Teacher Training in Inclusive Education

Facilitator’s Manual

July 2011
## CONTENTS

<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Acknowledgements</td>
<td>3</td>
</tr>
<tr>
<td>INTRODUCTION</td>
<td>4</td>
</tr>
<tr>
<td>DAY 1</td>
<td>6</td>
</tr>
<tr>
<td>DAY 2</td>
<td>34</td>
</tr>
<tr>
<td>DAY 3</td>
<td>71</td>
</tr>
<tr>
<td>DAY 4</td>
<td>99</td>
</tr>
<tr>
<td>APPENDICES</td>
<td>110</td>
</tr>
<tr>
<td>REFERENCES</td>
<td>119</td>
</tr>
</tbody>
</table>
Acknowledgements

This Manual was put together by Rachele Tardi for Handicap International.
INTRODUCTION

What is the Facilitator’s Manual?
This Facilitator’s Manual is a step-by-step guide to delivering a 4-day training on Inclusive Education for primary school teachers. It has been designed to meet the needs of primary school teachers in the Nusa Tenggara Barat (NTB) province, Lombok, Indonesia, but it could be adapted to work in other provinces/contexts.

The putting together of this Manual and the subsequent delivery of the teacher trainings are key activities of the two-year EU-funded project entitled ‘Support to the development of a quality inclusive education system in Nusa Tenggara Barat province.’

How has the Manual been developed?
This Manual has been designed taking into account the results of the assessment carried out by Handicap International between February and April 2011 on the barriers to inclusive education for children with disabilities (CwDs). The development of the Manual has involved key local resource experts.

The Manual is based on the principles and content of the UNESCO/ILFE manuals, particularly Specialized Booklet 3, ‘Teaching Children with Disabilities in Inclusive Settings’. It uses a rights-based and learner-centred approach. The rights-based and learner-centred approaches performed by the pool of trainers in delivering the training are the same as those that teachers need to use in their classrooms.

Who is the Facilitator’s Manual for?
The Facilitator’s Manual has been designed to be used by the pool of trainers, identified by the Handicap International Project Team, who will be delivering the teacher training in three districts of the NTB Province.

The Facilitator’s Manual is to be used by trainers who already have experience of facilitating training to adults and it should not be used in a rigid way. The trainers should be capable of being flexible and adapting the material and timings to the specific needs of each group of participants.

At this stage the Facilitator’s Manual is for internal use only.

What is the aim of the 4-day training course?
This training’s overall aim is to develop primary school teachers’ capacity in implementing inclusive education in their schools and classrooms with a focus on CwDs.
What are the methodologies used?
To meet the needs of different participants, a number of different methodologies are used, including group work, role plays, photo activities, and discussions.

The content and activities in the Facilitator’s Manual are adapted from a number of sources, listed in the References section and in the footnotes.

How is this Manual structured?
The Facilitator’s Manual is divided into 4 main parts, one per training day. Each part containes a number of activities with specific learning objectives. The handouts can be found at the end of each session.

Participants should use the ILFE/UNESCO manuals as their resource book for the 4-day training.

Are the materials and activities accessible? Find out in advance if there are any participants with disabilities. If there are, modify the activities accordingly and select appropriate ice-breakers/evaluation activities.
DAY 1
Introductions and warm-up activity

Running time: 15 minutes

What you need: paper, pens

Learning objectives. By the end of this session participants should be able to

- reflect on their assumptions about adults and, in particular, about children.

Instructions to the facilitator:

- Welcome all participants and introduces yourself.

- Distribute one A4 sheet to each participant and ask them to write their name at the top of the sheet, then fold their sheet in four, and then write two true things and two false things about themselves, one in each quadrant, in a random order.

- Invite participants to move around the room and, in two minutes, to introduce themselves to someone they don’t know. Each of them then has to guess what are the lies and what are the true things about the other person.

- After 2 minutes, invite participants to go back to their seats. Ask how many of them had guessed right or wrong.

- Ask participants the reason why we did this activity, what the link is between this activity and inclusive education. One of the answers is that we often assume things about adults and about children – but we often get it wrong. For example, we often assume that children with disabilities cannot learn. The activity also invites reflection on child protection: we often assume that children can be safe in certain circumstances, but we should not make this assumption.

- Now go round the group and ask for everyone’s name.
Personal experiences of education

Running time: 35 minutes

Learning objectives. By the end of this session participants should be able to

- remember and analyse their own positive and negative experiences in education.

Instructions to the facilitator:

- Invite participants to think or recall a particularly good experience they had related to learning as a child. Ask: What did you learn? Why do you have good memories of it? Who helped you to learn and how? (write these questions on a flipchart). It can be any type of learning experience, in the family, with friends, or in school, academic or practical (allow 2-3 minutes).

- Invite participants to share with the person sitting next to them (3 minutes).

- Take a selection of stories from people around the room (10 minutes).

- Ask the group to reflect on any common elements. Ask (write these questions on a flipchart): What made those learning experiences positive? How did the person help us to learn? How did we feel at the time? Count how many of the experiences named were in school, how many were not. Sum up the key points on flipchart (5 minutes).

- Explain the following: Now think about a problem you had with learning as a child, something that you felt it was difficult; that you struggled with. What did you have difficulties with? Why do you think this was? Did anybody try to help you? Did their help make a difference? How did you feel about the problems you had? (2 minutes).

- Take a selection of stories from people around the room (10 minutes).

- Ask the group: How did we all feel when we were having problems? Sum up some points on a flipchart.

- Give these instructions: Now with your partner discuss: What could have been done to help you? If you met a child in that same situation, or if you were that child’s teacher or parent, what could you do to help the child with their difficulties? (5 minutes)

- Get feedback from 3/4 people on what actions could have helped to overcome problems with children’s learning (5 minutes)

---

1 Helen Pinnock of Save the Children provided advice and input on this activity.
• Conclude emphasising that this is what we’re going to explore in this training. We are going to look at developing your capacity in how to make education and learning easier for all children with a specific focus on CwDs: *What can be done to minimize those terrible feelings around bad learning experiences?*
Hopes, Challenges and Ground Rules

Running time: 20 minutes

What you need: cards or Post-it notes of three different colours

Learning objectives. By the end of this session participants should be able to

• agree on hopes, challenges and ground rules for the training workshop.

Instructions to the facilitator:

• Invite participants individually to write down, using cards or Post-it notes of three different colours, four hopes, three challenges and three ground rules in relation to the training course.

• Invite participants to pair up and invite each pair to agree on four hopes, three challenges and three ground rules.

• Invite the pairs to join together in small groups (for example, groups of eight people) and to agree on four hopes, three challenges and three ground rules.

• Invite the whole group to agree on four hopes, three challenges and three ground rules. You could ask groups to nominate team leaders to negotiate, in consultation with their teams, the final four hopes, three challenges and three ground rules.

• Read the hopes, challenges and ground rules out loud, and discuss them with the group, making sure to address each item, including hopes that cannot be dealt with during the training – and explain why. Go back to the expectations at the end of the training to check with the participants whether they have been met.

• Present the outline of the days and explain that the training follows the content of selected sections in the UNESCO/ILFE manuals.

• Explain that at the end of each activity you will ask how that activity can be adapted when working with children in their classroom. This to give participants a number of resources they can use with children.

Alternative option

Brainstorm activity.

Divide participants into small groups and ask them to identify 3 hopes and 2 challenges (1 on each card or Post-it). After 5 minutes ask groups to post them on a flipchart divided into 3 sections.
Who are the children with special needs?²

Running time: 40 minutes

What you need: Handout with case studies and Handout on the child as a problem/the system as problem

Learning objectives. By the end of this session participants should be able to

• explore who the children with special needs are
• analyse the definition of special needs
• explore how to act to help children with special needs

Instructions to the facilitator:

• Tell participants to get into groups of four or five people (each group chooses a team leader and a secretary).

• Give each group a copy of the Handout with case studies.

• Tell the participants to read one case study (or all if time allows) and discuss this question in their groups: “What are the difficulties faced by this child?”

• Call on one person from each group to come, in turn, to the front to tell the others the answer to the question for one case study.

• Write notes on the board in the form of a table and check if the rest of the class agrees.

<table>
<thead>
<tr>
<th>Case study</th>
<th>Difficulties faced by the child</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

• Ask the participants if they know of any children who have difficulties like the children in the case studies and listen to the participants’ stories of children they know with similar difficulties. What are the categories used in Indonesia for special needs? Is this categorization helpful?

• Ask the participants: “Which of these children have special needs?” The answer they should give is ‘all of them’.

• Present the definition of Special needs and hand out the diagram with the child as a problem. Ask them if they are familiar with this view. Remind participants about the introductory session and how they felt when as

children when didn’t fit in with the way others wanted us to learn. Many people feel that the education system is the problem, not the child. Handout on the system as problem. Ask what they feel about it.

• Tell the participants that in order to help a child who is experiencing difficulty there are three steps to follow:

1 identify the difficulty
2 identify the cause of the difficulty
3 think of ways to help the child.

• Invite each group to analyse their case study following the 3 steps and filling in a chart. For example: (to be adapted according to revised case studies)

<table>
<thead>
<tr>
<th>Name</th>
<th>Uwimana</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the Difficulty</td>
<td>Uwimana misses a lot of school.</td>
</tr>
<tr>
<td>Identify the cause of the difficulty</td>
<td>Home circumstances: she misses school because she is looking after the baby, her parents don’t value her education.</td>
</tr>
<tr>
<td>Ways to help the child</td>
<td>Talk to her parents, encourage them to keep her at school, ask her brothers to help Uwimana with her lessons.</td>
</tr>
</tbody>
</table>

• Monitor the participants.

• Ask five to eight participants to explain to the group about the children they know and hold a plenary discussion.

• Collect the completed tables from the participants and get the best ones copied.

As an alternative you can ask participants in pairs (from the same school) to think of one child they know and go through the same process.
Handout on case studies (these need to be adapted by the local consultant, – I have changed the names only but the content needs to be contextualized before the translation.)

Case study 1

Putri is seven years old. When Putri was younger her parents thought she was very clever, so they were anxious to send her to school. However they are disappointed with Putri. She has had to repeat Grade One. Her teacher says that Putri is clever but that she is lazy and careless. She only concentrates when she likes the subject. So, for example, Putri is very good at maths and drawing but she is always making mistakes in Kinyarwanda. She writes some letters back to front and her spelling is terrible. Her teacher is often angry with Putri. He can't understand why Putri is so good at maths and so bad at Kinyarwanda. At the end of the year she was not able to write “b” when it is connected with “d”.

Case study 2

Ali is eight and lives with his parents in Butare. Ali’s parents are Rwandese but they came from Congo where Ali was born. At home his parents speak mainly Swahili, although Ali does speak Kinyarwanda as well. His parents work hard to find the money to send Ali to school, but in school Ali is miserable. All he has to do is open his mouth and the other children make fun of his accent and his poor ability to speak Kinyarwanda. They don’t play with him and the older boys pick fights with him too. Ali knows how important it is to stay at school so at least one person in his family will have the education to get ahead. But it is so hard for him to put up with the way the other children treat him. It is also really hard to keep up with his lessons. He wants to respect his parents by staying in school, he wants to speak Kinyarwanda properly, he wants to learn, but most days it is really very, very hard.

Case study 3

Rini is 12 years old. She is in Grade One at the school in her village. Her family is poor, so Rini didn’t start school until she was nine. Her parents couldn’t afford it. Her two brothers started school at six years old. They are now in Grades Three and Four. She likes school and is clever. Soon after Rini started school, her mother had another baby, so Rini had to stay at home to help look after the house.

She missed a lot of school so she had to repeat Grade One. Rini still likes studying but it is hard. Her mother wants Rini to help look after the baby so that she will be able to sell things in the market. So Rini is still missing a lot of school and when she is at school she is very tired. She is worried that she'll have to repeat Grade One again. She wants to help her mother but she also wants to study. She is afraid that if she has to repeat again then her parents will decide it is not worth her going to school at all.
Case study 4

Agung was born with a clubfoot and his right hand is weak. He is in Grade Two at school. Agung has always been very bright and he wanted to go to school very much, like the other children in his village. However, the school is very far from his house and because of his foot he can’t walk there. His parents thought this would be a problem but in the end one of Agung’s friends gave him a lift on his bicycle. At first some of the students used to tease Agung, but the teacher told them off. In class Agung is the best student, but because he can’t run like the other children he is sometimes left out of their games. This makes him sad.

Case studies: Difficulties faced by the child (to be adapted according to the case studies above, before the translation)

Putri has problems with writing. She has learning difficulties. She is bright, particularly in maths, but she has problem with writing. Children who consistently write letters the wrong way round may have a learning disorder called ‘dyslexia’.

Ali has problems because Kinyarwanda is not his native language and other children tease him because of his bad accent.

Rini’s problem is that she comes from a poor family, and because she is a girl her parents don’t think education is so important for her. Her mother keeps her away from school to help look after the baby.

Agung’s problem is that he has a physical disability. It doesn’t affect his learning but it means that he is sometimes left out of games.
Handout on Children with special needs

Who are children with special needs?
Any child who is experiencing difficulties in learning may have special needs. Children who often experience difficulties are:

- ethnic minority children
- children with disabilities
- very poor children (orphans, street children)
- gifted and talented children (children who are extremely clever).

