants to talk to the people they matched with for a few minutes. You may then decide to ask a few volunteers to feed back in plenary about who they met during this activity and what they discussed.
Session 2

Learning styles

Purpose

In any teaching or training situation, it is important to think about the way people learn. If we assume that everyone learns in exactly the same way, then inevitably we teach them all in the same way – which is not inclusive. When participants are asked to reflect on how they personally prefer to learn, it can become easier for them to understand and empathise with the fact that children also prefer to learn in different ways. This can help participants to understand the impact that teaching methods have on children’s participation and learning (inclusion) in class.

Activities

Activity 2a Core

Brainstorm and scoring – preferred learning styles

15-30 minutes

In plenary, ask each participant to say what their two favourite learning activities or learning styles are. Make a list on the flipchart and score how many times each learning activity or style is mentioned.

If participants are not sure what you mean by a learning activity/style, you can give them an initial list, which might include, for instance:

- Reading
- Listening
- Observing
- Drama
- Drawing...

Explain to participants:

“We all have different preferred learning styles – we all enjoy using certain styles more than others, and we find some learning styles more effective than others. This workshop will use different activities to suit a range of different learning styles. In the same way, if a teacher wants to be inclusive, he/she needs to think about and plan for the different learning styles of the pupils in the
class. When teachers identify children’s different strengths (and weaknesses) in this way, they can accommodate different children more successfully in their class.”

You may find it useful to refer to the participants’ learning styles list throughout your workshop. It may help you to explain why you are using particular activities, or help you to encourage participants to reflect on how they could adapt certain activities for use with children in an inclusive classroom.

**Activity 2b**

**Pairs work – Personal reflection: ‘When did I struggle to learn, and what helped me?’**

![Clock icon] 30 minutes or more

This activity will ask participants to reflect on their personal experiences of learning throughout their lives, so that the messages about how we learn are given some real-life context.

Give these instructions:

“I want you to work in pairs. But first of all I want you to draw a picture on your own, without discussing it with your partner. Think about an occasion in your life when you were trying to learn something, but you found it difficult. This might be during your time at school (e.g. you struggled in a particular subject); or at home as a child (e.g. you found it difficult to learn to ride a bicycle) or in your life as an adult (e.g. you tried to learn another language or to drive a car and found it difficult). Draw a picture of this situation; don’t use any writing.

Now show the drawing to your partner. Can they guess what the situation was? If not, tell your partner about the situation in which you had difficulty learning. Your partner will then ask you, and discuss with you:

- Why do you think you found it difficult to learn in that instance?
- What methods were being used to teach you?
- Who was involved in teaching you?
- Did anyone try to find ways to help you learn? If so, what were they? Did they work?
- What else could have been done to help you learn faster or more effectively?

Then swap so that the other person tells their story and answers these questions. Make some notes and be ready to feed back to the whole group.

You will probably want to display the 5 questions listed above on the screen to remind participants.
After the allocated time, have a plenary discussion about: What were the barriers to learning that participants encountered during their difficult learning period? What and who helped them when they were having difficulties?

**Activity 2c Extra**

**Group work – Worksheet: identifying preferred learning styles**

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30 minutes or more

If you have a longer time available, you could give participants a detailed worksheet to help them think about how they might begin to recognise a child’s preferred learning styles from the way the child behaves.

**Resource 1: learning styles worksheet**

You may choose to adapt this worksheet before using it, for instance you may want to alter or reduce the list of children’s behaviours, or change the skill options.

Before the participants start working on the worksheets, have a plenary discussion about what the different skills mean, for instance, what are physical skills, interpersonal skills, etc. If you are not sure, the following suggested definitions may be useful. You may want to display them on the screen or give them as a handout to participants.

- **Interpersonal skills** – learning in groups through co-operative work, enjoying group activities, easily understanding social situations and developing relationships with others
- **Intrapersonal skills** – learning through personal concentration and self-reflection, good at working alone, aware of own feelings, and know own strengths and weaknesses
- **Language skills** – thinking and learning through written and spoken words, memory, and recall
- **Musical skills** – learning through sounds, rhyme, rhythm, and repetition
- **Physical skills** – learning through body movement, games, drama, etc
- **Arithmetic/logic skills** – thinking and learning through reasoning and calculation, being able to easily use numbers, recognise abstract patterns, and take precise measurements
- **Visual skills** – art, such as drawing, painting, or sculpture, being able to easily read maps, charts, and diagrams

Give participants these instructions:

“Work in pairs. The worksheet provides a list of many different types of behaviour you may observe in children. For each example of behaviour, which
preferred learning style or skill do you think the child might be displaying? For instance, the child who likes subjects that are based on photos, diagrams and maps may be displaying a preference for using visual skills for learning.”

You may also wish to highlight the following note of caution to participants:

“To fully understand a child’s preferred learning style, we need to observe the child over a period of time, doing a range of activities, and we need to talk to the child about what he/she enjoys or dislikes in school, finds easy or difficult, and so on.”

When the pairs have finished their worksheet (or when the allocated time is up) invite two pairs of participants to come together to compare their answers. You may decide not to have a further plenary discussion (too much plenary can get boring) unless the worksheet activity raised a lot of questions that participants want time to discuss all together.
Session 3

Teachers’ attitudes

Purpose

Teachers play a central role in inclusive education. We need teachers to think and act in an inclusive, child-friendly way, so that their attitudes and practices work positively alongside any other changes we make towards inclusion (such as policy changes, or improving physical accessibility).

It is common for teachers to think that children are excluded because of the environment, poverty, language, lack of parental support, etc; but rare for teachers to acknowledge the exclusion of children caused by their own attitudes and behaviour. Throughout this manual we will focus on supporting teachers to become more reflective practitioners – i.e. helping them to become people who question and challenge more, and who don’t simply think “we have always taught this way so we must always continue to do it this way”.

The following card game helps participants to reflect on what it means to be an inclusive teacher. It also highlights the importance of listening to children’s views – because they have some very clever and insightful things to say about teachers and teaching from which adults can learn. These sorts of card games can also be adapted and used by teachers in the classroom, if they want to find a more exciting way to discuss a topic with their pupils.

Activities

Activity 3a

Group work – Card game: children’s opinions about inclusive teachers

⏰ 30 minutes

_resource 2: ‘My teacher…’ cards_

Participants should work in small groups. Give each group a set of the cards and read the following instructions to them:
“Read the 16 cards containing quotes from children around the world. Decide if the teacher being described is an inclusive or a non-inclusive teacher. Discuss in your groups why you think this. Make two piles of cards: one for inclusive and one for non-inclusive teachers. If you are not sure or you cannot agree among yourselves, create a ‘not sure’ pile as well.”

When the groups have finished reading and categorising the cards, facilitate a plenary discussion. You can do this in different ways depending on how much time you have and how many participants you have. Here are some suggestions:

- Suggestion 1: Display each quote on the screen (and read it aloud in case some participants cannot see the screen) Ask participants to call out their answers (is this an inclusive teacher or not?). Encourage them to explain why they think this. Allow participants to disagree and debate with each other.

- Suggestion 2: Ask one group to read out all of their answers. Participants in other groups say if they agree or disagree with each answer, and why.

- Suggestion 3: Put two flip charts on the wall (one labelled ‘inclusive teacher’, the other labelled ‘non-inclusive teacher’) and ask the groups to stick each card on the relevant flip chart. Gather participants around the chart so that they can see each other’s answers. Invite them to challenge any answers they disagree with. This option may work best with a small number of participants.

**Activity 3b Extra**

**Group work – Poster: ‘An inclusive teacher should...’**

**30 minutes or more**

Explain to participants:

“In some schools or projects, children have been asked to make posters to display in their classrooms or in the staff/teachers’ room, listing the behaviour and attitudes they would like to see from their teachers in order to help the children feel included and learn better. These are a bit like a checklist, or even a list of rules for the teacher. Here is an example of a poster created by children in an inclusive school in Zambia.”

Show them this photo (with a translation where necessary) on the screen or on a handout.
“In your groups, create a poster entitled: ‘An inclusive teacher should…’. List the attitudes and behaviours that you think an inclusive teacher should display. Use ideas from the previous card activity. Also think about your own childhood – how did good teachers behave, or what do you wish your teachers had done to make you feel more included and supported in school? You can be creative with the poster if you want, e.g. add drawings to illustrate the points you are making.”

When participants have finished, stick their posters on the wall and allow everyone to look at them briefly. Encourage participants:

“Keep looking at these posters throughout the workshop. You may think of new ideas, or learn about different teacher attitudes and behaviours that are essential for inclusive education. You can add these new ideas to your posters at any time. Use the posters to help you record your learning about the role of teachers in inclusive education.”

After the workshop has finished, the trainer (or even one/some of the participants) could work to create one poster that combines all of the suggestions – ‘The participants of x workshop think an inclusive teacher should….’. This could be copied and distributed to participants for them to display on their office/classroom/staff room walls. It could be used to encourage and remind them to ask the children in their school or class to make a similar poster.
Session 4

What is inclusive education?

Purpose

The children’s quotes gave us some insight into what children think about inclusive teachers; and the reflections on learning styles also helped us to start thinking about the elements that make up inclusive education. However, everyone in the room will have a slightly different interpretation of inclusive education, depending on how much they have already read or heard, and depending on their personal and professional backgrounds, etc. This session is designed to help participants find out more about each other’s interpretations and then reach a more shared idea of what inclusive education is. There are several activities within this session.

Activities

Activity 4a  Core

Individual reflection – Drawing: ‘what inclusive education means to me’

⏰ 20 minutes

Participants should work on their own. Give each person a sheet of paper, and make sure they have plenty of coloured pens, pencils and crayons available. Give these instructions:

“Draw a picture of what inclusive education means to you. Don’t discuss with anyone, just draw what comes into your mind when you think about inclusive education. This could be a picture or a diagram, and it can be as simple or creative as you want.”

You may want to remind participants that this is an activity that suits people who prefer to learn visually.

When participants have finished drawing, have a plenary discussion about the drawings. There are different ways to do this, for instance:

- Suggestion 1: Invite volunteers, one at a time, to hold up their drawing and explain what it shows and why this is their interpretation of inclusive education.
Suggestion 2: If you have more time available, get participants to sit in small groups and ask the group members to show and discuss the drawings with each other. Ask them to choose their favourite drawing within the group (the one that has the most interesting message, not necessarily the one that is most well drawn). Each group’s selected picture can then be shown and explained in plenary.

Record on a flipchart the key messages about inclusive education, and what they mean, that are given by participants during the plenary feedback.

Stick everyone’s drawings on the wall so that they can be looked at during break times.

You may wish to tell participants this reflection on the activity:

“While we may think we all see and understand inclusive education in the same way, this simple drawing activity shows the subtly different ways in which we each interpret the concept. It is important that we acknowledge these differences, if we are to avoid misunderstandings and confusion when working on inclusive education.”

Examples of drawings made by participants in a previous workshop
Activity 4b  Core

Presentation and discussion – Where is the problem located?

⏰ 20 minutes

The following diagrams help to explain the different ways in which we can view the exclusion of children from education. These diagrams can be displayed and explained to participants.

The first diagram illustrates how a traditional education system views children who are different in some way. The child is viewed as the problem. This leads us to try to create solutions to change the child, to try to ‘cure’ him/her, or in some way make him/her fit into the existing system.

The second diagram illustrates an alternative view. Here the individual child is not the problem. The education system is the problem because it is not flexible and innovative enough to cope with all sorts of different children.
Invite participants, in plenary, to comment on these diagrams or raise questions. Encourage participants to try to answer each other’s questions, rather than only relying on the trainer to answer. The trainer can help to clarify matters or correct and misunderstandings.

It is very important participants understand that in a truly inclusive approach to education, the child is never the problem; it is always the system that is the problem. Activity 4b is intended to get participants thinking about the common perceptions that do exist in which the child is viewed as a problem, but not to suggest that this approach is valid, or acceptable.
Activity 4c  Core

Presentation and discussion – The difference between special, integrated and inclusive education

⏰ 20 minutes

Explain to participants:

“People often assume when they use the words ‘inclusive education’ that everyone is talking about the same approach, the same practical activities, etc. In reality, however, the words ‘inclusive education’ are used a lot to describe education work that is not always inclusive. We therefore need to reflect on whether what we are doing matches what we are saying. This means reminding ourselves of the difference between special education, integrated education and inclusive education.”

Display and explain the following diagrams to help participants visualise these differences. Allow discussion and questions, and again encourage participants to answer each other’s questions rather than just relying on the trainer for answers. Correct any misunderstandings.

**Special education:** There is an education system for ‘normal’ children (round pegs); and a different system for ‘special needs’ children (square pegs).

![Diagram of special education system]

**Integrated education:** Trying to change children so they fit into the so-called ‘normal’ system (making square pegs fit into round holes). The education system and teaching and learning practices stay the same. So the child must adapt or fail.

![Diagram of integrated education system]
**Inclusive education**: Here, all children are different and all can learn in the school to the best of their abilities. The education system is changed to accommodate all children. The system overcomes its barriers to learning and participation, whether it is because of attitudes, poor environmental conditions, inappropriate policies and practices, or the lack of resources.

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**Activity 4d**

**Group work – Case studies: Is this inclusive education?**

 đòi 20-30 minutes

Give participants a handout containing the seven short case studies (without the answers).

**Resource 3: ‘Is this inclusive education?’ case studies**

Give these instructions:

“In your groups, read and discuss each case study. Decide if each case study shows exclusion, special education, integrated education or inclusive education, and explain why you think this.”
After the allocated time, ask participants to feed back their answers in plenary. You could do this feedback in different ways, for instance:

- **Suggestion 1:** Display each case study on the screen in turn and ask volunteers to call out their answers, and explanation for their answers. Allow everyone else to respond, disagree and question.

- **Suggestion 2:** Ask each group to present their answer and explanation for a different case study (e.g. group 1 presents and explains their answer to case study 1; group 2 presents and explains their answer to case study 2 and so on). Again allow people from other groups to respond, disagree and question.

Make sure you have available your own answers for each case study, and that you understand why a particular case study is an example of exclusion, segregation, integration or inclusion. However, be aware that for some of the case studies there may not be a single correct answer. If participants provide a logical and well-argued answer which doesn’t exactly match your own answer, but which is not totally wrong either, don’t tell them they are wrong. Tell them what you think the answer is, and ask them to discuss whether they agree with that and to explain why they do or don’t agree with you.

Remember the aim of this activity is to help check participants’ understanding and to help reinforce their learning through discussing examples – this is not a formal test!

**Activity 4e Extra**

**Individual reflection and discussion – Case studies: Is this inclusive education?**

**45-60 minutes**

Give participants these instructions:

“On your own, write a short case study about an example of exclusion, segregation, integration or inclusion that you know about – perhaps something you experienced when you were at school, or an example from a project you have been involved with. Avoid stating explicitly whether the story is an example of inclusion or not. If you need to, read the sample case studies again to give you some ideas for how to present your story.”

When everyone has finished writing, or after the allocated time has expired (15 minutes may be enough), ask participants to get into their small groups again and give these instructions:
“Each person should, in turn, read aloud their case study to their group members. The other group members need to say whether they think it is an example of exclusion, special education, integration or inclusion, and provide their reasons. If you cannot decide, you can ask the author of the case study some questions to help clarify the story. If you disagree with the author’s analysis of the case study, have a discussion about why.

When everyone’s case study has been read and discussed, choose one story that you would like to use to test the understanding of everyone else in the workshop. Try to choose an example that will be challenging to your colleagues – to make them think deeply about whether it is exclusion, special education, integration or inclusion.”

Once every group has selected their story, each group in turn reads aloud the story in plenary and invites a response from the other groups.

**Suggestion:** If some of the groups have chosen really good stories that inspire lively discussions about whether or not the situation depicts inclusion, ask if you can borrow the stories to use them in your next workshop with other participants!
Session 5

Barriers to inclusion in education

Purpose

Every school, community and country is unique, and has its own set of reasons why children cannot access school, or have a good educational experience when they are at school. When we view inclusive education from a social perspective, we are looking at the causes of exclusion within the society and education system (for instance, we say that it’s not the fault of the child in a wheelchair that she cannot access the school building, it’s the fault of the school building designers for not creating an accessible building). To understand in more detail the reasons why some children don’t attend or join in at school we need to analyse the barriers getting in their way. This session will help participants to understand what a barrier to inclusion is, what sorts of things can be barriers and how these barriers affect children. This is a key step before we then start trying to work out how to solve these barriers and include more children.

Activities

Activity 5a  Core

Presentation and discussion – what do we mean by barriers to inclusion?

20 minutes

Explain to participants:

“When we are trying to develop more inclusive, quality and child-friendly education, we need to have a clear idea of what challenges (or barriers) we are facing, so that we can find appropriate solutions that suit each unique context.

Barriers are not always obvious, they cover a wide range of issues, and different people may perceive or prioritise different barriers to inclusion within the same situation. As we have already discussed, we also need to think about these barriers from a social perspective – i.e. think about the problems in the society and/or education system that cause children to be excluded.”
Show participants the following text on the screen:

There are different types of barriers

- **Environmental barriers**: eg, school buildings and toilets which are not accessible.
- **Attitude barriers**: eg, fear, embarrassment, shame, pity, low expectations.
- **Policy barriers**: eg, inflexible school timetables; lack of mother tongue teaching.
- **Practice barriers**: eg, a lack of interactive and co-operative teaching.
- **Resource barriers**: eg, a shortage of teachers, large class size.

Provide a brief explanation, for instance:

“When we think about barriers to inclusion, often we immediately think about physical barriers, such as stairs and a lack of ramps. However, the biggest barriers to the inclusion of everyone in education may not always be physical – they may be caused by negative attitudes, or by government or school policies that are discriminatory, or by teaching practices that are not of high quality, or by a lack of human and material resources. Some barriers require us to spend money to solve them (like building a ramp or printing accessible books). However, many of them can be achieved without a huge investment of money, but instead by more carefully using the money that is already available.”

People often struggle to think specifically about barriers, so you may find it helpful to explain the following:

“When we are thinking about barriers to inclusion, we need to be as specific as possible, so that we can find specific and appropriate solutions that will work. For instance, when looking at teaching practices we might say that ‘poor teaching practice is a barrier to inclusion in my school’. This is a very generalised view of the problem – it doesn’t tell us what is wrong with the teaching practice; why is it so poor? This wouldn’t give us much information on which to base our ideas for solving the problem. We would need to think more specifically – for instance, teachers’ poor practice may be associated with the fact that they just stand in front of the class and write on the blackboard but never interact with the children and don’t allow children to speak.