Helping children who are experiencing difficulties
There are three steps to helping a child who is experiencing difficulties:

1) Identify the difficulty
2) Identify the cause of the difficulty
3) Think of ways to help.

1) Identify the difficulty

Be specific. Look carefully at exactly what the child finds difficult, e.g.:
- A child who has difficulty with maths: Can the child do simple addition but not multiplication or subtraction?
- A child who behaves badly: Does the child behave badly all the time or just at certain times or when studying certain subjects?
- A child who misses school a lot: When does the child miss school? Is there a pattern?

2) Identify the cause of the difficulty

Again be specific. It is not helpful to say a child is lazy, is naughty and is stupid.

- Identify the factors causing the difficulties:
  - Factors within the child
  - School environment (children’s attitude and motivation)
  - Home circumstances.
- Talk to the child. Ask why the child can’t do multiplication. Ask why the child is naughty or misses school.
- Talk to other teachers.
- Talk to the child’s parents.
- Change methodology and adjust it to the child’s needs.

Remember: If you don’t understand the problem and you don’t know the cause you cannot help the child

3) Think of ways to help
Handout on the child as a problem/ the system as problem

1 Tell the participants to look at the ‘Exclusion v. Inclusion’ diagram.
2 Explain the diagrams and the link with ‘inclusive education.’
3 Answer any questions.

Exclusion

- Needs a special teacher
- Needs a special environment
- Is different from other children
- Cannot get to school
- Cannot follow curriculum
- Child as a problem
- Does not respond, cannot learn
- Has special needs
- Needs special equipment
- Is not accepted by others

---

3 Handicap International (Rwanda), MNEDUC, UNICEF, *Introduction to Special and Inclusive Education. Teacher Training Manual 1*, p. 34.
Education system is a problem

- Poor quality training rigid methods
- Lack of teaching aids and equipment
- Poor attitudes of teachers
- Rigid curriculum
- Inaccessible schools
- Many drop-outs and repeaters
- Teaching not child-centred
- Teachers and schools not supported
- Parents not involved
What is disability?\(^4\)

**Running time:** 45 minutes

**What you need:** Post-it notes, flipchart, marker pens; Handout on 3 Models of Disability

**Learning objectives.** By the end of this session participants should be able to

- explain the 3 models of disability
- analyse which model is the most helpful in creating positive change for CwDs in their schools/community.

**Instructions to the facilitator:**

- Write the world ‘disability’ in the centre of a flipchart and ask the participants to talk for five minutes about all different words and images that come to mind when they hear the word ‘disability’. Write all the suggestions with no comments on Post-it notes.

- After this, explain the 3 common approaches to disability: the medical model, charity model and social model. Most of words and images on the flipchart fit into one or other of the categories (explain that the term ‘model’ here a way of explaining and defining something).

- Ask the participants to reflect on which words belong to which model. You can invite participants in small groups to stand up and group the words under the different models.

- In the plenary you can discuss the following questions (write the questions on flipchart): **Do you recognize any of these models in your own society? What are the similarities and the differences?** **Which do you think is most unhelpful to children with disabilities?** **Why?** **Which do you like most?** **Why?** **Do you think that two or more of these models need to be combined in order to define disability well?** **Do you think that a completely different model applies to children with disabilities? If so, can you describe it?** **Is your model helpful or unhelpful to people with disabilities?** **Do you think that the social model should be introduced or promoted?** **If yes, why?** **How would it need to be modified to fit your local circumstances?** **If no, what would you do instead?**

- Sum up the main points.

Life stories (optional activity)

Running time: 30 minutes

What you need: flipchart

Learning objectives. By the end of this session participants should be able to

- understand how each of the different models of disability affects the everyday lives and experiences of CwDs.

Instructions to the facilitator:

- Divide the participants into smaller groups.

- Each group will work together to create either a written story or a short play. The story or play should be in 2 parts: the first should tell the life of a CwD from either the medical or charity model perspective. The second should re-tell the story from the perspective of the social model.

- Allow some groups to present their role plays.

- Allow time for questions and discussions at the end (if you decide to do this activity, you can move the discussion from the end of the previous activity to here).
Handout on 3 models of disability

The medical model sees disability as a problem, which lies with the disabled individual. To solve the problem, it is necessary to work on the individual – starting with a diagnosis of what is ‘wrong’ with him or her. The person and his or her life becomes defined solely in terms of the diagnosis.

Medical personnel focus on the things that the disabled person cannot do: can’t walk, can’t see, can’t talk, for example. (It is often assumed that not being able to think, decide, and act for oneself are unavoidable consequences of not being able to walk, see, talk, etc.) In response to their diagnosis, medical personnel do their job and try to find a cure. If a cure is possible, all energy and resources are used to achieve it.

If there is no cure, this is seen as tragic, and it is considered that the individual will need to be cared for instead. Care is to be prescribed and provided by a range of specialist professionals, social workers, counsellors, therapists, psychologists, etc., who will work with the individual or his or her family to reduce the ‘problems’.

Because the disabled individual is different from what is considered to be the norm, s/he is considered to need a range of different, or special, services.

The charity model shares with the medical model the fact that the ‘problem’ of disability is seen as inherent in the individual who has the impairment.

It assumes that a disabled person’s main need in life is to be looked after. Again, the focus is placed on what the person cannot do.

Disabled people are perceived as needing help, protection, care, pity, charity, sympathy, special services, special schools, and charitable donations.

But what would really make a difference to their lives would be enabling them to earn their own living, in useful and productive ways. Often ‘giving to charity’ is a way of covering up and ignoring the real problems in our communities.

Refusing to be defined by the medical or charity model does not mean that disabled people reject the support of doctors, social workers, rehabilitation workers, and other professionals. Their work is very important. Everyone, disabled and non-disabled, needs medical services and other forms of help sometimes.

The social model is the term used by disabled people’s organizations (DPOs) who have decided that the other two models severely and unnecessarily restrict the roles that disabled people can play in life. Treating disabled people according to the medical or charity models makes them dependent on certain (non-disabled) people and separates them from the rest of society. For many DPOs, the social model describes the true nature of the problem of disability: the problem is not the individual, nor his or her impairment.
The main needs of a person with an impairment are the same as anyone else’s: life, love, education, employment, having control and choice in one’s life, and access to adequate services (including medical and rehabilitation when necessary) as of right. (It is worth remembering that these are essentially the same needs or demands that other civil rights movements – such as those fighting for the rights of women, and ethnic minorities – are working for in many parts of the world). The problem of disability lies in how society responds to the individual and his or her impairment, and in physical and social environments which are designed (by non-disabled people) to meet the needs of non-disabled people only.

Under the social model a person who has an impairment is disabled not because of the impairment, but because of the attitudes of society, and poorly constructed physical and social environments. These are all problems that can be resolved. It is not possible to make all paralyzed people walk, or all blind people see (and indeed it is not necessary to walk or see in order to have a worthwhile and enjoyable life); but ramps and lifts can be built, guide dogs can be trained, and non-disabled people can learn to think in a different way about disabled people. The social model can therefore be a helpful tool for disabled people and their allies to make positive changes in their lives, and for non-disabled people to understand more about disability.

These three models are often referred to and they are helpful to think about the way disability is understood. Nonetheless it is worth noting that in the Preamble to the CRPD we read that disability is “an evolving concept”, and that “disability results from the interaction between persons with impairments and attitudinal and environmental barriers that hinder their full and effective participation in society on an equal basis with others”. Defining disability as an interaction means that “disability” is not an attribute of the person but neither is it created solely or arbitrarily by social barriers and attitudes; rather, it is a matter of how the barriers interact with certain individuals.
HANDOUT 22
The three models of disability

The medical model of disability

PROBLEM = DISABLED INDIVIDUAL

- SHELTERED EMPLOYMENT
- SPECIAL SCHOOLS
- SPECIAL TRANSPORT
- HOSPITALS
- SOCIAL WORKERS
- THERAPISTS & SPECIALISTS
- MEDICAL PROFESSIONALS

- WELFARE SOCIAL SERVICES
- CAN'T WALK TALK SEE DECIDE
- PATIENT CASE
- CURE
- CARE

The charitable model of disability

PROBLEM = DISABLED INDIVIDUAL

- NEED HELP
- CHARITY
- SYMPATHY
- SPECIAL SERVICES
- SPECIAL SCHOOLS ETC
- WELFARE

- NEED TO BE LOOKED AFTER
- TO BE PITIED
- BRAVE COURAGEOUS INSPIRATIONAL
- SAD TRAGIC PASSIVE

- CAN'T WALK TALK SEE
- BITTER TWISTED AGGRESSIVE

The social model of disability

PROBLEM = DISABLING SOCIETY

- PASSIVITY DEPENDENCY
- POVERTY & ECONOMIC DEPENDENCY
- NO JOBS
- INADEQUATE EDUCATION

- INADEQUATE SERVICES (MEDICAL, SOCIAL, ETC)
- INACCESSIBLE BUILDINGS (SCHOOLS, OFFICES, HOSPITALS)

- PREJUDICE DISCRIMINATION
- ISOLATION SEGREGATION
- NO RIGHTS
- INACCESSIBLE TRANSPORT
What is IE?

Running time: 45 minutes (Part A + B)

What you need: signs with the words ‘Agree’, ‘Strongly agree’, ‘Disagree’, ‘Strongly disagree’; statements about inclusive education for CwDs; a ball (for the optional activity).

Learning objectives. By the end of this session participants should be able to

• explore their own perceptions about Inclusive education
• explore definitions of IE
• explore the advantages of IE (optional activity)

This session will help you understand what participants feel about inclusive education. By revisiting this exercise at the end of the week, participants will be able to reflect on whether their ideas about IE have consciously changed.

Instructions to the facilitator:

Part A

Walking debate/ four-corner debate (25 minutes)

• Tell the group that they you are going to read a number of statements related to inclusive education and after each statement they have to decide individually if they ‘agree’, ‘strongly agree’, ‘disagree’, ‘strongly disagree’. These signs will be displayed on opposite walls and participants have to walk to the signs that represent their own view.

• Tell them not just to follow what others do, as they may be asked to justify their opinion according to where they are standing. They will be allowed to move during the discussion of each statement if issues arise that challenge their original opinion.

• Read out a statement as an example for the group to practice, e.g. ‘HIV and AIDS kills many people in Indonesia’. Allow time for participants to consider their opinion.

• Ask participants to move next to the response that represent their view.

• Ask a few people from different corners to explain their stance.

• Repeat now with different statements listed in the Handout.

• The co-facilitator should take notes of the answers for each statement and also during the debrief.
Facilitate a debrief after the activity to discuss the issues upon which there was consensus and issues that divided the group.

_Instructions to the facilitator:_

**Part B**

Introduce the HI definition of inclusive Education (25 minutes)

- Divide participants into small groups and ask participants to write down their definition of IE (maximum 3 lines).

- Ask groups to read their definitions and then present the HI definition (many of the points in the HI definition were probably already included in the group’s definition: recognize and value existing knowledge).

- Emphasise the link between the definition of inclusive education and the diagrams they saw before on the ‘Child as a problem’ / ‘The education system as a problem’.

**Optional activity**

**Ball activity**

This activity could be used as a recap/reinforcement of the previous activities

Arrange the chairs in a circle. Explain that each participant should throw the ball to someone new. When they throw the ball they should give one idea or reason why inclusive education is important (or you can ask about the advantages of IE).

- Each participant should try to share a new idea or brief example.

- Each of these ideas and reasons should be recorded on post-it by the facilitator.

Once all of the participants’ ideas have been recorded, invite the participants to group together the ones which are similar and give a title to each group.

Amongst the advantages of inclusive schools you can mention:⁵

- They are much better value for money than building a lot of separate schools for children with special needs.

- They encourage the integration of children with special needs and this helps to build an inclusive society.

⁵ Handicap International (Rwanda), MNEDUC, UNICEF, _Introduction to Special and Inclusive Education. Teacher Training Manual 1_, p. 36.
• They allow other children in the school to learn about the abilities of children with disabilities.

• They encourage the involvement of parents and the community

• They promote the culture of human resources development through an equal access of opportunities.

• They improve teaching.
Statements on inclusive education for CwDs

Below is a selection of statements. Select a maximum of 8-10 for the activity.

• All children have the right to an education

• Inclusive education is not possible in poor countries with limited resources

• Even if children with disabilities attend school, they will learn very little

• The inclusion of children with disabilities in the mainstream school decreases the quality of education for nondisabled peers

• The advantages of inclusive education/schools are only for children with special needs

• Children with disabilities can succeed in mainstream school

• Children with disabilities are safer at home, without going to school

• Special education is always better than inclusive education

• If we accept children with disabilities in our school and they fail the examination, our school will be penalized.

• If a child with disabilities does not succeed s/he has to repeat the same class many times to improve

• Inclusive education increases teachers’ workloads

• Children with disabilities are more vulnerable to be abused if they study in regular school than in special school

• Being an inclusive school, we will receive more support from education authorities (in district, province or national level)

• Inclusive education can increase the participation of parents of children with disabilities
National and International regulations: commitments of Indonesian Government to IE for CwDs

Running time: 60 minutes

What you need:

- handout on national and international regulations/laws related to IE (1 handout with all of them, 1 page)
- handout on types of barriers
- individual handouts with the information on each main agreement for group work
- flipchart and marker pen.