When we are thinking about solutions to inclusion barriers we also need to be specific. We could say that to improve teaching practices we need to ‘sensitise teachers’ – but this is vague; what would actually be involved in this task? To be more specific with the solution we could, for instance, suggest that there needs to be a project that works with the local teacher training college to develop an in-service teacher training programme about active learning methods, and techniques for enabling child participation in class.”
Activity 5b  Core

Group work – Using photographs to reflect on inclusive education

30-45 minutes

As a trainer you will find it very helpful to use photographs to stimulate participants to think and discuss inclusion issues, and to reflect on their own experiences and ideas (this is called photo elicitation). Below we suggest two approaches to using photographs – you may wish to choose just one of them, or you can adapt and use both approaches together.

First you will need to find a selection of photos – 10-15 will be plenty. The photos need to show all sorts of issues relating to education. For instance, look for photos that show:
- what happens inside the classroom
- what happens outside the classroom
- what happens outside, but near to, school
- children interacting with children, teachers and/or other people
- teachers interacting with other teachers or parents
- different aspects of the physical environment in and around school
- different children (girls, boys, children with and without disabilities, etc)
- different cultural and economic situations, perhaps photos from different countries or different regions within the country

Where to find suitable photos:
- photos taken in your own school(s), ideally by teachers, children, parents etc
- cut out or photocopy them from newspapers, magazines or books
- share photos with colleagues who work in other schools
- find and download images from the internet.

A selection of photos from around the world is provided with the manual to help you get started, but try to use at least a few photos that you have acquired for yourself.

Resource 4: Sample photos for use in photo elicitation activities

Photo elicitation activity – option 1

Ask participants to sit in small groups. Give each group a set of photos. Every group should be given the same pictures.

Give these instructions:
“Look at the photos. Discuss them within your groups. What do you think is happening in each photo? Make 2 piles of photos: one pile for images that you think show inclusive education, and one for images that show non-inclusive education. Discuss with each other why you think this. It is Ok if you cannot agree with each other – there is no right or wrong answer.”

**Photo elicitation activity – option 2**

Ask participants to sit in small groups. Give each group a set of photos. Every group should be given the same pictures.

Give these instructions:

“Look at the photos. Discuss them within your groups. What do you think is happening in each photo? In each photo, identify at least one barrier to inclusion. Remember to look for the different types of barriers: environmental, policy, attitude, practice and resource barriers. Also, alongside looking for barriers to inclusion, look for examples of inclusive solutions. It is Ok if you cannot agree with each other – there is no right or wrong answer.”

**Feeding back on photo elicitation activities**

There are several ways to do this, including:

- Suggestion 1: Show each photo on screen and invite volunteers to call out their answers regarding whether the image shows inclusion or not, and/or regarding the barrier(s) shown in the photo.

- Suggestion 2: Show the first photo on screen and ask group 1 to give their answer. Show the second photo and ask group 2 to give an answer, and so on. Allow other groups to comment, disagree and discuss.

- Suggestion 3: Ask participants to stick their photos onto flip charts (under relevant headings, for instance under the headings of inclusive/not inclusive; or under headings for each type of barrier. Gather participants around the flipcharts to discuss each other’s opinions of the photos. This may work best with a small number of participants.

This activity illustrates how children’s experiences or interpretations of a situation are often very different from how an adult might see it. Pupils, teachers, parents, etc, may all interpret the same situation in a different way, leading to different ideas about what the barriers and solutions are. Allowing children to take pictures of their experiences of being included/excluded often produces very different conclusions to what adults think is ‘right’ for children.
Activity 5c Extra

Group work – Role play: Ensuring presence, participation and achievement

⏰ 45-60 minutes

Present the following:

“When we think about inclusive education, often we just think about getting children into school, i.e. making sure they are present in school. However, we also need to ensure that children are participating in lessons and school life, and that they are achieving something (academically and/or socially) as a result of coming to school.

So, we need to think about:

- presence
- participation
- achievement.

Ask participants to work in small groups (4-6 people). There are 3 different tasks that you will allocate to different groups:

i) create a short role-play that illustrates ‘presence in class/school’ (without participation or achievement)

ii) create a short role-play that illustrates ‘presence and participation in class/school’ (without achievement)

iii) create a short role-play that illustrates ‘presence, participation and achievement in class/school’.

For instance, two groups may do task (i), two groups may do task (ii) and two groups may do task (iii). Give each group their task secretly on a piece of paper. Each group should not know which task the other groups have received.

Give these instructions to everyone:

“Education will not be inclusive unless we focus on presence, participation and achievement. In your groups, you will be given some instructions for creating a short role-play to help illustrate this. You need to plan this role-play, but you must keep the details of your role-play a secret from the other groups while you are planning it.”

Give the groups 10 minutes to plan their short role-plays. Then tell everyone what the three different tasks were, and explain:
“Each group will now present their role-play, and the rest of the participants need to work out which of the three role plays they have just seen (i.e. is the role-play showing only presence; or presence and participation; or presence, participation and achievement).”

If you do not have time to watch all the role plays, make sure that you watch at least one of each of the three options. You can then have a plenary discussion afterwards, to double-check that participants have fully understood what is meant by presence, participation and achievement.

**Activity 5d Extra**

**Group work – Who is affected by the barriers to inclusion and how are they affected?**

🕰️ 20-30 minutes

**Explain:**

“Barriers to inclusion are not unique to only one group. For instance, an inflexible school timetable may mean that children who walk a long way to school struggle to arrive on time, and so they are excluded from the first lesson of the day. But an inflexible approach to timetabling may also affect children who have to do a lot of household chores before they come to school, or children who have to work on farms during harvest season, or children who get tired very easily because of a disability or health condition, and so on.

So we also need to think about who is affected by each barrier, and how they are affected.”

**Invite questions and discussion, to ensure that participants understand this concept.**

**Give these instructions:**

“Look at the photos again. Think about the barriers to inclusion that the photos might be showing us. Now think about who is affected by those barriers. Make a list of barriers and who might be affected by each barrier.

When you have done that, have a discussion about what the photos might be telling us about presence, participation and achievement. For instance, how might a particular barrier prevent children from participating in class, or how might a good practice shown in the photo be helping children to achieve?”

After the allocated time, invite participants to feed back their thoughts in plenary (using one of the suggested methods previously given).
Session 6

Using action research in the development of inclusive education

Purpose

There is no universal formula for creating an inclusive school. Every school, community and country has a unique set of challenges and strengths in education, requiring a unique set of responses. For this reason, teachers cannot simply rely on an ‘expert’ from somewhere else to come and tell them how to make their school inclusive. Teachers are therefore experts in their own situation — along with the children, parents and other members of the school community. This means that teachers (and children, parents, etc) need to become researchers who investigate what is happening in their school and community, who identify the barriers to inclusion, and then (with the help of others) start taking action to solve the problems.

A very useful method for doing this is action research — a process through which stakeholders look at their situation, analyse the problems, suggest solutions and take action. This session will help participants to reflect on how we solve problems. They will learn the basics of what an action research cycle is, and they will practise some activities that can be used to help them carry out action research in their own schools and communities.

Activities

Activity 6a  Extra

Group work – How do we solve problems?

15-20 minutes

This activity can be a useful starting point for discussing action research. However, we have labelled it as an ‘extra’ – if you don’t have time to include it, then as the trainer you can just make sure you explain some of the key messages about how we solve problems at some point during the session.

Ask participants to work in small groups. Explain that each group must pretend they are a group of villagers on a small, remote island. They have just found a radio under a tree (it is still in its original box). They have never seen or heard of a radio before and don’t know what it does. How will they work out what it is, and how to use it?
After a few minutes, each group gives feedback to everyone on their strategies for learning about the radio. Write their answers on a flipchart, perhaps grouped together according to different approaches (e.g. observation approaches, hands-on methods, reading (the box/instruction booklet), etc.

If possible, also try to highlight which of their answers fit into these three categories:

- problem-solving strategies that involve **looking at the problem, investigating and researching**
- problem-solving strategies that involve **analysis of the problem, discussion with others, etc**
- problem-solving strategies that involve **taking action, experimenting with ideas, etc.**

**Activity 6b**

**Presentation and discussions – What is action research?**

**30-40 minutes**

Explain:

“Identifying and solving the barriers that prevent some children from being included in education is not that different from how we solve problems in our lives generally. When we think we have a problem, we try to look at what is happening and gather information about it – what is the problem, where has it come from? We start analysing the problem, often by talking with other people – what is it happening, what could we do about it? Then we decide to take some action, to see if we can solve the problem or at least reduce it or stop it getting worse.

To make education inclusive, we have to take the same sort of approach. We have to look at the problems, the barriers to inclusion. We have to analyse them and discuss them with other people, and then we have to experiment with some possible solutions. This is called action research.”

**The difference between traditional research and action research**

Ask participants, in plenary, to brainstorm what they think the differences might be between traditional research and action research. Use the following lists to help you, if the participants are not sure, or so that you can add to what they have said. You may want to display this on the screen.

<table>
<thead>
<tr>
<th>Traditional research</th>
<th>Action research</th>
</tr>
</thead>
<tbody>
<tr>
<td>A hypothesis is posed by the researcher and a literature review is carried out.</td>
<td>There isn't a pre-determined hypothesis, the topic of the research is decided by</td>
</tr>
</tbody>
</table>
The research is done usually by an 'outsider', and those who are being researched are passive subjects.

Activities and tools are prepared to ‘extract’ or ‘capture’ information from the research subjects.

Usually academics, NGOs, a restricted number of stakeholders, etc, read the findings. The research subjects may never see the results of the research in a format that is accessible to them.

The research process is linear, with a specific start and end point.

The research is done by the stakeholders themselves, as 'insiders', usually as a team. Any 'outsiders' who are involved, act as critical friends or facilitators.

A range of activities are used to enable stakeholders to speak out and reflect on their own experiences and ideas, and to document these for their own use.

Information about the process and findings is recorded by the stakeholders, for their own use in solving a problem or developing an idea, but may also be prepared for external readers.

The research is a cyclical process of investigation, analysis and action, which continues indefinitely, as reflections and further changes are made at the end of each cycle.

The 'look-think-act' cycle

The following information can be presented. You may also want to give it to participants on a handout, as there is quite a lot of detail.

“One way of describing action research is the 'look-think-act cycle'. In a school or community, stakeholders can come together as a team to investigate and solve problems; or individual people can do action research into their own situations. Team-based action research can often be better – as the researchers have other people to share ideas with, and to encourage and motivate them if things get difficult.

Look
To find out what the problem is we need to look closely at the situation (the environment, people’s attitudes and practices, the policies and resources). There are many different looking and observing activities that can be used to help stakeholders look at a situation with ‘fresh eyes’.

Examples of looking activities:
- talking and listening
- focus groups
- one-to-one interviews
- informal discussions.

These should be done with key informants (e.g. pupils, teachers, parents, community members, etc). These are key people from within the stakeholders that the researcher or research team identifies as being invaluable in the process of overcoming the identified barriers.

Examples of observing activities:
- video
- photography
- reflective diary.

For example, to find out children’s ideas or experiences about their school, the researchers could facilitate them to make a video or compile a photographic album with fellow pupils, friendship groups, community groups, etc.

**Think**

Once information has been collected about a situation, it needs to be thought about in more detail – for instance, we need to ask why, how, who, when. We need to analyse the information, ideally by sharing it with other people and helping them to think about it. Thinking about and analysing information can seem difficult or boring to people who have not been involved in action research before. So there are various user-friendly activities we can do to help people engage in a thinking and analysing process.

Thinking activities can be divided into three types:
- drawing
- performing
- writing/reading.

Drawing activities include:
- **mind maps** – capturing thoughts on paper, but instead of using a plain list, this is a diagram which shows how different ideas link together
- **mountain diagrams** – help people to think about their goal (top of the mountain) and the problems and solutions they have or will encounter on their journey to the top
• **recording daily activities** – this can be done as a drawing or daily timeline, to help people think in more depth about what happens, when, why, etc

• **timelines** – these can help capture thoughts about what has happened over a longer period of time, and often help to document stakeholders’ analysis of what was positive and negative

• **flow diagrams/networking diagrams** – these can help stakeholders to reflect on how events, organisations or people are connected, and how/why this plays a role in a particular problem or solution.

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**Resource 5: Examples of action research drawing activities**

Performing activities include:

• **drama and role-play** – this can be an exciting way of presenting and encouraging analysis about a topic, for both the audience and the performers

• **poetry** – creative messages can presented in a way that encourages people to listen and think

• **music** – this can be a fun (and very memorable) way of sharing ideas or experiences with others

• **puppets** – passing on information using puppets can help stakeholders who perhaps don’t have the confidence to present their message directly, face-to-face with their audience

Writing or reading activities include:

• **diaries** – these can help us to make a regular record of what has happened, when, why – and what we think about this

• **case studies of individual children and stories about experiences** – the process of documenting a case study or story can help us to think again, in a fresh way, about what happened and why

• **reading** (eg, policy documents, lessons plans, records about individual pupils, records of parent-teacher and community meetings, etc) – reading, as well as giving us direct information about a subject, can stimulate thought processes and memories about issues related to what we are reading about.

**Act**

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

The above is quite a long presentation. Therefore, to avoid participants getting bored, try to invite some active participation during the presentation. For instance, you could ask participants to suggest other possible looking, observing and thinking
activities in addition to those you have told them about. Depending on your participants (and your awareness of their existing experiences), you may also find it appropriate to ask them to share any experiences they have of doing similar activities already – what did they do, with whom, why and with what results.

Activity 6c  Core  Extra

Group or individual work – ‘Thinking’ action research activity: drawing

⏰ the time needed varies depending on which diagram(s) you ask participants to do

In this activity you will give participants a chance to practise one or more of the drawing tools that can be used to help stakeholders capture information about, think about and analyse a situation in more depth – so that inclusion barriers can be identified and solved.

We have labelled this activity as a ‘core’ activity and as an ‘extra’ activity, because if you have a short amount of time available you can facilitate participants to do just one of the drawing tools (we recommend mountain diagrams). But if you have more time, you can help them to practise several of the tools.

As a general introduction, tell participants:

“The drawing activity(activities) we are going to do are all activities that you can do with your colleagues, with children, parents etc, to help you all work together to investigate and solve barriers to inclusion. So while we are doing the activity(activities), I want you also to be thinking about how you could use this method to help you work with other people on inclusive education.”

Mountain diagram

When facilitating this activity you first need to make a few decisions:

- **Will you tell participants what their goal is** (e.g. “the goal is to achieve quality education for all children in our community”); or will you let them choose their own goal to put at the top of the mountain? Your decision may depend on whether you want all groups to work on exactly the same task, or whether you feel it more appropriate to let them start working on analysing a real-life issue that is high priority for them.
- **How will you group participants**? Ideally, in a group you need participants who share similar experiences (e.g. all from the same school or community) but who also can bring different perspectives to the discussion (e.g. a mix of teachers from different grades, other staff etc).
Will you ask participants to document the barriers and solutions they think they will encounter in trying to reach the goal; or the barriers and solutions they have already encountered; or both?

Show an example of a mountain diagram.

Resource 5: Examples of action research drawing activities

Give the following instructions:

“A mountain diagram is a very useful tool for helping a group of people to come together and discuss, document (visually), and analyse their various perspectives on a particular situation.

In your groups, draw a mountain diagram. At the top is your goal, what you want to achieve. On the mountain you will draw the barriers that you have/will encounter in reaching this goal, and the solutions that you could try/have tried to overcome these barriers. You can choose how to represent the barriers and solutions. For instance, some people draw a train track with breaks in it or a path with big rocks blocking the way to represent barriers. Or if you are artistic you can draw the actual barrier (e.g. a drawing of bad teaching practice or negative parental attitudes).

Make sure everyone in the group contributes (by providing ideas, by drawing or writing etc).”

After the allocated time, the groups can give feedback to each other. There are different ways to do this depending on the number of participants and the amount of time available:

Suggestion 1: carousel

Stick all of the mountain diagrams on the wall in different parts of the room. There are two ways to organise the carousel activity:

- **Simple**: from each group, one person is nominated as the spokesperson. They stand next to their group's mountain diagram, ready to explain it and answer questions. Each group goes to look at a mountain (not their own) and discusses it with the spokesperson. They do this for 5 minutes and then move on to the next mountain, repeating this until all mountains have been visited. This method is simpler to organise, but one person from each group misses out on viewing and listening to the details of the other mountains.

- **Complex**: make new groups. The new groups contain one representative from each of the old groups. For instance, new group A contains one person from old group 1, 2, 3, 4 etc; new group B contains one person from old group 1, 2, 3, 4, and so on. Each new group visits a mountain. The person in the group who helped to create that mountain acts as spokesperson. After 5 minutes the groups move...
to the next mountain, and repeat this until they have visited all of the mountains.

Depending on the amount of time available you may also want to facilitate a brief plenary discussion after the carousel has finished.

- **Suggestion 2: doubling-up groups**
  Bring groups together to form super-groups (e.g., groups 1 and 2 join together, groups 3 and 4 join, and so on). The members of each super-group share and discuss their two mountain diagrams. If there is time, you can also facilitate some plenary feedback or discussions.

- **Suggestion 3: ‘press conference’**
  Display one of the mountains. The people who created the mountain stand or sit at the front of the room. The rest of the participants pretend to be journalists, and have to ask probing questions to find out about the mountain diagram. The people who created it are not allowed to give a presentation, they are only allowed to answer the questions from the ‘journalists’. After a certain amount of time, the next mountain is displayed, and the process of questioning its creators is repeated. If there are a lot of participants you may want to split them into two press conferences running simultaneously (in different rooms or at opposite ends of a big room).

**Timeline**

Participants need to work in pairs or small groups of people who share a similar experience (e.g. work in the same school, or involved in the same project).

Show an example of a timeline.

> Resource 5: Examples of action research drawing activities

Give these instructions:

“A timeline helps us to record key events over a period of time – for instance it might record what has happened in the last year, or during the period of a project. The timeline runs through the middle of the page, but it can be used to show the ‘ups and downs’ of the chosen period. Above this line, you record positive events that helped you to achieve your goals or fulfil your dreams etc (with a rough indication of when this was). Below the line you record negative events, new problems that arose, anything that has held you back from achieving your goals or dreams. You can use words and drawings to show the positive and negative events.

First, in your pairs/groups, choose a specific timeframe that you want to analyse. You might choose, for instance, to look at the period since you first started to introduce inclusion to your school, or the period since you received some project funding, or the period since a new head teacher joined your school, or simply to look at the last 12 months.
Discuss the key things that have happened in that period, and negotiate where you want to put them on the timeline.”

Choose one of the options already mentioned for facilitating participants to give feedback on their diagrams.