Learning objectives:

By the end of this session participants should be able to

- explore national and international commitments related to IE
- identify barriers in their context to fulfil the commitments
- explore attitudinal, environmental (home/school), institutional barriers.

Instructions to the facilitator:

- Tell the participants: We looked at what IE is but what has the Indonesian Government agreed on this topic? What are OUR commitments to it?
- Explain that many governments have signed up to international agreements, which commit them to making sure that children who are often excluded get a good quality education.
- Invite participants in pairs to list quickly as many of these agreements as they know.
- After 5 minutes, invite suggestions from participants and write them on a flipchart.
- Divide participants into groups of four and give them the Handout with information about each main agreement. Each group will have one/two handouts with details of one/two conventions/policies (according to how many we are going to select for Indonesia).
- Ask each group to identify what are the implications of the commitment(s) described in the Handout and the types of barriers in their specific CONTEXT for the implementation of the commitment (maximum 20 minutes).

Helen Pinnock, Save the Children, provided advice and input on this activity.
• Explain to the groups the 3 types of barriers: attitudinal, environmental (home/school), institutional. Leave flipchart on the wall with explanations.

• Invite selected groups to present their group work.

Handout on main national and international Conventions/commitments: overview

[add]

Individual national and international Conventions/commitments
[add]
Handout on types of barriers

Disabled people, including children and young people, encounter environmental barriers in the following areas:

- public transport
- public buildings
- roads
- leisure and recreation facilities
- offices and factories
- places of worship
- communications systems
- access to information.

It is relatively easy, once alerted, to see the environmental barriers that people with disabilities face: inaccessible offices, shops, toilets; inaccessible public transport, and poor signposting throughout.

Attitudinal barriers are less obvious than environmental barriers, but they can create major problems for disabled people in their efforts to lead ordinary lives. The use of negative language reflects prejudices, but disabled people are now setting the pace in rejecting terminology that they feel is offensive.

From the HI assessment, it emerged that CwDs are laughed at, nicknamed, bullied. The majority of our respondents felt pity for them.

Institutional barriers also exclude or segregate PwDs from many areas of society. Key institutions (or systems) include: the family, education, health services, social services, the legal system, the class system, employment, the political system, humanitarian and development agencies.

Many of these institutional barriers link directly to environmental and attitudinal barriers. But it is only by looking at institutions as a whole that we can identify the way in which these barriers interlock, and see the ways in which PwDs are segregated and disempowered.

The virtual exclusion of disabled people from teacher training colleges also limits the numbers of qualified disabled teachers who are available as role models for disabled and non-disabled pupils in mainstream schools.

---

What does IE look like?\(^8\)

Running time: 45 minutes

What you need:

• photos of different aspects of inclusive schools (see EENET document for examples)
• ASB Guidelines on Criteria to define an inclusive school in the Java province and case studies (optional activity)

Learning objectives. By the end of this session participants should be able to

• analyse what an inclusive school looks like
• analyse the criteria for Inclusive schools adopted by the Java province (optional).

Instructions to the facilitator:

• Divide participants into groups of max 5 people.
• Give each group a set of six to eight different photographs to look at of inclusive schools in Indonesia. Explain that the photos are just a way of eliciting some thoughts – they cannot show everything!
• Ask them to look at the photos and discuss the following:
  o Which picture do you think shows components/characteristics of an inclusive school or a school committed to inclusion? Why?
  o How do the pictures compare to the image you have in your mind of what an inclusive school looks like?
• Remind participants: what we see might often just be the surface and may not give us all the information we need. We need to look at each situation in more detail also within our schools! What is happening below the surface? For example:
  o The child with a disability may be present in class but sitting quietly on his own (not participating), and not learning anything (not achieving)
  o The girl who has enrolled may find that she does not receive as much attention and support from the teacher as the boys in the school (is not allowed to fully participate, so does not achieve)

---

\(^8\) Adapted from Ingrid Lewis, *Activities used during the ‘Inclusion in Action’ workshop*, Atlas Alliance, Oslo, 2007, p.14, with additional input from Helen Pinnock, Save the Children.
If a teacher is not teaching well or not coming to class, almost everyone may not be participating or achieving. Large groups of children can experience exclusion from education, even if they are in school.

- Ask why the words ‘presence, participation and achievement’ might be useful when talking about inclusion.

- Ask the group to split into pairs and draw examples of when a child might be present but not participating, or participating but not achieving. Get pairs to show their drawings.

Optional activity

ASB Guidelines.

Criteria for Inclusive education.

- Invite participants to share what the criteria are now in NTB for a school to be considered inclusive. Ask: Are these criteria enough? What needs to be added?

- Introduce the ASB Guidelines on Inclusive schools. Give each group a copy of the Guidelines. Ask them to read them and then write down the 3 most important elements, in their opinion, that make a school inclusive.

- If there is enough time, you can give participants a case study for each group and ask them to identify how the criteria were met in each case study.

This activity can be done on Day 4, if there is not enough time on Day 1.
Mountain diagram

Running time: 45 minutes

What you need: flipchart paper; markers; Handout with picture of Mountain diagram (this could be reproduced on a flipchart and adapted to the context)

Learning objectives. By the end of this session participants should be able to

- explore ideas for overcoming barriers
- explore what participants want to achieve in IE.

Instructions to the facilitator:

- Divide the groups according to their school/district.
- Recap the different activities done during the day and the flipcharts produced by the participants (this could be done also by 3 participants recruited during the break or at the beginning of the day).
- Sum up saying that they have been looking at their present situation in their schools, reflecting on the situation in order to be in a better position to act (action research model).
- Explain that the group is going to reflect on their learning and start planning what they can do in their schools.
- Invite each group to draw a mountain on a flipchart paper. Please remind them that
  - the top of the mountain represents for the vision/goal related to inclusive education
  - the path to the top represent how to reach the goal (specific practical actions)
  - the obstacles on the path represent the barriers or problems they might encounter, or have already encountered
  - they should not focus only on physical and financial barriers
  - they should be creative, use drawings, symbols etc.
  - for each barrier they should also mark who would be affected by that barrier and, if possible, who could help them find more information about it.
- Show an existing diagram to make sure the concept is clear.
- Encourage participants to think as specifically as possible about the barriers they would depict on their mountains. The more specific the barriers the more specific and effective the solutions in their action plans!

Adapted from Lewis, Activities Used During the ‘Inclusion in Action’ Workshop, p. 15.
• Each day some time should be allocated to revising the diagram. Each school’s plans and individual action plans will be based on each group’s Mountain diagram.
DAY 2
Warm-up activity

*Running time:* 15 minutes

To be selected from the Child-friendly Ice-breakers and Energizers Appendix.

The role of the teacher as facilitator

*Running time:* 30 minutes

*What you need:* Handout with images on ‘learner-centred’ and ‘teacher-centred’ behaviours.

*Learning objectives.* By the end of this session participants should be able to

- explain the difference between traditional teaching and facilitation of learning (teachers should already know about this, so it should be just a refresher).

*Instructions to the facilitator:*

- Divide participants into small groups of max five people and give each group a copy of the Handout with images on ‘learner-centred’ and ‘teacher-centred’ behaviours.

- Explain to participants that they have to ‘make sense’ of the images and identify the type of behaviours represented in the left-hand column (‘teacher-centred’) compared to the one in the right-hand column (‘learner-centred’).

- After 7 minutes ask each group to explain their interpretation of one/two images.

- In plenary, explain that in the inclusive and participatory classroom there is a shift from a ‘teacher-centred’ to a ‘learner-centred’ model. The process itself of teaching and learning becomes very important. For example, you could have given them a text to read about the different behaviours but you preferred to use images and asked them to ‘make sense’ of them. The process itself was important, not only their final answers. You can ask them how they would adapt and use this technique and to think of different examples about the importance of the process.

- Explain that he teacher as a facilitator of learning contributes also to the *holistic* development of the child.

- Ask participants what holistic development means. After getting comments, explain that one can talk about different types of development:10

---

Holistic development means helping children build courage and confidence in all three areas of their development: cognitive (how they think), social (how they interact with others) and ethical (how they become responsible citizens).

Cognitive development
Learning goes beyond memorizing information. Learning is about children feeling safe experimenting with the information they learn. It helps them gain the confidence and skills to analyse the information presented to them, to ask questions about it and to try using it outside the classroom.

Social development
Schools and teachers should make children feel accepted and valued as members of their community. Social development is about developing children’s self-confidence and ability to trust their own judgement. It is about providing children with an opportunity to build strong relationships with others and to understand how to contribute positively to those relationships.

Ethical development
This is about more than asking children to follow traditional values. Ethical development is about making children feel safe in asking questions about their responsibilities as citizens and about values. It engages children in democratic school processes and involves them in matters affecting them (children’s participation). The teachers can be powerful role models of clear ethical standards and guide children in developing a lifelong value system.
Handout on ‘learner-centred’ and ‘teacher-centred’ behaviour

Have the right attitude: Terminology

Running time: 30 minutes

What you need: Handout on Guidelines for acceptable language about disability; flipchart paper, markers, Post-it notes.

Learning objectives: by the end of this session participants should be able to

- identify which are the empowering/disempowering terms to refer to PwDs/CwDs
- reflect on how language can reinforce negative/positive stereotypes.

Instructions to the facilitator:

- Divide participants into groups of four; give out flipchart paper, markers and Post-it notes.
- Ask them to draw a line down the middle of the page and mark one side with a smile and the other with a frown.
- You as facilitator do the same drawing on a flipchart, to be used later.
- Tell participants to think about all the words that are commonly used in Bahasa Indonesia to name, describe, talk about people with disability, particularly children.
- Tell participants they should write all the words they can think of on individual Post-it notes and stick them one or other side of the paper, depending on whether they think the word is a good one to use (appropriate, etc.) or a bad one (offensive, etc.)
- After 20 minutes, ask each group to select and share only two words in turn from their list (the same word must not be presented twice, so groups have to listen to each other!) and stick them on one side or the other of the flipchart you prepared.
- Give the rest of the participants an opportunity to ask questions if some words are unclear and then get the whole group to discuss them.
- Ask participants if they see any similarities or if they can draw any conclusions about what makes words acceptable or unacceptable.
- Also, encourage the group to think how words can be empowering/disempowering.
- Distribute Handout on Guidelines for Acceptable Language about Disability for participants to read at home for further ideas.
• Explain that this exercise is not intended to produce final conclusions about language, but to encourage them to start thinking about the impact of language on people and in their own culture.

• Explain that language ‘creates’ reality in the sense that if you always call a person with negative and offensive terms that person absorbs the negativity of the words. Words have weight! They work as a self-fulfilling prophecy!

• For the same reasons, it is important to give constructive feedback to children to increase their self-esteem.
Handout on Guidelines for Acceptable Language about Disability

1. Do not sensationalize a disability by saying afflicted with, victim of, suffering from, and so on. Instead, say (for example) a person who has multiple sclerosis.

2. Avoid amassing individuals into faceless groups, as in the disabled, the deaf, an arthritic. Instead say people who are deaf, people with disabilities, a person with arthritis, etc.

3. Emphasise the individual, not the impairment. Say a person with paraplegia, not a paraplegic or a paraplegic person.

4. Emphasise abilities and actions, rather than what a person cannot do. Avoid words that sound passive. Say uses a wheelchair or hears with an aid rather than confined to/in a wheelchair or can't hear without an aid, walks with crutches rather than is crippled, is partially sighted rather than is partially blind.

5. People with disabilities should not be referred to as patients or cases unless they are receiving medical treatment. If under medical care, they should be referred to as patients or cases only in the context of that care.

6. Disabled people are not ‘sick’, ‘abnormal’, or ‘unable’. Therefore do not call non-disabled people ‘normal’, healthy’, or ‘able-bodied’ when distinguishing them from disabled people.

7. Use the same language for disabled people as you do for non-disabled people, in order to keep the power relationships equal. For example, if you give a non-disabled person a lift (ride) somewhere you say you are giving them a lift or a ride, but some people, when they give a disabled person a lift (ride), say they are ‘taking’ them, just as they might refer to ‘taking’ a child. These subtle changes are usually unconscious but very significant: they indicate an underlying and unrecognized unequal power relationship, and by their continued use they help to perpetuate that relationship.

Below are some suggestions that fit the English language. It is not easy to translate them into other languages, especially not literally. Each language has its own ways of expressing a concept with negative, positive, or neutral connotations. People with disabilities have to decide what is right for their own language, according to their connotations. As an example, in Serbia PwDs use a word corresponding to ‘invalid’.

---

12 Adapted from Harris with Enfield, Disability, Equality and Human Rights, pp. 261-2.
<table>
<thead>
<tr>
<th>Words to avoid</th>
<th>Words to use</th>
</tr>
</thead>
<tbody>
<tr>
<td>disfigured, deformed, abnormal, invalid</td>
<td>disabled/ a person with disabilities</td>
</tr>
<tr>
<td>a victim of cerebral palsy</td>
<td>a person who has cerebral palsy</td>
</tr>
<tr>
<td>a cerebral palsy case/patient</td>
<td>(as above)</td>
</tr>
<tr>
<td>spastic</td>
<td>(as above)</td>
</tr>
<tr>
<td>suffering from cerebral palsy</td>
<td>(as above)</td>
</tr>
<tr>
<td>crippled, lame</td>
<td>a person with a physical disability</td>
</tr>
<tr>
<td>confined to a wheelchair, wheelchair-bound</td>
<td>wheelchair user</td>
</tr>
<tr>
<td>deaf and dumb, deaf-mute</td>
<td>person who is deaf/hearing impaired/hard of hearing</td>
</tr>
<tr>
<td>Sightless</td>
<td>person who is blind/visually impaired/partially sighted</td>
</tr>
<tr>
<td>has fits, throws fits, epileptic</td>
<td>has epilepsy, has seizures</td>
</tr>
<tr>
<td>retarded, subnormal</td>
<td>person with a learning difficulty/who has a developmental disorder</td>
</tr>
<tr>
<td>healthy, normal, able-bodied person</td>
<td>non-disabled person</td>
</tr>
</tbody>
</table>
Have the right attitude: encouraging children

Running time: 45 minutes

What you need:

• flipchart paper; ILFE
• Statements for Activity 2
• Handout on Tips for Encouraging Learners for Optional Activity

Learning objectives: by the end of this session participants should be able to

• give constructive feedback to children
• provide positive reinforcement to children.

Instructions to the facilitator:

Activity A

• Ask participants to take a piece of paper and draw a simple face. This represents a child in their class.

• Participants should think of the things that adults might say to this child that may make him or her feel badly about him/herself. For each example they think of they should tear off a piece of the paper.

• It only takes three or four comments like this to destroy a child’s sense of self-esteem. NOTE: This activity can also be done with children to help them understand the feelings of others and how their actions affect those feelings.

---

13 Adapted from Handicap International (Rwanda), MNEDUC, UNICEF, Introduction to Special and Inclusive Education. Teacher Training Manual I, pp. 92-93.
• Explain that when we hear negative comments being made to children, we need to turn them into positive ones. For example, the negative comment, “Look at how many answers you got wrong!”, could be changed to “Look at how many answers you got right! Let’s find a way for you to get even more of them right next time. What helped you to remember the answers to the ones you got right?”

• Explain that all children should:
  o feel that they and their contributions are valued
  o feel safe (physically and emotionally) in their learning environment
  o feel that they are unique and their ideas are valuable.

• Explain that, in other words, children should be valued for who they are. They should feel safe, be able to express their views, and be successful in their learning. This helps children to enjoy learning, and teachers can reinforce this enjoyment by creating a more joyful classroom.

Instructions to the facilitator:

Activity B

• Firstly explain that, when giving feedback to children, teachers should remember to focus on what the child is doing correctly rather than on what they are doing incorrectly. Example: “Well done that you wore your uniform to school today! For tomorrow, please remember to wash it well.” Also, teachers should not compare one student to another. It usually makes one of them feel bad. Finally, teachers should encourage effort, not just success.

• Divide participants into small groups of three or four. Give each group a piece of paper with one of the written statements on it (you will find these at the end of the description of the activities).

• Ask each group to read their statement and reflect a few minutes on what it says and how it can be turned from a negative statement to a positive and encouraging one.

• After a few minutes, ask one person from each group to come up to the front and read the statement, first as it is and then how they transformed it into a positive one.

Optional Activity

Handout on Tips for Encouraging Learners:

• Ask everyone to look at the Handout on Tips for Encouraging Learners.
• Ask participants to write down in their notebooks three things that they will use in their classroom. Each participant should make a commitment to give positive encouragement to their students.

• Then ask participants to think carefully about how often they encourage others.

• Ask them to keep track of what they do during any given day or week and to try to make at least three positive comments for each negative comment they make. This can apply in daily life as well, not just in school.
Handout with Statements

Before the session, write the following statements on slips of paper. (A possible answer is listed after each statement. Do not write these answers on the papers. They are just to help facilitate during the exercise!)

- A student in your class is dressed smartly. You want to praise him so you say: “You are dressed so smartly today. Your classmates could learn a good lesson from you because they are so untidy”. (Possible answer: “You are dressed so smartly today. Well done!”)

- A student does well on a test and you want to recognize her good behaviour. You say: “Well done! You are so much cleverer than your classmates!” (Possible answer: “Well done! I can tell that you really studied for this exam. Please keep up the excellent effort!”)

- A child who never wears a uniform comes to school one day with it on. You say: “Your uniform is dirty! What’s wrong with you?” (Possible answer: “Well done for wearing your uniform today. Tomorrow, please be sure it is clean.”)

- A student is working very hard to write well in English but continues to make mistakes. You say: “I think you are not good at English. If you don’t improve by next week, you will fail my class”. (Possible answer: “Very good effort! I can see you are trying very hard to do well in English class. Is there something we can help you with to do better, perhaps another student to tutor you?”)

- A student is being very disruptive in your class and is talking a lot. You are annoyed with the student and say: “Stop talking immediately! If you don’t shut up, you’re really going to get it!” (Possible answer: “Please try and be respectful to other students and keep quiet during the lesson so everyone can learn.” Or ask the student to reflect on the classroom rules: “What do the class rules say about talking during the lesson?”)

- A child is running around the school yard and you are afraid he is going to get hurt. And, he is breaking the rules. You say: “Stop running this minute or you will be punished!” (Possible answer: “Please walk. If you run, you might get injured and you are also breaking the school rules.”)

- A child is late to class for the third time in a week. You have ignored her lateness before, but now you feel you need to say something. You say: “This is the third time you are late this week! What’s the matter with you?” (Possible answer: “This is the third time you are late this week. You will stay after class when the others have gone to play to make up for the lost time, and we will talk about why this keeps happening.”)

---

It is really hot outside and a child is wasting water by letting the tap flow while sticking his head under it to cool down. You say: “What’s wrong with you? You are wasting water!! You want to know what it is like to feel hot? Go stand in the sun until I say you can come inside!” (Possible answer: “I know it is really hot outside, and we are all suffering. But I think you understand what this water is for. All of the children need it to be able to wash themselves. What will happen if you use all the water?” Give her/him a choice to sit inside for five minutes to think about how important the water is or to apologize for misusing it.)
Handout on Tips for Encouraging Learners\textsuperscript{15}

TIPS

• A pat on the shoulder
• An “I’m proud of you!” statement
• Selection as class leader for a day
• Selection as “teacher assistant” for a day
• Praising the student in front of other teachers or the school principal
• Asking the student to assist others
• Sending a note home for the parent when a child does something good
• An honour, such as being nominated for most-improved student
• Badges or buttons
• Certificates
• Extra time to complete an assignment
• Good grades
• Peer recognition
• Class honour roll
• Having names displayed on a classroom Wall of Fame
• A treat
• A thank you note from the teacher
• Encouraging compliments on written work
• Verbal praise
• Earning extra credit to improve a grade
• Tutoring other students
• Participating in a special project
• Displaying work for others to see

\textsuperscript{15} Raising Voices, \textit{Good School Toolkit}, pp. 103-104.
Positive Discipline: the meaning of discipline\textsuperscript{16}

Running time: 30 minutes

What you need: UNESCO/ILFE Specialized Booklet 1: Positive Discipline in the Inclusive, Learning-friendly Classroom (as a reference)

Learning objectives: by the end of this session participants should be able to

- identify goals in disciplining children.

Instructions to the facilitator:

- Facilitate a general discussion asking participants what is the goal of disciplining a child. Write the goals on the blackboard. Some of the answers might include:
  o to help children learn from their behaviour
  o to help them make better choices
  o to make them stop a certain behaviour
  o to understand there are consequences for their behaviour

- If any participants say “to make them pay for their mistake”, “to punish them” or other such statements, be prepared to lead the group through a discussion on whether or not this is consistent with positive discipline ideas.

<table>
<thead>
<tr>
<th>Discipline is:</th>
<th>Punishment is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Giving children positive alternatives</td>
<td>Being told only what NOT to do</td>
</tr>
<tr>
<td>Acknowledging or rewarding efforts and good behaviour</td>
<td>Reacting harshly to misbehaviour</td>
</tr>
<tr>
<td>When children follow rules because they are discussed and agreed upon</td>
<td>When children follow rules because they are threatened or bribed</td>
</tr>
<tr>
<td>Consistent, firm guidance</td>
<td>Controlling, shaming, ridiculing</td>
</tr>
<tr>
<td>Positive, respectful of the child</td>
<td>Negative and disrespectful of the child</td>
</tr>
<tr>
<td>Physically and verbally non-violent</td>
<td>Physically and verbally violent and aggressive</td>
</tr>
</tbody>
</table>

\textsuperscript{16} Adapted from Raising Voices, Good School Toolkit, pp. 92-94.
<table>
<thead>
<tr>
<th>Discipline is:</th>
<th>Punishment is:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Logical consequences that are directly related to the misbehaviour</td>
<td>Consequences that are unrelated and illogical to the misbehaviour</td>
</tr>
<tr>
<td>When children must make amends when their behaviour negatively affects someone else</td>
<td>When children are punished for hurting others, rather than shown how to make amends</td>
</tr>
<tr>
<td>Understanding individual abilities, needs, circumstances, and developmental stages</td>
<td>Inappropriate to the child’s developmental stage of life; individual circumstances, abilities, and needs are not taken into consideration</td>
</tr>
<tr>
<td>Teaching children to internalize self-discipline</td>
<td>Teaching children to behave well only when they risk getting caught doing otherwise</td>
</tr>
<tr>
<td>Listening and modelling</td>
<td>Constantly reprimanding children for minor infractions causing them to tune us out (ignore us; not listen to us)</td>
</tr>
<tr>
<td>Using mistakes as learning opportunities</td>
<td>Forcing children to comply with illogical rules “just because you said so”</td>
</tr>
<tr>
<td>Directed at the child’s behaviour, never the child – your behaviour was wrong</td>
<td>Criticizing the child, rather than the child’s behaviour – you are very stupid; you were wrong</td>
</tr>
</tbody>
</table>


- Talk about how when we are trying to stop using the cane or other corporal punishment measure, we often struggle with what else to do. Ask the group to brainstorm some of the challenges to using alternative methods of discipline.

- Ask participants to brainstorm any alternative methods of discipline they can think of. Write all of their answers on the blackboard.

- Explain that in the next session they are going to explore ‘four categories for disciplining a child’.
Positive Discipline: positive discipline steps

Running time: 30 minutes

What you need: Handout with Different Discipline Scenarios (the answers to the scenarios are also provided for the facilitator on the following page).

Learning objectives: by the end of this session participants should be able to

• identify goals in disciplining children.

Instructions to the facilitator:

• Ask the participants ones what they think are the 4 key steps in positive discipline.

• Explain to participants the following point:

While punishment is a single act, positive discipline is a four-step process that recognizes and rewards appropriate behaviour in the following manner:

• **Step 1: The appropriate behaviour is described**: “Everyone quieten down now, please.”

• **Step 2: Clear reasons are provided**: “We are going to start our mathematics lesson and everyone needs to listen closely.” This means that quietening down quickly will show respect for others. It is a good example of treating others as you would like them to treat you.

• **Step 3: Acknowledgement is requested**: “Do you see why quietening down is so important?” Or, as in the case of Chai (see Handout with Different Discipline Scenarios), “When can we all talk without disrupting others and their opportunity to learn the lesson?”

• **Step 4: The correct behaviour is reinforced**: eye contact, a nod, a smile, an extra five minutes of play time at the end of the day, extra credit points, having a success mentioned in front of the class or school (social recognition is the greatest award). When rewards are used, they should always be immediate and small, yet gratifying. This process is effective for individual children. Moreover, for those of you who are working in large classes, it can also be effective for groups of children. The “trick” is to make the children feel they are on a “winning team” (the class as a whole) and to praise each child’s efforts in being a good team member.

---

• Remember: Catch students doing the right thing and reward them immediately. This is the core of positive discipline.

• Invite participants to read the following classroom scenes and give them 15 minutes to identify the positive and negative ways in which the teacher handled a student's misbehaviour.

• Discuss in plenary (the answers are in the Handout with Answers for the Facilitator)
Handout with Different Discipline Scenarios

Scene 1
Lek, the teacher, walks into her Grade 4 class ready to start a mathematics lesson. As she begins the lesson, her students are continuing to talk to each other and are not listening to her. She says loudly: “Everyone stop talking, please. We are starting our lesson now.” Everyone quiets down except Chai. Chai is still talking to his friend about the soccer game he saw on television last night. Lek screams: “Chai, why can’t you shut up? Stand in the corner with your face to the wall. You’re in more trouble than you know. You just wait until class is over!” Passing by the class, the head teacher asks: “Do you want me to show him who’s boss?” Crying, Chai goes and stands in the corner, fearing for his fate and wishing he wasn’t there. Maybe tomorrow he won’t come to school.

Scene 2
Lek walks into her Grade 4 class ready to start a mathematics lesson. As she walks in she says “Everyone quieten down now, please. We are going to start our mathematics lesson and everyone needs to listen closely.” After the class quiets down, Lek hears Chai still talking to his friend. Lek asks “Who is still talking? I guess someone can’t remember the rules around here.” The passing head teacher overhears Lek’s comment, and he angrily asks if there is a problem and, if so, he knows how to take care of it quickly. Lek thanks him, and tells him that she can handle the situation for now. After the head teacher leaves, Lek looks in Chai’s direction and asks “I wonder why the head teacher would say that? Do you have any ideas?” Guiltily, Chai replies “Well, I was still talking after you asked the class to be quiet.” Lek asks “When can we all talk without disrupting others and their opportunity to learn the lesson?” Chai says “When class is over.” Lek nods and asks Chai to tell her what 100 divided by 2 equals. He answers 50. Lek smiles and says “Very good.” Chai paid extra attention during the entire class and did not talk to his friend until after class was over.