**Network diagram**

Participants need to work in pairs or groups of people with similar experiences. Show on screen the two examples of a network diagram (one simple, one detailed).

Resource 5: Examples of action research drawing activities

Give these instructions:

“Network or support diagrams help us to show the connections we have and who gives help or receives help. This can be useful when we are trying to solve barriers to inclusion. The diagram can show us where we could go, or already go, for help and information, and where we have gaps and need to find new partners to help with specific problems. The diagram can also show us the people/organisations that we can share our experiences with, and generally make us feel less isolated in our work.

Think about your own school/organisation. Make a diagram showing:

- the people/organisations that already give you help with inclusion problems or queries
- the people/organisations that could maybe give you help with inclusion problems or queries (if you ask them)
- the people/organisations that you already, or could, give help to, based on the knowledge and experience you already have about inclusion
- any other connections that you think can or do play a significant role in helping you to learn more, or do more, about inclusive education.

Choose one of the options already mentioned for facilitating participants to give feedback on their diagrams.
Session 7

Practising action research

Purpose

As a trainer, we hope that you will be able to help participants to start doing action research in their schools, to help them find out about inclusion and exclusion in the school – what barriers exist, what exciting things are already helping to make the school more inclusive, that could be built on, etc.

However, it can be daunting to start an action research cycle if you have never done it before. So, if possible, we suggest that you try to do a ‘supervised’ action research activity with participants, before supporting them to ‘do it for real’ in their schools.

This practice action research activity can be done anywhere (in the community, in the school, etc). The main aim is to help participants become familiar with the methodology – which they can then use in any action research situation.

Activity 7a Core

Preparing for action research

60+ minutes

Choose a location where participants can try out some of their action research techniques (during the Battambang workshop, we did the action research activities in a market place). Make sure that you have permission from the necessary authorities to use this location.

While you are still in the training room, tell participants about the location for this practical activity. Ask them to brainstorm the kind of barriers to inclusion that they think they may find in the chosen location, using the five main categories of barriers discussed previously.

Divide them into suitable groups, and explain to them which techniques they should use during this action research practice session. The main methods for a short activity will be observations, interviews, focus groups and mapping. The notes and activities below will help to explain and demonstrate these methods to participants. You may first want to invite participants to say what they already know about these techniques, and how they have already used them.
Observations

Explain:

“When observing a situation it is important to record what we see as objectively as possible. We need to pay attention to what happens, interactions between people, body language, what is said, and also the silences. You should record what you see or hear on an observation sheet. Use two columns – one for recording what you saw or heard, and a separate column for recording your personal feelings, understandings and opinions about what you observed. This is important so that when we (or others) look at our notes later, we can clearly distinguish between what we saw/heard, and what we thought about this. This is because two people may see the same incident happening, yet interpret it totally differently. Remember observers often need to be as unobtrusive as possible – for instance if you are observing a classroom, you should not ask the children or teachers questions or interfere with the running of the lesson.”

Resource 6: Example of an observation sheet

Interviews – asking questions

Explain:

“Interviewing is about asking questions and about listening. The kinds of questions we ask, how we ask them, and how we listen and respond to the answers are important issues to consider as part of the interviewing process. There are two basic types of questions:

- **closed questions** – these elicit short, fixed answers. ‘Yes and no’ questions are examples of closed questions because there can only be two possible responses: yes or no.
- **open questions** – elicit longer answers which are not fixed or limited to predetermined categories. ‘Why?’ questions are open questions because they require explanatory answers.

Another example of a closed question is, ‘What was your favourite subject in school?’ This is a closed question because it is only intended to elicit a short, one or two-word answer, without further explanation. However, this closed question could become an open question by changing it to: ‘What was your favourite subject in school and why was it your favourite?’

Then give these instructions

“Work in pairs. Take 5 minutes to come up with some examples of open and closed questions you might ask in an interview about inclusive education in your school.”

Invite feedback from volunteer pairs in a plenary session. Make sure that participants understand the difference between open and closed questions and offer guidance if their sample questions indicate any misunderstanding.
Write the following ‘stages of an interview process’ on a flip chart (leave plenty of space between each stage):

*Preparation –*

*Introduction –*

*Conducting the interview –*

*Closing the interview –*

*Guidelines for recording an interview –*

Explain that the interview process can be broken down into these (above) stages. Ask participants if they can think what issues they need to consider for each of the stages. For example, ask “What do we need to think about when we are preparing for an interview?”; “What do we need to think about when we are introducing ourselves before starting an interview?”; etc. This need not take too long, just get a few basic ideas and points down for each stage.

izados Resource 7: Interview guidelines

Distribute the ‘interview guidelines’ to all participants. Give them 5 minutes to read the guidelines. Ask them to offer more suggestions for filling out the stages of the interview process on your flipchart. Make sure everyone is clear with each of the stages and elaborate on any of the details if necessary.

It can be fun and engaging to act out some of the steps in the stages, by doing it the ‘wrong way’ on purpose. For example, you can pretend to interview a participant, but act extremely bored and disinterested, and then get other participants to say what you have done wrong and suggest what you should have done instead.

**Focus groups**

“Focus groups are discussion groups. They may involve one particular stakeholder group, for example parents, or they may include a range of stakeholders who are asked to focus on a particular topic. At times it may be necessary or preferable to have discussions with one group separately (e.g. a discussion with children when their teachers and parents are not present). At other times it can be helpful to bring different stakeholders together in one group to discuss the particular issue you are focusing on.

You will need to prepare for a focus group in a similar way to preparing for an interview. You will not necessarily ask lots of questions in a focus group, but you will need to prepare guiding questions to help you get the discussions started, and to ensure that you stay ‘on topic’.”

Give these instructions:
“Sometimes, if participants in a focus group are not used to speaking openly, it can be difficult to get a discussion started, even if you ask some simple questions at the start. You might still just get short answers, from a few of the more confidence participants.

In your groups, think methods you could use to stimulate a lively discussion, even if your focus group participants are shy or not used to expressing their views. You could think back to all the activities used in this workshop to inspire your ideas.”

Invite plenary feedback from the groups and make notes on the flipchart.

**Mapping**

“A map is a way of making sense of (and sharing) your school or community’s environment. It helps you to show what is important to you, the community resources, and the community strengths and weaknesses. This includes the natural and built environment, but also your social and cultural environments. In an action research activity you can use a map to highlight barriers (and solutions) in a particular location or community. When you do action research ‘for real’, you would want to do a mapping activity with all stakeholders, so that you can find out where the barriers and solutions are according to different groups in the community – because they all experience and interact with different parts of the community.”

An example of a map created at the Battambang workshop
Activity 7b  Core

Feeding back on the action research practice session

One of the benefits of using action research is that different people can be involved as researchers, using techniques that best suit them and the stakeholders they want to find out information from. In your practice session, the participants may not have had time to try more than one of the techniques each. So a detailed feedback session can help them to share what they learned when using the different techniques.

Bring together new groups of participants that represent people who used each of the techniques. Ask them to create a presentation (visual and verbal) which pulls together all of the information they gathered using the various techniques. After the allocated time for preparing presentations, use one of the feedback and sharing methods already suggested in previous sessions (carousel, press conference etc). Try to be creative with this and avoid using standard presentations where one person stands at the front and reads from their flipcharts – it can become boring if there are a lot of groups who need to present.

You can also ask participants (in their groups or in plenary) to reflect on the techniques they used during their action research practice – the pros and cons, what went well, what wasn’t so successful, what they would do to improve the way they use the technique in future.
Session 8

Individual education plans (IEPs)

Purpose

This session is not designed to teach participants everything they need to know about IEPs – that would require a separate, dedicated workshop or training course. This session will focus on:

- providing a recap on IEPs
- offering suggestions for how to make the IEP process more participatory, in particular, listening to the views of the child

Activities

Activity 8a  Core

Brainstorm and discussion – what do we already know about IEPs?

20 minutes

Ask participants to call out what they already know about IEPs. Encourage them to think about:

- What are IEPs?
- Why and how are they used?
- Who uses them?
- How are they created, and by whom?

Record their answers on a flip chart. If anyone says anything that is obviously incorrect, encourage other participants to respond, or correct the facts yourself.

Show or read participants this definition of an IEP:

“A process in which pupils, teachers and other relevant stakeholders, including parents and carers, are involved in discussions about an individual’s strengths, areas for development and goals for self-improvement.”

Invite participants to comment on this, and make suggestions for anything they think should be added to this definition.
Show or read the following more detailed explanation to participants:

An IEP could include:
- a description of the difficulties faced by the child
- a summary of strengths and interests, and preferred learning style
- a plan of action to overcome the stated difficulties
  - clear goals for the child to achieve and a time frame
  - specific activities and actions to help the child achieve the goals
- ways to evaluate or assess the child’s progress.

Ask participants to comment on this – does it match their understanding of what an IEP includes?

**Activity 8b**

**Group work – Our experience of IEPs**

**40-60 minutes**

Your decision whether or not to do this activity will depend on what you already know about your participants. This activity will only work if at least some of the participants already have some experience of being involved in IEP processes, even if they feel they still don’t know much. If participants do not have enough experience to do this activity, you can just skip to the ‘explain’ section below, and present this to them.

Ask participants to work in small groups – check that each group has at least one person who has been involved in an IEP process in some way.