Scene 3
Lek walks into her Grade 4 class ready to start a mathematics lesson. As she walks in she says “Everyone quieten down now, please. We are going to start our mathematics lesson and everyone needs to listen closely.” After the class quiets down, Lek hears Chai still talking to his friend. Lek picks up an infraction slip and writes down “Failure to follow classroom rules” and then she asks Chai to fill in the top with his name, grade, teacher, time, and date. Lek says: “Chai, I will put this infraction slip here on the corner of your desk. If it is still there when class ends, you may throw it away. If you continue to talk without being given permission, I will pick it up and it will be turned into the office for the headmaster to see.” At the end of class, Chai throws away the infraction slip. If discipline techniques are negative, they may discourage and frustrate students. If they are positive, however, they will help students to adopt and maintain good behaviours. In Scenes 1 and 2 above, negative situations between Lek and Chai can be seen. Can you identify them?

18 Ibid, p. 27, 28
Handout: Answers for the Facilitator

In **Scene 1**, both Lek and the head teacher show explosive anger. They threaten Chai: “You just wait until class is over!” and “Do you want me to show him who’s boss?” Lek also uses unreasonable, meaningless punishment in ordering Chai to stand in the corner with his face to the wall.

In **Scene 2**, Lek belittles Chai with sarcasm: “I guess someone can’t remember the rules around here.” How do you think Chai feels after Lek and the head teacher’s angry responses?

**Scenes 2 and 3**, however, contain examples of positive situations between Lek and Chai. In Scene 2, Lek enters the room and asks for a specific behaviour to occur (quiet down), as well as the reason why (starting the mathematics lesson and everyone needs to listen closely). In response to the head teacher’s comment, she asks “I wonder why the head teacher would say that?” This question helps Chai think about the reasons for the head teacher’s actions and how his behaviour may have upset the head teacher, Lek, and his fellow students. Lek also nods to show Chai that he is correct about when is the right time to talk with friends. She also reinforces his behaviour by giving him a chance to answer a simple maths question correctly, and she praises him and smiles. This tells Chai that Lek still likes him. It was his behaviour that was the problem, not he himself.

In **Scene 3**, Lek is gentle yet firm in dealing with Chai’s misbehaviour. She offers him a choice in directing his behaviour. This gives Chai the chance to be responsible for his own behaviour and for what happens next.
Positive Discipline: the four categories\(^{19}\) (optional)

*Running time*: 30-45 minutes

*What you need*: Handout on Positive Discipline Responses; checklist (questions listed below) written on flipchart.

*Learning objectives*: by the end of this session participants should be able to

- identify 4 categories of positive discipline response.

*Instructions to the facilitator:*

- Recognize that it is difficult to think of other things to do when you are in the classroom and faced with misbehaviour. Emphasize that everything we talked about helps us to put our goals for disciplining children into four categories, based on what we want the child to do.

- Distribute the Handout on Positive Discipline Responses.

- Divide the participants into 4 groups and ask each group to read for 15 minutes the Handout on Positive Discipline Responses.

- Explain that there will be a role-play when they will need to apply the 4 Positive Discipline Responses. Ask: are these appropriate responses? Can you think of other ones?

- Discuss the layers of response as written on the handout. Do these layers exist in your school?

- Reinforce that every time we choose to discipline a child, we should think about the ultimate purpose of our actions. Invite participants to use the following checklist (written on a flipchart) to help in making appropriate decisions:
  - Is discipline really necessary, or are there other actions I should be taking?
  - Why is the child misbehaving?
  - What is my goal in disciplining this child?
  - Is the child learning from their mistakes with this form of discipline?
  - Do they know why what they did was wrong?
  - Is the discipline logical? Can the child understand it?
  - Is it humiliating to the child?
  - Is it proportional to the offence?
  - Am I acting as a role model?

  Ask for one participant to sum up the session. What was the point? Example: To identify our goals when disciplining children and to learn about different responses other than corporal punishment.

\(^{19}\) Raising Voices, *Good School Toolkit*, pp. 92-94.
Handout on Positive Discipline Responses

Despite our best efforts, sometimes it is necessary to discipline a student. Whatever action is taken, it should focus on the student's behaviour, not on the student.

Category 1: REFLECTION

For minor day-to-day problems, you should ask students to reflect on their misbehaviour. Children and adults learn from their mistakes when they understand why what they did was wrong, and when they are given an opportunity to think about the consequences of their behaviour.

The types of discipline measures in this category include:

a. Verbal warning. This involves talking to the student and explaining why their behaviour was not appropriate. You can do this by trying to ask the students what they did wrong, not just telling them. It also involves telling them that if they repeat the misconduct, further disciplinary steps may be taken.

b. Imposing a timeout. Timeouts are not punitive, but rather a chance for a child to reflect upon their mistake. Timeouts should not be humiliating nor should make a student feel afraid. There should NOT be a special area or chair designed for the timeout. The students should not be left alone, unless s/he wants to. A timeout should not last longer than it takes for a student to calm down.20

c. Letter writing. This could involve writing a letter or even an essay on why they behaved in a certain way and what they will do to avoid repeating the mistake. If appropriate, it should include an apology.

d. Oral apology. This involves apologizing to the wronged person and asking for forgiveness. The wronged person should also acknowledge the apology and accept it.

e. Infraction slip. This involves writing the child’s offence down on a slip of paper. If the child stops the misconduct, the paper will be thrown away at the end of the class. If the child continues the misconduct, the paper shall be given to the peer committee (if the school has one) to take further disciplinary measures.

f. Discipline box. This involves writing the name of a child on a piece of paper and placing it in a box that you have established in the classroom. The box is checked on a weekly basis. You can set a limit such that if the child’s name appears in the box more than a given number of times, a certain penalty will be imposed.

---

Category 2: PENALTY

For offences that are persistent and detrimental for all concerned, children may need to experience a penalty to understand that there are consequences to their actions. The types of discipline measures in this category include:

a. Light work that improves the school environment. This involves such things as cutting an appropriate-sized area of grass, cleaning a small part of the school compound in a designated area, cleaning the toilets, mopping the floors, etc. The work must be productive, not punitive. The work must be appropriate to the age, size and physical abilities of the child. Care must be taken that the penalty is appropriate and related to the offence and that it is not excessive or humiliating to the child. The aim is to create an opportunity for the child to think about their behaviour while they are performing the task and to learn a new response for the future.

b. Withdrawal of privileges. This involves taking away an activity that the student enjoys. Students will not be allowed to go out during play time, they cannot play during a school football match, or cannot participate in a planned activity. However, students should not receive a penalty that will be detrimental to their health or safety, such as not eating lunch, not providing drinking water, toilet access or other such necessities. The withdrawal of the privilege must also be proportionate to the offence. Lighter offences may mean the withdrawal is for only one day, more serious offences may mean the withdrawal is for a longer period of time.

c. Detention. The student must remain for extra time after school to reflect on what they did wrong. This may also involve an assignment during that time to write an essay or a letter, or it can be to just sit and reflect.

d. Signing of discipline or behaviour contract. This involves writing a one-page contract between the student and teacher that spells out the misconduct and the steps that must be taken to correct it. It includes negative consequences if the misconduct is not stopped, and positive outcomes if it is corrected. The contract is set for a specified amount of time and is signed by the teacher and student. For more serious offences, the contract may also be signed by the parent.

e. Disciplinary talk with the learner. This involves setting a time to meet with the student to discuss their behaviour and to set a course for correcting it.

f. Demerit. This involves marking the student’s file or the disciplinary book, to record the child’s offence in an official manner.

g. Community service. This involves having the student do light work that benefits the community in some way. Such tasks might include cleaning up a public space, helping an elderly or disabled person in the community for a specified amount of time, or volunteering at an institution that needs assistance. Any community service work requires counselling to explain the purpose of the work.
Category 3: REPARATION

For offences that cause damage to a third party, the student must undertake public reparation. This involves acknowledging the misbehaviour in front of others and taking responsibility for his or her actions. The types of discipline measures in this category include:

a. Public apology. The student must apologize for his misbehaviour in the assembly to the entire school or to the group of people s/he offended.

b. Replace or repair. If the offence is accidental, the student must contribute toward replacing or repairing the damage s/he has caused, such as erecting a new fence, chopping wood, or repainting a wall.

c. Financial restitution. If the offence was intentional, the student must replace or repair the damage and must also pay for the materials needed to fix it. If financial restitution is impossible, the school may require the student to do meaningful labour within the school to compensate for the damage.

d. Official reprimand. The student must accept a written notice to their disciplinary record and must sign a letter committing to reform. The letter spells out repercussions for failing to reform.

e. Involving parents. The school will involve parents to contribute towards replacing, repairing or apologizing for the damage caused by the student.

Category 4: LAST RESORT

For persistent and serious offences, sometimes severe action must be taken as a last resort. The types of discipline measures in this category include:

a. Parent meeting. Summoning and discussing with parents the possible next steps as a warning to the child and the parents.

b. Referral. This involves referring the student to a professional who can assist her/him, such as a counsellor, personnel from an NGO, a community member, probation officer, social worker, religious leader or any other such person.

c. Suspension. A time-limited suspension (e.g. one week) with a written warning and a referral to a counsellor or probation officer.

d. Expulsion. As a very last resort, expulsion from school with the involvement of the probation officer and recommendation of an action plan for next steps to help the child.
LAYERS OF RESPONSE

Teacher
The first person to handle any disciplinary case is the teacher. However, if the students continue to misbehave, the case can be referred to the next layer.

Peer Discipline Committee
Each class can elect students to serve as a Peer Discipline Committee. The responsibility of this committee is to meet regularly and to handle all cases of indiscipline referred to them by the teacher. The peer committee shall hold a hearing with the offending student and may choose appropriate disciplinary measures for the action, including counseling them as a peer group, or helping the student by coming up with solutions for her/his problem.

School Discipline Committee
If the student continues the misbehaviour after the case is referred to and handled by the Peer Discipline Committee, the case can be referred to the School Discipline Committee, which may take actions deemed appropriate according to the Code of Conduct.

Head Teacher
If the offending student continues with her/his misbehaviour, the case can be referred to the head teacher who may take actions deemed appropriate according to the Code of Conduct.

Parents
If the student still continues with the misbehaviour, the head teacher may call upon the parents to become involved and a joint decision can be reached as to the appropriate disciplinary action to take.

Outside Referral
Further still, if the student’s misbehaviour becomes uncontrollable or dangerous to others, an outside referral may be made to counsellors, police or another relevant agency.
Positive Discipline: Role Play\textsuperscript{21} (optional)

Running time: 45 minutes

What you need: responses on a separate piece of paper (see below); Handout on Positive Discipline Responses

Learning objectives. By the end of this session participants should be able to

• identify goals in disciplining children
• apply 4 categories of responses.

Instructions to the facilitator:

Before the session, write each of the responses on a separate piece of paper as follows:

Reflection: Verbal warning
Reflection: Timeout
Reflection: Letter writing
Reflection: Oral apology
Reflection: Infraction slip
Penalty: Light work
Penalty: Withdraw privileges
Penalty: Detention
Penalty: Behaviour Contract
Penalty: Disciplinary talk
Penalty: Demerit
Penalty: Community service
Reparation: Public apology
Reparation: Replace or repair
Reparation: Financial restitution
Reparation: Official reprimand
Reparation: Calling parents
Last Resort: Parent meeting
Last resort: Referral
Last resort: Suspension
Last resort: Expulsion

• Hand one piece of paper to each participant. If there are fewer than 21 participants, give some of them two pieces of paper.

• Explain that you are going to do an exercise to help teachers get used to trying out alternative responses to discipline problems.

• Ask for two volunteers to act out a short one-minute role-play in which a child is misbehaving. Allow the volunteers a few minutes to compose

\textsuperscript{21} Raising voices, Good School Toolkit, pp. 95-98.
their role-play. **Use the following ideas for role-plays or any other situations that are common in your school:**

- During playtime, one boy bullies another boy. He is pushing him around and teasing him.
- During break time, all of the students have left the classroom for lunch. However, one student stays behind and starts going through her classmates’ desks. She steals a few pencils and some small coins.
- A student is sitting in the back of the classroom. He is using his pen to carve some words into the desk.
- A student at a boarding school has heard that an action movie is going to be shown at the local video hall down the road from the school. He sneaks out to go watch it and is caught by a teacher when he tries to re-enter the school grounds.
- A student is hungry. She hasn’t eaten all day. She sneaks behind to the school garden and takes a few tomatoes. As she is eating them, a teacher sees her.
- A student has failed his maths exam for the third time this term. When the teacher asks him, he says he is studying, but the teacher is sure he must be lying. Otherwise, how can he keep failing?

- After the role-play, ask the volunteers to remain in their positions. Ask the group what would be the intention of the teacher when disciplining this child? Is it to have them reflect on their behaviour, to experience a consequence, to make amends or is it a last resort?

- Ask participants to look at their piece of paper. Ask who has a response that might be appropriate for this situation. Ask that person to come up and act out the response with the volunteers who have already done the role-play.

- Discuss the outcome with the group. Sometimes, the person playing the student will act stubborn, and the response might not work. Ask if anyone else has a response that might work. If so, have them come up and act out the response. The idea is to encourage teachers to use these responses, not just to say them. Ask them to act out the entire response. For example, if they are giving a student a timeout, they don’t just stand up and say, “I am giving you a timeout”. They might tell the student that s/he is receiving a timeout, and s/he must go to the bench in the staff room and sit there for five minutes. The teacher might then say, “After the five minutes, I will send for you to come back and you must tell me if you are ready to act properly in class”.

- Continue with different role-plays until everyone gets the idea of using these responses
Have a proper classroom setting and make your classroom accessible

*Running time:* 45 minutes

*What you need:* flipchart paper and markers; Handout on Common Changes to Teaching and Learning Spaces

*Learning objectives:* by the end of this session participants should be able to

- explain the importance of classroom layout
- plan small changes to their classroom to make it more child-friendly and inclusive.

*Instructions to the facilitator:*

- Divide the participants into school-based groups.
- Explain that they are going to draw their classroom on flipchart paper (or large paper) and make some improvements to it. Improvements do not have to be big: 'Teachers are not expected to make large changes or infrastructure improvements. They just need to try out some simple ideas within their capacity, using locally available resources. Many useful changes focus simply on making the teaching space feel more welcoming and comfortable, so that learners want to come to school and participate.'  
  
22
- Each group should consider the following areas of improvements: *Lighting, Desks and chairs, Rows or groups, Decorating the teaching place.*
- Give the groups 15 minutes to (a) list what they can do to improve their classroom in each of the 4 areas (b) reflect on who they would consult in the process.
- After 15 minutes, distribute the Handout on Common changes to teaching and learning spaces and ask each group and read it and update their list.
- Ask them now to start drawing how they would improve their classroom according to the ideas in the Handout and in their lists. They have to be realistic. They can add symbols/ key words to make their drawings clearer.
- After 20 minutes, each group presents their drawing to the others.

• In plenary ask: Do you think the layout of a classroom can affect the way children learn? Do you always need tables and chairs? How would these improvements benefit all the children?
Handout on Common Changes to Teaching and Learning Spaces

The following suggestions might give teachers some ideas to create more welcoming and inclusive teaching spaces. They might not be suitable or possible in every situation.

**Lighting**
Teachers are not expected to solve electricity or window construction problems! However, in poorly lit classrooms or spaces they can

- think carefully about which areas of the room are used for which purpose or by which learners, (e.g. learners with visual impairments may benefit from sitting near a window; a dark corner could be used for storing materials)
- ask pupils for their ideas about how to arrange the desks so that everyone benefits from the available light
- discuss with learners about setting up a rotation system so that learners (without visual impairments) take it in turns to sit in darker or lighter areas of the room
- make use of outdoor spaces if the weather and natural light is good and the security situation permits.

**Desks and chairs**
Where there are not enough desks and chairs for everyone, teachers should think about how to ensure this does not lead to learners dropping out

- Ensure that learners with disabilities always have access to any available furniture if it is suitable for their needs, especially if sitting on the floor is very difficult for them.
- Set up a rotation system so that learners take it in turns to sit at a desk or on the floor.
- Try to arrange the room so that children can move about freely, especially if some children have visual or mobility problems. For example, make sure that a child who uses a wheelchair or crutches can get in and out of his desk easily.
- If there is enough space, try to set aside an area of the classroom where they can work with certain children individually or in small groups.
- Where desks and chairs are not a suitable height or design for particular learners, teachers can:
  - shorten table legs by cutting off some of the wood, or lengthen them by placing them on blocks of wood

o ask whether any vocational training or livelihoods programmes nearby are focusing on woodwork: they might be happy to have a furniture building/adaptation project for their students.

**Rows and groups**

In overcrowded classrooms, arranging seating in rows may seem like the only way to fit everyone in. However, where possible, working in small groups can help teachers to manage large classes of learners with diverse abilities. Teachers can

- reorganize the class into groups for at least some of their lessons
- having children working in groups so that learners with disabilities or those experiencing learning difficulties feel more supported
- If you want the children to work in groups, but you cannot move the desks, then get the row in front to turn around to face the row behind.
- make the task of rearranging desks (or floor seating positions) part of a regular lesson. For instance, in a maths lesson, learners could count the number of people and desks. They could even take measurements and draw diagrams illustrating possible layouts for the room that give all learners more space of comfort.

**Decorating the teaching space**

Even when resources are limited, teachers can

- make teaching and learning materials (posters, models, etc.) from locally available resources. Which material would you use in Indonesia?
- encourage learners to make basic materials to decorate their classroom, which they can take with them to a new classroom
- get older pupils or those who are learning faster to make materials or games to help younger or slower learners with their learning
- display and use tactile natural materials such as stone, mud and plants.
- Have a box that contains some storybooks or simple games that children can use when they have completed their work ahead of others.
- Put up pictures, posters, drawings and examples of children’s work on the walls. Make sure they are displayed at the children’s eye level rather than high up on the walls. You can also add different textures for touching to help children with visual impairments.
- On the wall you can have all the children’s names and good qualities written down for each of the initials (this can be done as an activity) e.g. ALI: Altruistic, Loving, Initiating
- Bring in a mat to make a quiet reading corner.
- Keep the classroom clean. Make sure all the children, including children with disabilities, help to clean the classroom.
- Some learning is better done outside of classrooms. For example, lessons about plants and animals could be done in the school grounds. Remember that children with hearing and visual impairments will find lessons outside of the classroom more difficult to understand. Make sure such children sit very close to you.
Using efficient teaching strategies

Running time: 120 minutes (Part A+B)

What you need:

- A specific curriculum topic (one key concept to be introduced in 20 minutes using some of the different methods listed in the Handout)
- Curriculum topics for different grades/subjects to be distributed to each pair
- Handout on Using Efficient Teaching Strategies
- Different materials (see Handout) to be used for Part B

Learning objectives. By the end of this session participants should be able to

- identify some efficient teaching strategies
- practice some efficient teaching strategies.

Instructions to the facilitator:

Part A: Identification of efficient teaching techniques (40 minutes)

- Explain participants that for 20 minutes you will address them as if they were children in a classroom. You will present to them a real curriculum topic using some teaching strategies listed in the Handout on Using Efficient Teaching Strategies. Explain that they have to write down all the teaching strategies that they would recognize in your practice (at this stage do not give them the Handout!)

- After your practice, ask participants in pairs to share ideas on which strategies they identified and ask them to list them down on individual post-its.

- Invite each pair to mention in turn 1 strategy only (the same strategy must not be mentioned twice). You keep going around the group till all the items in the pairs’ lists have been said.

- In plenary add any strategy that was not mentioned. Ask participants
  - why it is important to use these strategies/techniques
  - who do they benefit
  - if they use them already
  - if they know other ones.

- Remind them that a good ‘A good teacher always DOES plan to use
different activities during each lesson’.”

**D** – drawings
**O** – objects
**E** – explain difficult words
**S** – small groups

**Part B:** Practice efficient teaching techniques (80 minutes)

- Distribute the Handout on Using Efficient Teaching Strategies.
- Distribute curriculum topics to each pair or groups of 3 people. If possible, grouping should be done according to the grade teachers teach in reality.
- Explain participants that in their pairs/groups they have to (you can write the following points on a flipchart as reminder; you should monitor the time):
  - 15 minutes to read the Handout Using Efficient Teaching Strategies
  - 30 minutes to plan their session using selected strategies from the Handout
  - 10 minutes to write down the different stages of the lessons very briefly
  - 15 minutes to perform (only selected groups, the others need to give them feedback)

Emphasize that what matters is not the topic but the way they will facilitate the learning.

---

Different materials

Tactile images: Stick string to the outline of a map (printed or hand-drawn). Stick bottle tops next to city names. Learners with visual impairments can feel the country outline and location of the cities. This can be done with other drawings as well.

Easy to handle objects: Select large rather than small stones when making a counting game, so that children with certain physical disabilities or poor co-ordination can more easily pick them up, and visually impaired children can more easily see/feel them.

Noisy objects: Place a small bell or other items that rattle into the centre of a homemade ball (e.g. a ball made by rolling up old plastic bags and tied with string). The noisy ball will enable children with visual impairments or those who have trouble concentrating to follow its movements during a game.

Communication techniques

The way the teacher stands and moves can help learners who have trouble seeing or hearing the teacher clearly or understanding complex language. This ‘body language’ can help to reduce anxiety and keep learners engaged. Teachers can:

- **Look at the children** when you speak (don’t speak and write on the board!)
- **Smile** frequently.
- Use **gestures** and body movements to emphasise or give clues to the meaning of what they are saying.
- Use clear but pleasant **facial expressions**, which can help students realize when the teacher wants them to answer a question or taken action.
- **Sequence**: break down tasks and give step-by-step instructions
- **Repetition and feedback**: use daily testing of skills, repeated practice, and daily feedback. Repeat and revisit the main learning points from a lesson can help learners (especially those experiencing learning difficulties and behavioural problems) to pick up on things they did not notice or understand before. When repeating, teachers
  o should not just present the information in exactly the same way as before; they should find a different way to convey that information, e.g. using a picture rather than words, or using a different example
  o can divide information into several smaller points

---

- can try moving to a different part of the room to maintain learners’ attention (so long as this doesn’t confuse learners with visual and hearing impairments)

- **Start small and build**: break down a targeted skill into smaller units or behaviours, and then build the parts into a whole

- **Questioning**: ask process-related questions (“how to”) or content related questions (“what is”)

- **Graphics**: emphasize pictures or other pictorial representations (for example of what is going to happen during a session)

- **Visual timetable**: don’t rely on words alone to let children know what is happening! Use symbols and graphics

- **Build in some kind of familiarity**: start and end with a specific welcoming/closing activity and have your main activity in the middle of the session.

- **Use simple language or explain difficult words**

- Use **large clear handwriting** on the board or in exercise books.

**Traffic light system**

This involves using coloured cards (or pieces of cloth) to communicate with children or to give instructions. For example:

- when the teacher holds up a green card it might mean “start the activity” or “you may leave the classroom”
- when s/he holds up an orange card it might mean “you have 5 minutes left to finish the activity”
- when s/he holds up a red card it might mean “stop what you are doing”.

This technique often makes it easier for the whole class to notice quickly what the teacher wants them to do. For children who have vision and hearing impairments or learning difficulties it can be a key activity to enable them not only to be present in the classroom, but to participate.

Children or young people who cannot easily speak can use similar cards or pieces of cloth to communicate with their friends and teachers. For example:

- green could mean “I am OK and I do not need help”
- orange could mean “I am unsure of something and I need help”
- red could mean “please leave me as I am angry/upset and need some time to myself”.

Learners will need time to practise the different meanings. To help visually impaired learners, teachers can use different shapes of card/cloth as well as different colours.
Maintaining interest

A good teacher always tries to help all the learners in their class to do the best they can. One important way of doing this is to make sure everyone stays engaged in the lesson. Teachers can:

- **try to keep the lesson plan simple.** Do not try to achieve lots of different learning objectives at once. Children and young people with learning difficulties may get confused if they receive many different instructions or new information at once. Those with hearing or visual impairments may not follow the lesson if there are too many different messages. Simple lesson plans help every learner.

- **use a mixture of ‘thinking’ activities** (quiet time to think about answers and questions) and **‘doing’ activities** (writing, playing, holding objects, group work) in each lesson.

- **encourage participation in the classroom by asking learners to vote on how interesting a lesson was.** Children could draw a happy/neutral/sad face on the board/piece of paper or place a stone/bean in a ‘happy’ or ‘sad’ pile on the floor as they leave the class. This can give the teacher an idea whether they enjoyed the lesson or understood the topic and can help teachers to select activities.

- **use plenty of revision and consolidation** of points covered in earlier lessons, related to the current topic. This helps everyone make progress, and it is essential for those who missed out on previous lessons.
Recap and update of Mountain diagram

Running Time: 45 minutes

What you need: Mountain diagram flipcharts from Day 1

Learning objectives: by the end of this session participants should be able to

• list and reflect on the topics covered during day

• update their Mountain diagram

Instructions to the facilitator:

• Ask participants what topics have been covered during Day 2 and what they have learned.

• Review the training outline and the learning objectives and check with the participants if they feel that those have been met.

• Invite participants in school-based groups to update their Mountain diagram.

• Select groups for presentations of their updated diagrams.
DAY 3
Warm-up activity (Discrimination activity)\(^\text{26}\)

*Running time: 20 minutes*

*What you need:* stickers of 3 different colours (or you can tear off pieces of masking tape and draw dots of three different colours on them)

*Learning objectives:* by the end of this session participants should be able to

- identify which people, and in particular which groups of children, are discriminated against or excluded in their context
- appreciate how it feels to be excluded or discriminated against.

*Instructions to the facilitator*

- Explain to participants that this is a greeting game and that each participant will have a sticker with a colour on it (or a piece of masking tape with a coloured dot on it) but they will not see what colour they have! You will ask them to move around the room greeting each other, and their greetings will depend on the colour of the sticker/colour on the masking tape they see (like traffic lights!) on the other person. Here are the ‘greetings guidelines’ (to be written on a flipchart):
  - If you see someone with a green sticker / dot on the masking tape you greet them with great enthusiasm. You are really very happy to see this person. They are a very important person to you. You are honoured to greet them.
  - If you see someone with a yellow sticker/ dot on the masking tape you should greet them normally, like a person you see every day.
  - If you see someone with a red sticker/ dot on the masking tape you do not want to greet this person. You want to avoid them.