Give these instructions:

“In your groups, discuss your experiences of IEPs (if you have any). When you have listened to each other’s stories, choose one example from among you to write as a case study. In your case study, write about:

- Who was the IEP for (which child)?
- Why was it considered necessary for the child to have an IEP?
- What format did the IEP take (what sections/questions etc)?
- Who filled in the IEP?
- Who else was involved and how were they involved?
- Was the IEP actively used after it was created? If so how was it used and by whom? If it was not used, why was this?
- Do you know if there were any results from using the IEP? If so, what were the results?”
Each group can then be asked to share their case study with the whole group, and participants can discuss and question each other. As the trainer, make a note on the flipchart about key features of each story. At the end of the feedback, highlight the key points from the stories that indicate stakeholder participation in the IEP process.

Explain:

“IEPs are meant to be a useful tool to help us support learners who – for whatever reason – are experiencing difficulties learning. These may be children with disabilities, but they may also be children who are not formally recognised as disabled but who nevertheless are struggling to learn or to enjoy coming to school. Indeed, not every child who has a disability may need an IEP, if they experience no difficulties with learning and participating.

The most important thing about IEPs is that they should be a participatory tool – developed by everyone working together – the child, teacher(s), parents and other relevant people, such as psychologist or other specialist, where they exist and where their inputs/advice are needed.

However, often IEPs are not participatory – the specialists and (maybe) the teachers create the IEP, without consulting the child or the parents.

So we are now going to look at ideas for making the IEP process participatory.”

Activity 8c  Core

Group work – ‘Feeling dice’: a useful tool when working with children

30 minutes

Start with a quick brainstorm. Ask participants:

“Why is it so important to involve children in the process of developing an IEP?”

Explain and give these instructions:

“When we talk about involving the child in the IEP process, we don’t just mean doing tests and assessing the child’s skills, knowledge or behaviour. We mean actively consulting the child about his/her abilities, interests, likes and dislikes, etc.

This activity is a fun way to help children tell us about their feelings and experiences.
In your groups, make a six-sided die using the template shown on the screen.

Resource 8: Template for making a six-sided die

Each side of the die represents an emotion. You can represent any emotions you want on the dice, but try to have a balance between 'positive' and 'negative' emotions. Draw a representation of each emotion and write the word for that emotion below the drawing.

You may want to display these examples, or show them a die you have already made.

“We are now going to practise using the dice. Each person in your group should roll the die. Whatever emotion it lands on, you need to say something about a time when you experienced that emotion in your work, for example: 'I get happy when I see my students are learning'.”
After the allocated amount of time, have a plenary discussion. Ask participants

“What do you think of this activity? Do you think it would be useful in helping children to talk about their experiences of education (for instance when you are preparing an IEP)? In what ways would it be useful?”

**Activity 8d**

**Filling out IEPs**

 30-40 minutes

Present the following:

“Here is an example of an IEP for a five-year old boy who has bowel and incontinence problems which impact sometimes on his attendance at school, and can also disrupt his participation in lessons. It was decided that he should have an IEP to ensure that his views and feelings were being taken into account by the teachers, and to ensure that the teachers would better understand and respond appropriately to his needs, which were quite different from the needs of other children in the class.

Resource 9: IEP – child’s summary page

This is the child-friendly summary page of the IEP, which has drawings on it. The teacher or special needs co-ordinator talks to the child to help him document:

- The things I find difficult…
- My targets…
- What I need to do…
- Who will help me, and when…
- How did I get on…

This is the child’s own plan, and it is reviewed with the child at certain periods. The child has even written some of the answers himself, and has signed the plan.

Resource 10: IEP – page for the detailed consultation with child

There is a more detailed page, through which the child is asked:

- What are you best at in school?
- What do you find hardest in school? Why do you find it difficult?
- Where do you feel you are making most progress? What helps you do well?
- How do you get on with adults in school?
- How do you get on with other children?
- What would help you to do even better in school?
- What do you enjoy doing after school and at the weekends?
- What would you most like to achieve in the next year or so?
- Do you have any other comments?

Parents are also invited to write (or convey verbally) their views regarding their child’s needs, interests, progress, etc.

Give participants a case study and a blank IEP form. We have provided a sample case study here, but you could try to find/write your own case studies that better reflect your local situation and are built on your own experiences.

 Resource 11: IEP – case study (part A)

 Resource 12: IEP – blank form

Give these instructions:

Read the case study on your own, think about why the child is experiencing difficulties, and see if you can fill in the IEP form for this child, as best you can. Work on your own.

**Activity 8e  Core**

**Role-play – Collecting information for an effective IEP**

 **90-120 minutes**

Give these instructions:

“Filling out an IEP on your own, based on some limited information, like you have just done, is difficult and probably won’t help you to create a good quality plan for the child. So in your groups, I want you to briefly discuss Samnang’s story and compare the IEPs you have filled out for him. Think about what information was missing and who you needed to talk to find this information.”

After the allocated time, give participants the next part of Samnang’s story, and divide them onto groups (perhaps slightly larger groups of about 8 people each).

 Resource 11: IEP – case study (part B)
Give these instructions:

“Read the follow-up on Samnang’s story. You will have an hour to create a five-minute role-play about Samnang’s present situation. In particular you need to role-play how you would find out the extra information needed for developing an effective IEP for Samnang, focusing on the use of participatory methods for communicating with relevant people. You will then perform this role play to the rest of the groups.”

Before they start preparing their role-plays, you may want to ask participants to brainstorm a list of possible characters for the plays. If they are not sure, the ideas in the box below may help:

Characters for the role play might include:
- Samnang
- parents
- grandparents, aunts and uncles
- friends
- teacher(s)
- village health worker
- itinerant teacher
- other specialist(s).

During the role-plays, record on a flipchart some of the key points that are raised (e.g. ideas for who to involve in the IEP process, methods for involving them, etc). After they have had the allocated time for preparing the role-plays, ask each group to perform their play. Allow time after each performance for questions and discussions. At the end of the session you may also want to offer a short summary of key point raised, and ask if anyone can now think of anything else that was missing from all the role-plays.
Session 9

Exchanging experiences (appreciative inquiry)

Purpose

This session is useful for helping participants to reflect on and share the experiences they already have in relation to inclusive education. Even if they don’t already have a lot of direct experience in inclusive education, it can help them to recognise and use other experiences that could be relevant, such as experiences gained during their own time at school, or in the community, or when doing sports or social activities etc.

Appreciative inquiry is an action research-style approach which helps us to focus on positive aspects of our lives or work, rather than only focusing on the problems. It encourages us to see the strengths and opportunities, rather than only seeing the challenges and weaknesses, and to think about how to build on the good things that are already there. Appreciative inquiry assumes that every situation has positive aspects that can be investigated and used as a basis for developing more positives.

Activity 9a Core

Group work – ‘Consultancy circles’

90 minutes

Ask participants to work in small groups of around four people. Give these instructions (on a handout as well as verbally):

“Each person in your group needs to think about a challenge they are facing with moving forward with, or sustaining, their inclusive education work. The first person in the group shares their challenge with their group members. This should take 2-3 minutes only.

The group members now act as a consultancy group. Each person gives feedback on the challenge, suggesting solutions, useful contact people/organisations, and sharing their own experiences of dealing with a similar situation, and how to turn the challenge into an opportunity. This should take about 10 minutes.

The group identifies key lessons learned from this case study and the advice given. This takes 2-3 minutes.
Repeat this with each person in the group. Make sure that you don’t collude with the person telling the challenge (i.e. don’t just sympathise and agree with their problem). Try to be positive and solution-focused.

After the allocated time (it should take an hour for groups of four to get through this process), have a plenary discussion, sharing the key lessons learned, and focusing on how to turn a challenge/problem into an opportunity/solution.

**Activity 9b Extra**

**Pair work – Positive peer support**

This activity offers a slightly different version of the ‘consultancy circles’. This peer support method may be useful for participants to practice so that they can use it after the workshop with their other colleagues.

Ask participants to work in pairs. Give these instructions (verbally and on a handout):

“One person in the pair will tell a story of personal experience about developing or supporting inclusion (in education or the community). Tell the story truthfully, including the positives and negatives. Take a maximum of 5-10 minutes to tell the story.

While the person is speaking, their listening partner keeps quiet, but writes notes. However, they are not taking notes like a transcript or minutes of a meeting. They should write down just key words and phrases that come to mind when listening to the story. These should be written in two columns: strengths/positives and weaknesses/negatives.

The key words/phrases that the listener writes down need to describe/summarise the skills and experiences (or lack of) that the speaker is telling them about (e.g. they might note that the speaker’s story suggests the speaker has a strong commitment to human rights, and good skills with talking to parents; but maybe lacks confidence when writing reports, and seems to lack knowledge about the national education policies).

When the story has finished, the listener goes through their notes with the speaker. They explain the positive strengths, skills and experiences that the speaker has demonstrated through their story. The listener also explains the weaknesses that the story suggests the speaker may have. This is done in a positive way, however. The listener can only mention a weakness if they offer positive and practical suggestions for how the speaker can address this (e.g. actions they can take to improve the way they interact with parents, or where they could find out more information about national policies).

When this feedback has finished (10 minutes), the two people swap roles.”
When the pairs have finished, you may want to facilitate a plenary discussion about:
- key lessons shared
reflections on the methodology and how it could be used for teachers to help their colleagues with tackling inclusion challenges.
Other useful activities

In this section we will offer a few useful activities that you can insert into the workshop(s) if you have time and think they will be appropriate. We will explain how to run the activities, and suggest where they might usefully fit.

Agree-disagree game

Purpose

This is a good warm-up or ice-breaker game. It can be useful at the start of a workshop, to help you find out how much participants already know, or what their attitudes are. It can also be useful halfway through a workshop, to help you gauge if people’s understanding or attitudes are changing.

Instructions

On one side of the room, stick a sign saying ‘Agree’. On the other side of the room put a ‘Disagree’ sign. Make sure there is a clear space between the two signs.

Ask participants to gather in the middle of the space. Read out a statement relating to inclusive education, preferably a statement that you know people will have divided views about, or that may be a bit controversial (see some ideas below). Ask participants to stand next to the agree or disagree sign, depending on whether they agree or disagree with the statement. If they are not sure they stand in the middle. Encourage participants to change each other’s views.

Ideas for statements:
- “Only teachers who have received special needs training can teach a child with disabilities properly.”
- “Girls who get pregnant should not be allowed to stay in school.”
- “To create inclusive education we have to close all special schools.”
- “Inclusive education is not possible when there are large class sizes.”

Power game

Purpose

This activity helps participants to see how power issues can affect our work towards inclusion. For inclusive education to develop, we need all stakeholders to work together as equal partners, sharing ideas, experiences and responsibilities. We need to recognise that parents are experts as much as the specialist teachers, they are just experts in different things. The Power Game can be a fun way to explain these
sorts of power issues to participants – by making them stop and think about the existing power relationships in society, and then reflect on whether this is how it should be.

**Instructions**

On one side of the room, stick a sign saying ‘Powerful’. On the other side of the room put a ‘Powerless’ sign. Make sure there is a clear space between the two signs.

Give everyone a sticky label describing an occupation or status. Tell them they are all men. They must arrange themselves on the line, depending on whether they think they are powerful or not. Encourage them to debate with each other if they disagree with someone’s chosen position.

**Ideas for occupation/status stickers:**
- Grade 1 class teacher with 3 years experience
- Speech-therapist
- Child with physical impairment aged 6
- Physiotherapist
- Judge
- Psychologist
- Child with intellectual impairment aged 9
- Family doctor
- Child with no impairment aged 7
- Policeman
- Disabled adult who lives near the school
- Mayor
- Brother of a disabled child
- Classroom assistant
- Grade 5 class teacher with 25 years experience
- Father of a disabled child
- Head-teacher
- Bus driver
- Unemployed father of a non-disabled child
- Cleaner
- Parent who is a member of the ‘parent-teacher association’.

Next, give some of the participants a sticker which says ‘female’. These participants must now pretend to be women and decide if their position on the power line now changes, and why. Again they can debate and disagree with each other’s decisions.

Finally, if you have time, you can give some participants a sticker describing an impairment or other status (examples of such stickers include: blind; physically impaired; very poor; from a minority language group; refugee; elderly, etc). Ask them to decide if this status now changes their position on the power line.
**Communication game**

**Purpose**

This is a lively and funny activity which offers a serious message about the challenges of clear communication about inclusion. We might think our method/style of communication (and the message we are trying to get across) is clear and straightforward, but the recipients of the message may not perceive it as we intended. We therefore need to ensure clear and consistent messages about inclusive education and regularly check that people understand what we are trying to say. This game helps to remind us about the pitfalls of communication.

**Instructions**

Participants should sit in a circle. The trainer whispers a message to the person sitting next to them, so no one else can hear it. The recipient then whispers the message to their neighbour. This continued around the circle until the message reaches the trainer again. The trainer then tells everyone the message they have just received, and the message they had originally given out, and highlights the differences between these two messages.

To make the activity more challenging, the facilitator can start two messages, flowing in different directions around the circle. When both messages finally return to the trainer, he/she tells everyone what the original messages were and how they had changed during the journey around the circle. If possible, you can do the activity a third time, with two trainers starting different messages at opposite sides of the circle.

You are likely to find that the original message gets significantly changed as it passes from person to person around the circle. You can highlight to participants that this game represents the potential for misunderstanding when we are communicating, so when we talk to people about inclusive education we need to make sure we are communicating clearly and accessibly, and we need to check that people are understanding our messages in the way we intended.

**Reflective diaries**

**Purpose**

Participants can be asked to keep reflective diaries or journals. A reflective journal is a daily written record of participants’ own experiences of teaching and learning and provides a systematic and structured form of reflection. Keeping this type of journal is a good way of documenting learning over the course of a workshop. It also demonstrated an approach which can be useful for participants in reflecting on their professional development.
**Instructions**

Participants can be asked to keep a record each day, using these questions to guide them:

- What was the best or most interesting thing about your teaching and learning today? Why?
- What was the most difficult thing about your teaching and learning today? Why?
- What would you like to know more about or understand better? What can you do to ensure that you learn this or get access to the information you need?

You can use these diaries as part of the evaluation of your workshop, if you want to. Participants can also be encouraged to share and discuss their reflections with each other, and to keep using a reflective diary in their work, to help them record their experiences, learning and information needs.

**Evaluation or learning recap game**

**Purpose**

This activity can be a fun way to help people review what they have learned, what they will do with their learning, and what they thought of the workshop.

**Instructions**

Participants stand or sit in a circle. The trainer throws a ball to one of the participants. They have to answer one or two questions, but the answers must be short (e.g. you can ask them to say just one sentence, or limit them to 10 words, etc). When the participant has given their answer(s) they must throw the ball to someone else in the circle. This activity works best and is more fun if you can keep it moving quickly. If there is a large group, and you allow people to give long answers, it may become boring.

<table>
<thead>
<tr>
<th>Ideas for questions to answer in the circle (use a maximum of two)</th>
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</thead>
<tbody>
<tr>
<td>- What is the main lesson you have learned at this workshop?</td>
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<tr>
<td>- What was the most unexpected aspect of the workshop?</td>
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<tr>
<td>- What will you tell your colleagues about this workshop?</td>
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<tr>
<td>- What one change will you make to your work as a result of this workshop?</td>
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<tr>
<td>- What was the most/least enjoyable part of the workshop</td>
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</tbody>
</table>
### Resource 1: Learning styles worksheet

<table>
<thead>
<tr>
<th>Preferred learning styles</th>
<th>Visual skill</th>
<th>Logical skill</th>
<th>Physical skill</th>
<th>Musical skill</th>
<th>Language skill</th>
<th>Intrapersonal skill</th>
<th>Interpersonal skill</th>
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</thead>
<tbody>
<tr>
<td>The child …..</td>
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<td>…likes subjects that are based on photos, diagrams, maps</td>
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<td>…prefers activities that are based on visual paintings</td>
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<td>…likes reading and writing a lot</td>
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<td>…prefers taking part in discussions and arguments in class</td>
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<td>…prefers to stay silent and does not take part in discussions</td>
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<td>…is hyperactive in class</td>
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<td>…prefers to depend on reason, logic, and figures</td>
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<td>…has an ability to make quick relationships with others</td>
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<td>…prefers to stay alone for a long time without feeling bored</td>
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<td>…is able to identify his/her own strengths and weaknesses</td>
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<td>…is able to identify the strengths and weaknesses of others</td>
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<td>…tries to see things from the perspective of others</td>
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<td>…prefers to link information together</td>
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<td>…prefers to stand while talking</td>
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<td>…likes stories (telling stories and listening to them)</td>
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<td>…likes and is good at jigsaws</td>
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<td>…prefers to do things himself/herself instead of watching them done or reading about them</td>
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<td>…likes using colours and highlighting main parts in a text</td>
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<td>…learns better through reading texts</td>
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<td>…learns better if someone reads out to him/her or summarises a lesson to him/her</td>
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<td>…likes reading books with many drawing/illustrations</td>
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<td>…prefers following written rather than verbal instructions</td>
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<td>…prefers following verbal instructions more than written ones</td>
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<td>…tends to influence his classmates</td>
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<td>…is the first to leave the classroom when the bell rings</td>
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<td>…like to use analogy and make stories to explain his/her views</td>
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<td>…prefers to see what people are talking about to understand it better</td>
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<td>…likes to draw and design things and look at pictures</td>
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<td>…enjoys traditional lessons in terms of reading, writing, listening and discussing</td>
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<td>…remembers names, places, dates, and trivial things</td>
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<td>…asks more questions and enjoys using reason, logic, and problem solving</td>
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<td>…likes songs, music and remembers melodies and identifies sounds very well</td>
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<td>…likes to work alone and does not mix with other children much</td>
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<td>…likes to talk a lot with his colleagues and likes to work</td>
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<td>with others co-operatively</td>
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<tr>
<td>…likes to share his/her ideas and what he/she is doing with others</td>
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<td>…remembers things better if he/she writes them down</td>
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<td>…remembers things better if he/she reads them aloud</td>
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<td>…likes to lead his/her classmates and volunteers to solve the problems between children</td>
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<td>…uses his/her hands a lot while talking and describing things</td>
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<td>…likes sports a lot and practices sports</td>
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<td>…makes many mistakes in reading some words</td>
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<td>…when reading, he/she follows the words with his/her finger</td>
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<td>…has difficulty following what the teacher says especially if the teachers talks a lot</td>
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<td>…likes doodling while the teacher talks</td>
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<td>…needs a quiet atmosphere to achieve a given task</td>
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<td>…can achieve and works with people around talking</td>
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<td>…enjoys assembling and disassembling things</td>
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<td>…likes to explain things to his/her colleagues and others</td>
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<td>…cannot concentrate if somebody’s talking unless he/she looks at the speaker directly</td>
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<td>…likes to underline words and use different colours to mark texts</td>
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<td>…cannot work well with noise or music in the background</td>
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<td>…remembers well interesting examples, stories, and jokes</td>
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</table>
### Resource 2: ‘My teacher...’ cards

Print out the following and cut them into individual cards. Make one set of cards for each group of participants.