- Ask participants to close their eyes while you put a sticker/piece of masking tape on each participant’s forehead (please note that in certain countries the stickers will need to be put on a different part of the body, perhaps on the cheek, to avoid involuntary references to religious beliefs).

- Ask the participants to open their eyes and to move around the room for about three minutes, greeting each other according to ‘greetings guidelines’. Observe their responses.

- After 3 minutes, invite the participants to stand next to people who they think have the same colour sticker as them. Invite them to look at their colours.

• Facilitate a reflection on how participants felt and the way people treated them. You might ask the following questions:

  o If you were a green, how did people treat you? How did it make you feel?
  o If you were a red, how did people treat you? How did it make you feel?
  o If you were a yellow, how did people treat you? How did it make you feel?
  o Which groups of children are green, red or yellow in Indonesia/ in NTB/ in your school? Ask the participants to give a few examples which illustrate how certain groups of girls or boys are discriminated against in families, communities or society. List these examples on the flipchart paper.
  o Ask the participants to discuss ideas about the role of inclusive education in addressing such kinds of discrimination and list them on flipchart paper.

• Now invite all the participants to remove their stickers, stand up and greet everyone very warmly and openly.

• Explain that in your opinion this is an effective activity that highlights how people feel when we treat them in a certain way because they are ‘different’. Explain that there will be now a number of activities focusing on similarities rather differences, since the national motto is ‘Unity in diversity’.
Inform children about diversity

Running time: 20 minutes

What you need: flipchart paper and pens

Learning objectives: by the end of this session participants should be able to

• identify activities that can be used with children to explore the concept of ‘diversity’.

Instructions to the facilitator:

• Divide participants into groups of five people maximum.

• Ask each group to make a list of everything they have in common (not only physical things, but also aspirations and dreams). Everyone must have the common item/trait in order for it to be included in the list. For example, if four people are wearing Batik and one person is not, it cannot be listed as something in common. Then then have to make a list of all the differences. They have 15 minutes.

• In plenary, discuss: How many things do you have in common? How many are different? Which list was easier to make? How do you feel about being different from others?

• Ask participants to share what they learned from the exercise and how they would adapt his activity for their students.

Optional activity

Different good reasons!

• Select four animals, such as a cow, a goat, a lion and a monkey. Ask the students which one they want to be. Create four groups: the cows, lions, goats, and monkeys.

• Ask each group to list quickly (five minutes) all the reasons why they wanted to be their animal and the reasons why they didn’t want to be the other animals.

• Ask each team to present their reasons and create a chart on the blackboard for each animal with two columns, one saying ‘reasons for choosing’ and the other one saying ‘reasons for not choosing’.

27 Partly reproduced from Raising Voices, Good School Toolkit, pp. 150-52.
• Facilitate a discussion about appreciating differences. Note that everyone has reasons for wanting to be their animal and reasons for not wanting to be another animal. Does that make them good or bad people? Everyone is different and has different feelings and priorities.
Inform children about disability

*Running time:* 30/40 minutes

*What you need:*

- a short, clear presentation prepared by a DPO representative (possibly a young person with disabilities who attended school)

- brief guidelines for the preparation of the presentations by DPO/FKDAC representatives (Appendix 4)

*Learning objectives:* by the end of this session participants should be able to

- analyse what makes a good oral testimony

- identify the value of having a (young) person with disabilities introducing the topic of disability to children.

*Instructions to the facilitator:*

- Welcome the DPO representative and explain to participants that there will be a short presentation followed by questions and answers.

- After the presentation, allow the participants to discuss in pairs any questions for the presenter.

- At the end of the session, invite participants to reflect on how a similar presentation could be adapted/used for children in the classroom, what needs to be taken into account.

Read in advance the Brief Guidelines for the preparation of the presentations by DPO/FKDAC representatives (Appendix 4).
Introducing the topic of the ‘Buddy system’: the Magic carpet

After having introduced the topic of disability to children, it is important to introduce the concept of helping and supporting one another. Below are three different activities that can be facilitated to introduce these topics, namely ‘The Magic carpet’, ‘What is a good friend’ and ‘Helping hands’. If time does not allow you to facilitate all of them, ‘What is a good friend’ and ‘Helping hands’ are the recommended ones.  

Running time: 20 minutes

What you need: 3 sheets of paper (A4) per group

Learning objectives. By the end of this session participants should be able to

• identify the importance of working together

Instructions to the facilitator:

• Divide the participants into two teams with the same number of people (when done with children you can have teams of up to 15 children). The teams must have the same number of people (according to cultural and religious practices the facilitator might decide to have a male and a female group).

• Give each team 3 pieces of paper. Explain that the entire team must move from one side of the room to the other, but they can only do so while stepping on the piece of paper. They can never touch the floor directly. If they touch the floor, they must go back to the beginning. You may choose to assign several students to serve as judges.

• Give the teams 5 minutes to make a plan and then start the game.

• After the game is over, discuss what happened: Did anyone prepare a strategy? What made the winning team successful? Did each team have a leader? Did people respect and listen to the leader? What made the other teams fall behind? What is the key learning point of this activity?

• How could this activity be adapted for the children in the classroom and what is the key message?

---

28 All the activities are taken and adapted from Raising Voices, Good School Toolkit, pp. 145, 151 and 161.
**Buddy system: What is a good friend?**

*Running time:* 20 minutes

*What you need:* papers and pens

*Learning objectives.* By the end of this session participants should be able to:

- identify the qualities of good friends.

*Instructions to the facilitator:*

- Ask participants to think about the five qualities of a good friend and to write them down. Take a selection of qualities from all the participants.

- Make a list on a flipchart under the title ‘Qualities I want in a friend’.

- Ask participants to think about five qualities that someone, who is not a good friend, would have. Take a selection of these.

- Make a list on a flipchart under the title ‘Qualities I don’t want in a friend’.

- Talk about the two lists. Ask whether our friends have all these good qualities. Is it ok if they do not have some of them? Are we good friends to other people? Do we possess these qualities ourselves? What about the qualities we *don’t* want? Would you choose to have a friend who had some of those negative qualities? If a friend of yours had some of those negative qualities what would you do?

- Ask participants to discuss ideas on the best ways to change qualities that we don’t like in ourselves. How can our friends help us?

- Ask participants how they can adapt this activity for children and what is the key message.

*Optional activities*

**Giving compliments to each other**

- Divide participants into groups of max 8 people and ask them to form a circle. Invite one participant to stand in the centre and ask each person to say something nice about the person in the middle or thank them for something they have done. Repeat with each student in the middle.

- Be sure to supervise the activity and to remind students to say only positive things.
After the exercise, have a discussion about how it felt to be in the middle of the circle and how it felt to say nice things about others. How can this activity be adapted for children?

**Secret Friends**

- Write down the name of every participant on a small piece of paper. Put all the papers in a bag. Ask each participant to pull a name out of the bag. If they get their own name, they have to put it back and pull out another one.

- Explain that this person will be their secret friend for the rest of the day (you can choose how long you want the activity to last). Their goal is to do or say something nice (and honest) to their secret friend at least once a day during the time period you choose.

- Alternatively, you can have a ‘Secret Friends’ board and the secret friend must write something nice about the person they chose on a piece of paper and post it on the board at least once a day during the period you choose.

- Students may try to discover who their secret friend is or even tell each other after a while.

- Get back together as a group at the end. Ask participants if their positive feelings about their secret friend increased and if the fact that they received compliments each day made a difference to the quality of their day. Ask for volunteers to share what they have learned from the exercise.
Buddy System: Helping hands

Running time: 30 minutes

What you need: paper and pens; handout on Buddy System

Learning objectives. By the end of this session participants should be able to:

- identify the benefits of peer support
- explore what needs to be considered when organizing peer support in their school/classroom.

Instructions for facilitator

- Divide participants into pairs. Ask each participant to imagine to be children and to share with their partner a goal they want to achieve during the school term. It might be getting a specific score in a subject, learning to play football, or coming to school on time.

- Ask everyone to draw an outline of their hand and to write their goal on the palm of the hand. Then, have them work with their partner to think of five things they can do to achieve that goal (they both need to work together on their hands). For example, if they want to get a good score in a specific topic, what are five things they can do to help them achieve this? Perhaps study that specific topic for 30 minutes every day; ask the teacher for extra help; work with a student who is very good in that topic; ask their parents to encourage them. Write one strategy in each of the fingers of the hand.

- After both partners have drawn their hands and filled in the fingers, encourage them talk about the ways in which they can help their partner to reach their goals.

- Invite them to swap hands and write on their partner’s paper three things they will do to help them to achieve their goal.

- Explain that the partners will provide a helping hand to each other to help them realize their goals.

- Explain to participants that in real life they should check how the ‘helping hand partners’ are doing. Teachers can choose to have a second and even a third session to remind children of the importance of following through with their strategies in order to achieve their goals. At the end of the term teachers can ask children how the helping hands project helped them (see Evaluation activities in Appendix 3).

- Ask participants how they would adapt this activity for children.
• Distribute the Handout on Buddy System; leave participants 5 minutes to read it

• In plenary, discuss what they do already to encourage child-to-child support and how it could be introduced/strengthened in their classrooms/schools.
Handout on Buddy System

Explain to teachers that the introduction of a ‘buddy system’ can help teachers manage the school day in the following ways:29

- Buddies can help learners with disabilities, learning difficulties or behavioural problems to understand and remember the structure of the day, or get themselves to the right place at the right time.
- All learners can help each other with school work (especially when the class is very large and/or made up of diverse age groups).
- They can help each other with daily challenges, like fetching drinking water, or cleaning the classroom.
- Buddies can relieve some of the pressure from the teacher, especially when there is a large class to manage.
- Buddy systems should encourage all children to talk, play and eat together.
- At school level, child club members could be encouraged to set up buddy activities.
- For younger buddies, giving a few simple and clear suggestions for how they can help a fellow learner will be useful. For older learners, set up a meeting with the volunteer(s) and the learner(s) with disabilities (you can adapt the helping hands activity). Ask the latter what they would like help with. Both should be asked to suggest ways in which they can work together.
- The buddy system approach should be introduced in a positive way, as being related to the need to help each other (link it back to the Magic Carpet idea). For example, the arrangement can be explained to the rest of the class by emphasising that everyone can take part in education, and we all need different things to help us learn well.
- Buddy pairs should not be seated separately from the rest of the class, or isolated from the class.
- The teacher should regularly observe how learners with disabilities and volunteers appear to be working together. Teachers should be encouraged to think about how they can tell if the buddy system is going well, and what they can do to improve arrangements.
- Lessons learned from the first attempt can be used to expand the approach to other learners with disabilities. Teachers and supervisors will need to work together regularly to do this, but the long-term effects can be very positive.

---

Develop relationships with parents and community

Running time: 40 minutes

What you need:

- A short, clear presentation prepared by a FKDAC representative
- Brief Guidelines for the preparation of the presentations by DPO/FKDAC representatives (Appendix 4).

Learning objectives. By the end of this session participants should be able to

- identify concerns of family of CwDs
- identify tips to improve teacher-parent relationships.

Instructions to the facilitator:

- Welcome the FKDAC representative and explain participants that there will be a short presentation followed by questions and answers.
- After the presentation, allow the participants to discuss in pairs possible questions for the presenter.
- After the questions, invite participants into school-based groups to reflect on what the teacher can do to improve the relationship, how they can involve parents and what useful help/ information parents could give them (facilitator should make sure that the testimony from the parent should include also these elements).

Read the Brief Guidelines for the preparation of the presentations by DPO/FKDAC representatives (Appendix 4) in advance.
Methods to involve children in discussions of what needs to be changed and in setting indicators (children’s participation): overview of the activities

Running time: 10 minutes (just for the overview)

What you need: flipchart paper; pens

Learning objectives. By the end of this session participants should be able to

• explore activities to involve children in discussions on what needs to be changed and in setting indicators for the changes in their schools/classrooms

Instructions to the facilitator:

• Explain participants that shortly they will be start working on their individual and school plans based on the mountain diagrams and on the learning of these training days. Since all these changes are aimed at improving the presence, participation and achievement of all children, it is important also to ask the children themselves of how a more friendly learning environment looks and feels like (child participation).

• Children need to be involved in saying what changes have taken place in the school/ in the classroom. Here are some methods that can be used for this purpose:

  o What is an ideal teacher? (20 minutes)
  o Body mapping (20 minutes)
  o School mapping (30 minutes)

• At the end of the activities, hold a plenary session and invite participants to reflect on how these activities can be adapted in their classrooms/schools.
What is an ideal teacher?

Running time: 20 minutes

What you need: flipchart paper or large sheets

Instructions to the facilitator:

• Stick sheets of flipchart paper together. Ask for a volunteer to lie on the paper and have one or more participants draw a line around him/her to create a body outline.

• Ask the participants to build a life-size ideal teacher. Encourage them to use schematic drawings to illustrate the skills, attitudes and behaviours that the ideal teacher should have (for example listening skills can be represented with big ears).

• When developing their ideal teacher, ask participants to think about someone who is able to teach and involve all learners.