<table>
<thead>
<tr>
<th>‘My teacher really listens to me and is always smiling.’</th>
<th>‘My teacher hits me when I am not quick enough in class.’</th>
</tr>
</thead>
<tbody>
<tr>
<td>‘My teacher treats me with respect and doesn’t get angry when I lose my concentration in class.’</td>
<td>‘My teacher doesn’t stop the other students from bullying me when I get an answer wrong.’</td>
</tr>
<tr>
<td>‘My teacher lets everyone in class be the teacher for a day.’</td>
<td>‘My teacher doesn’t let us talk in class unless we are answering her questions.’</td>
</tr>
<tr>
<td>‘My teacher has us work in groups and we help each other with learning.’</td>
<td>‘My teacher always makes us sit in rows.’</td>
</tr>
<tr>
<td>‘When we are naughty in class, my teacher has us decide our own punishments.’</td>
<td>‘My teacher shouts at us if we make mistakes in class.’</td>
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<tr>
<td>‘My teacher has us sing and do drawings.’</td>
<td>‘My teacher arrives late for some lessons. Sometimes he spends the lesson using his mobile phone instead of teaching us.’</td>
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<tr>
<td>‘My teacher sometimes teaches lessons outside the classroom.’</td>
<td>‘My teacher takes ages to mark our books or homework.’</td>
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<tr>
<td>‘My teacher encouraged me to keep coming to school even when I didn’t want to.’</td>
<td>‘My teacher will not let me go to the toilet when I need to.’</td>
</tr>
</tbody>
</table>
Resource 3: ‘Is this inclusive education?’ case studies

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

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

   Answer: Exclusion

2. A teacher has 50 children in her middle school class. The teaching style she is most familiar with is standing at the front of the classroom and lecturing to the students, but she notices that many students 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 students do not seem very engaged with the lessons.

   Answer: Integration

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

   Answer: Integration and exclusion

4. Kunthea 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 accompanies 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. Kunthea’s teacher says she can not attend school with out a helper. She has been home ever since.

   Answer: Integration then exclusion

5. Champei in grade 1 has Down’s Syndrome. She can say a few words but mainly uses gestures to communicate. The other children love playing with her because she has a great sense of humour. Because she is very animated, they are able to understand her. Her teacher thinks Champei is a clown and would prefer her not to be there because she interferes with the other children. Because Champei can’t speak well, she never bothers to ask her any questions and lets her do as she pleases in class.
6. Bourey, in Grade 6, has a hearing impairment. The students 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 students equally.

Answer: Integration

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

Answer: Inclusion
Resource 4: Sample photos for photo elicitation

The Battambang workshop report provides details of what these photos are depicting, according to the photographers who took them.
Resource 5: Examples of action research drawing activities

Mountain diagram
Daily activity timeline

- 8: Looking after animals (if not going to school)
- 9: Going to church
- 10: Feeding animals
- 11: School going (pen and school bag)
- 12: Eating
- 12: Getting peaches
Mind map
Network diagram (simple)

- Children from villages
- Priest
- Other schools
- Parents
- Managers
- Health centre
- District Education Office

→ Receiving support/information
← Giving support/information
Networking diagram (more complex)
Resource 6: Example of an observation sheet

<table>
<thead>
<tr>
<th>Things I will look at</th>
<th>I see....</th>
<th>I think.....</th>
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Resource 7: Interview guidelines


Following are some guidelines to help you in conducting good interviews:

**Preparation** –
- Make sure your interview has a clear purpose
- Make a short list of topics or questions to guide your interview (4 or 5 are enough)

**Introduction** –
- Introduce yourself first at the start of an interview
- State clearly the purpose of your interview
- Ask the interviewee(s) if they have enough time for the interview at the moment, or if not, ask if the can suggest another convenient time
- Ask if the interviewee(s) if they want the interview to be confidential

**Conducting the interview** –
- Begin with some friendly, general conversation to help make the interviewee(s) feel comfortable.
- Make the first questions easy ones for the interviewee(s) to answer – beginning an interview with a very personal, or difficult question may cause offence and stop the flow of information.
- Try to express only one idea per question to avoid confusion.
- Avoid too many yes or no closed questions because that can stop the flow of information.
- Be careful about how often you ask ‘why?’ Although ‘why?’ is an important question, asking this too often or pushing too hard for an answer can make the interviewee(s) feel uncomfortable.
- Be careful about asking ‘leading questions’ - that is questions that try to influence the interviewee(s) answers. An example of a ‘leading question’ is ‘Don’t you think that….?’.
- Ask the interviewee(s) to repeat an answers if you didn’t understand it, or weren’t able to record what they said. Also, ask them to explain, or clarify their answers if you didn’t fully understand them.
- Avoid passing judgement, giving advice, or your own opinions.
- Tell the interviewee(s) when you are changing the topic, so they can be prepared.
- Be aware of your body language, because this may tell the interviewee(s) what you are feeling about their answers and may disturb the interview. It can also make the interviewee(s) feel uncomfortable or like you are not really interested in what they are saying if, for example, you look bored, or fidgety, or avoid eye contact.
Closing the interview –
- Keep your interviews relatively short (less than an hour if possible).
- Try to summarise the main points that you have learned during the interview to check with the interviewee(s) if you’ve correctly reflected what was said.
- Ask the interviewee(s) if there are any questions they’d like to ask you.
- Thank the interviewee(s) for their time and trouble.

Guidelines for recording an interview –
- Use a notebook.
- Record details of what was said.
- Record details of body language and feelings that were expressed.
- Record your observations about how the interview went.
- If it was a group interview, who said what and did the others agree?
- Make any follow up notes as soon as possible after the interview.
- Record your personal impressions.
Resource 8: Template for making six-sided dice
Resource 9: IEP – child’s summary page

An IEP page that is filled in by the child, in collaboration with the teacher or other education staff. The child has written the first answer himself, and has signed the form.
Resource 10: A child-centred IEP

Questions that the teacher or other education staff discuss with the child. The adult writes down exactly what the child has said.

2. What are you best at in school?
   I'm best at coloring in. I'm good at drawing because I practice at home and as well. I am good at listening, and I'm good at speaking in class. That's why I like school and fell because it's the time when you get to tell people things. And at playtime you can do that as well. I like playtime as much as class time.

3. What do you find the hardest in school? Why do you find this difficult?
   Writing sentences is my own. I can write on my own, but if I don't spell it properly I have to cross it out and write it again and then maybe again and again and it takes a long time. I find it hard when I'm playing a game and somebody intrudes and they hurt people — it's really hard to keep playing. That upsets me if I tell the teacher (someone) tells the teacher a lie.

4. Where do you feel you are making most progress? What helps you do well here?
   I am better at writing than I used to be. Probably because I'm practising more. At home I'm doing my homework better, and that's because I'm writing with the new pen I bought.

5. How do you get on with adults in school?
   I get on with all the adults very well, actually. I can tell all the adults things. I can talk about things that happen at playtime that I don't want to happen or things that are worrying me. I can tell the adults what something is worrying me but I don't want to talk about it now, but I might talk about it another time.

6. How do you get on with other children?

3
2. What are you best at in school?
   I'm best at colouring in. I'm good at drawing because I practice at home as well. I am good at listening, and I'm good at speaking in class. That's why I like story and tell because it's the time when you get to tell people things. And at playtime you can do that as well. I like playtime as much as class times.

3. What do you find the hardest in school? Why do you find this difficult?
   Writing sentences on my own. I can write on my own, but if I don't spell it properly I have to cross it out and write it again and then maybe again and again and it takes a long time. I find it hard when I'm playing a game and somebody interrupts and then people get upset because it's really hard to keep playing. That upsets me if I tell the teacher [someone] tells the teacher a lie.

4. Where do you feel you are making most progress? What helps you do well here?
   I am better at writing than I used to be. Probably because I'm practising more. At home I'm doing my homework better, and that's because I'm writing with the intech pen I bought.

5. How do you get on with adults in school?
   I get on with all the adults very well, actually. I can ask all the adults things. I can talk about things that happen at playtime that I don't want to happen or things that are worrying me. I can tell the adults that something is worrying me but I don't want to talk about it now, but I might talk about it another time.

6. How do you get on with other children?

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Resource 11: Case study for IEP activity

Part A

Child’s name: Samnang

Age: 9 years

Samnang is acting up and causing disruption in class. He is struggling to pay attention and sometimes falls asleep. He sometimes comes late to school. In the playground he is often seen sitting and playing alone.

In your group think about why Samnang is having difficulties. Think about his home life as well as his school experiences.

Fill out an IEP to assist him to **attend regularly, participate fully** and **achieve** to his full potential.

Part B

After six months Samnang is attending regularly and is always awake. But he still seems to not understand when the teacher speaks to him and lacks attention. He also does not take part in group activities.
Resource 12: Blank IEP form

<table>
<thead>
<tr>
<th>Name:</th>
<th>Age:</th>
<th>Class level:</th>
<th>Date of assessment:</th>
<th>Description of learning difficulty:</th>
</tr>
</thead>
</table>

| Goals | Plan of action | Target date | Evaluation |
|-------|----------------|-------------|------------|-----------|
|       |                |             |            |           |