• Once the ideal ideal teacher has been built, ask the participants to identify the most important elements. When this activity is done with children, you can ask children to prioritize the elements of their ideal teacher. These can then be considered by the teachers and used as indicators. Children can be asked to evaluate if there has been any progress on those specific elements and to monitor any progress (the most important elements can be displayed on the classroom wall and different evaluation activities can be facilitated – see Appendix 3).

• Ask participants how they would adapt this activity and what benefits and challenges they could foresee (benefits: children are empowered and they are part of the change; children participate, therefore a key right is fulfilled; children work together and learn how to express their views and think critically; it helps children's development and helps teachers and education staff in general to know what is important for children).
Body mapping

*Running time:* 20 minutes

*What you need:* flipchart and pens

*Instructions to the facilitator:*

- Stick sheets of flipchart paper together. Ask for a volunteer to lie on the paper and have one or more participants draw a line around him/her to create a body outline.

- Invite the participants to imagine that they are children and to sit around the ‘body’ shape. Explain that this child is a girl or boy from their school.

- Encourage the participants in their role as children to ‘map’ the child, highlighting good and bad things they experience, see, hear about in the school or classroom – record these issues inside or outside the body shape through images or words.

For example, when drawing:

- the *head*, ask children what they think about that makes them happy/sad/worried about their school
- the *eyes*, ask children what they see in their school that make them happy/sad/worried
- the *ears*, ask what they hear that makes them happy/sad/worried
- the *mouth*: what do they feel that makes them happy/sad/worried in school?
- the *heart*: what do they feel that makes them happy/sad/worried in school?
- the *hands and arms* – what do they touch/play with that makes them happy/sad/worried in school?
- the *feet and legs* – *where do they go* that makes them happy/sad/worried?

In addition to using this activity to collect children’s views on what they see and they feel and what can be changed, participants could also use it to assess if their project/action plan has been achieved and how it has been perceived by children. For this purpose, explain to participants that they need to divide the drawing of the body with a vertical line. Then, referring to the different parts of the body, they should ask children about the situation before and after the project/action plan in their school. For example, they can ask children to think what they saw before in the school (left side of the body) and what they saw after (right side of the body) that made them happy/sad/worried and so on. Or they can simply ask them what they saw before the project and after in relation to a particular issue (for example disability), what they heard, etc.

Please note that the before/after activity can be also done through a role
play (for example, children can be asked to create a 5-minute role play showing how things were before a specific project or activity and how things are now).
School mapping / risk mapping

Running time: 30 minutes

What you need: flipchart paper; red and black markers

Instructions to the facilitator:

• Divide participants into groups of max 5 people and give each group a large piece of paper and markers. Ask them to imagine that they are children and ask them to build a map of their school (or community), highlighting all the important places.

• Ask them to highlight/draw the places they like and/or where they (as children with disabilities) feel safe in their community (e.g. each child could put a happy face or a tick by the places they like). Facilitate a group discussion on the issues raised.

• Ask the participants to draw/highlight the dangerous places in their school/community, places where they don’t feel safe/are scared or places where accidents happen (e.g. each child could place a sad face or a cross by these places). Facilitate a group discussion on the issues raised.

• Ask participants to highlight 3 things they would like to change.

• Explain to participants that the activity could continue by asking them to plan how action can be taken in one of the 3 priority areas identified, but that for the time being you will stop the activity here, at the identification stage.

• Ask participants what is the aim of this school mapping activity. Collect the answers and highlight that this activity aimed to point out that children can be important partners in identifying risks and needed changes.

• The other key point is that we as adults need to know what to do if something happens/if we are told or recognize that abuse has taken place in the school or community. What are the policies in our schools (discussion)?

• Please note that a similar mapping can be facilitated with children to identify CwDs in their communities.
Recap and Update of Mountain diagram

Running time: 30 minutes

What you need:

• all the flipcharts with participants’ work up on the wall

• Mountain diagram flipcharts.

Learning objectives. By the end of this session participants should be able to

• list and reflect on the topics covered during Day 3

• update their mountain diagram.

Instructions to the facilitator:

• Ask participants what topics were covered during Day 3 and what they learnt.

• Review the training outline and the learning objectives and check with the participants if they feel they have been met.

• Invite participants in their school-based groups to work on updating their Mountain diagram for the last time before using it as a basis for their planning.
Individual Planning

Running time: 30 minutes

What you need: Individual Action Plan Template

Learning objectives. By the end of this session participants should be able to

• review the main learning points from the training

• create an individual action plan for the following 2 months.

Instructions to the facilitator:

Tell the participants that they need to work on their own for this task. Give them the following instructions (you can have them written down on the board/flipchart):

• Think about the way you teach. Think about what you have learned in the training course. Think about the difficulties children that you teach have.

• Think about the changes to your teaching that you will make to help children with special needs. Put these changes in order of priority, starting with the most important.

• Write your ideas on the Individual Action Plan template.

Think how you are going to monitor the changes (what indicators are you going to use?)

• Think how you are going to involve children. Are you going to use any of the activities explored before?

• Monitor the participants.

• Take a selection of reflections from people around the room.

Adapted from Handicap International (Rwanda), MNEDUC, UNICEF, Introduction to Special and Inclusive Education. Teacher Training Manual I, p. 88.
School Planning

Running time: 80-90 minutes

What you need: School Action Plan Template

Learning objectives. By the end of this session participants should be able to

- review the Mountain Diagram
- create an school action plan/ adapt the existing action plan to make it inclusive

Instructions to the facilitator:

- Tell participants that now it’s time to embed the vision of the Mountain into their School Action plan. Give them the following instructions:
  
  o We are aware that each school already has an Action Plan or School Development Plan. The idea is to adapt your Action Plan to make it an inclusive Action Plan!
  o Review all the changes you listed in your Mountain. If something is missing you can add it now.
  o Think about how you as teachers will help and support each other to make these changes.
  o Think how you are going to monitor the changes (what indicators are you going to use?)
  o Think how you are going to inform and involve the different school stakeholders of your action plan (children, parents, school committee).
  o Think how you are going to involve children and how are you going to ask them if any change has taken place (suggest the previous activities as ways of getting children involved in setting indicators and monitoring change)

- Tell participants they have 30 minutes to do this. You can give them an additional 15 minutes if needed. Monitor participants working together in school-based groups.

- Each group then presents their action plan and receives feedback from the facilitator and the other participants.

Note to the facilitator: please make copies of the Individual Action Plans and School Action Plans for the HI IE manager/team

---

Handout: Individual Action Plan and School Action Plan

<table>
<thead>
<tr>
<th>Individual Action Plan (2 month timeframe)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Aim:</strong></td>
</tr>
<tr>
<td>To help children with special needs</td>
</tr>
<tr>
<td><strong>Name:</strong></td>
</tr>
<tr>
<td></td>
</tr>
</tbody>
</table>

I will make the following changes to my teaching to help all learners and to become a more effective teacher:

1. ......................................................................................................................................
2. ......................................................................................................................................
3. ......................................................................................................................................
4. ......................................................................................................................................
5. ......................................................................................................................................
6. ......................................................................................................................................

Make sure you list specific changes, you can have more or less than six.

How will I know that the changes I am making are effective? (what are my indicators of success?)

How will I involve children in this process?

Signed:
## School Action Plan (2 month timeframe)

<table>
<thead>
<tr>
<th>Aim:</th>
<th>To support children with special needs in learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Name of school (and names of group members):</td>
<td></td>
</tr>
</tbody>
</table>

We will make the following changes to help children with special needs in our school:

1. .................................................................................................
2. .................................................................................................
3. .................................................................................................
4. .................................................................................................
5. .................................................................................................
6. .................................................................................................

Make sure you list specific changes, you can have more or less than six

We will help and support each other by:

How will we know that the changes we are making are effective? (what are our indicators of success?)

How are we going to involve children?

How will we inform different stakeholders of the action plan and involve them in the process? (please make sure to involve children)

Signed:
Guidelines for the collection of information for experience sharing

*Running time:* 20 minutes

*What you need:*

- a ‘poster presentation’ as a sample
- checklist for the collection of information for experience sharing
- criteria to be used by the pool of trainers on Day 4 to assess best action plan implementation and the best poster presentation
- a prize for the Way Forward Award for Day 4.

*Learning objectives.* By the end of this session participants should be able to

- identify what information they need to collect and in what format for the presentation of Day 4
- list the criteria to win the Moving Forward Award for the best action plan implementation and poster presentation.

*Instructions to the facilitator:*

- Show a ‘poster presentation’ that you created as a sample.
- Ask participants to identify what are the elements in the poster.
- Distribute the Checklist for the collection of information for experience sharing. The poster presentation will be a snapshot of their experience (note to the facilitator: decide if the IE team members need to collect also a written case study from each school if they can put it together – I suggest the latter – based on the poster presentations and on follow-up one-to-one meetings)
- Explain that there will be a prize (related to IE – to be identified by the Team) and explain the criteria.
Instructions for creating a ‘poster presentation’ sample using the ‘step activity’

Dealing With Barriers

- Draw the sun for the goal/vision.
- Do steps forward - what do you think has been a step forward in the project? You can draw round your feet and write on them or draw pictures.
- Draw the obstacles (bricks).
- Draw a ladder and write the solutions for the obstacles. This is just an idea on how to represent the implementation of the action plans, participants can decide to use other images (rivers, mountains etc or whatever they think it is effective). Please make sure to explain this point to the participants.
- Be prepared to explain each activity and each challenge.
- Add photos

---

32 Create, createsolutions.org.
Criteria for assessing the poster presentations / action plan implementations

These criteria are to be used by the pool of trainers to assess the best action plan implementation and the best poster presentation. The checklist for the participants (see below) is based on these criteria.

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Met</th>
<th>Partly Met</th>
<th>Not Met</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>The poster gives an overview of the baseline situation in the school in relation to inclusion and accessibility</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster explains how the school development plan has been changed to become more inclusive</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster explains the individual activities carried out to achieve individual and school plans</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster explains the challenges encountered and how they were overcome</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster explains how school stakeholders were informed about the commitment undertaken by the school on inclusive education and involved in the process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster explains how school stakeholders were involved in the process</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster explains how the views of children with and without disabilities were collected and how their views have been taken into consideration.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster contains, whenever possible, some pictures of the changes achieved (physical adaptation to make school and classroom more accessible; changes in the layout of the classroom, children involved in different activities ect.)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The photos have clear captions to explain what they represent.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster explains if the school has a child protection policy and how it is implemented.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster was put together in a collaborative manner.</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The poster presentation was a structured 10 minute presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Each group member was prepared and confident to present the group presentation (EACH member, using the Gallery Walk methodology, will be in charge of presenting to a small group)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Checklist for collection of information for the Experience Sharing on Day 4

In order to collect all the information listed below, the facilitator should advise each group to meet regularly (once a week is recommended). Each time, the group can go through the checklist and document their progress. This list is based on the criteria listed above. The documentation of their progress could then be useful for the HI IE team members to create case studies.

<table>
<thead>
<tr>
<th>Checklist questions</th>
<th>Y/N</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have you documented in your poster how you changed your original School Development Plan to make it inclusive?</td>
<td></td>
</tr>
<tr>
<td>Have you documented in your poster each activity you carried out as listed in your School Plan and Individual plan?</td>
<td></td>
</tr>
<tr>
<td>Have you documented in your poster the challenges you encountered and how you overcome them?</td>
<td></td>
</tr>
<tr>
<td>Have you documented in your poster how you informed other stakeholders about the commitment undertaken by the school on inclusive education and about the updated School Development plan?</td>
<td></td>
</tr>
<tr>
<td>Have you documented in your poster how you involved other school stakeholders in the process?</td>
<td></td>
</tr>
<tr>
<td>Have you documented in your poster how you involved children in the process on becoming a more inclusive school/classroom?</td>
<td></td>
</tr>
<tr>
<td>Have you collected children’s views on what a more inclusive schools look like and have you included some of them in your poster?</td>
<td></td>
</tr>
<tr>
<td>Have you taken pictures of the visible changes that you made? (physical adaptation to make school and classroom more accessible? Change in the layout of the classroom?)</td>
<td></td>
</tr>
<tr>
<td>Have you wrote the captions for the photos you to explain what they represent?</td>
<td></td>
</tr>
<tr>
<td>Have you carried out a quick evaluation with the children and which activity did you use?</td>
<td></td>
</tr>
<tr>
<td>Have you put together your experience sharing poster in a collaborative manner?</td>
<td></td>
</tr>
<tr>
<td>Have you prepared a clearly structured presentation lasting 10 minutes to illustrate your posters?</td>
<td></td>
</tr>
<tr>
<td>Is each group member prepared and confident to present the group presentation? (EACH member, using the Gallery Walk methodology, will be in charge of presenting to a small group)</td>
<td></td>
</tr>
</tbody>
</table>
Share IE resources available in Bahasa Indonesia

*Running time*: 15 minutes

*What you need:*

- Translated ILFE/UNESCO specialized booklet
- Handout on other resources available

*Learning objectives:* by the end of this session participants should be able to:

- identify further resources available on IE

*Instructions to the facilitator:*

- Ask participants what are the resources available on IE in Bahasa Indonesia
- Distribute the Handout and go through the ones that haven’t been mentioned by the participants.
DAY 4
Experience-sharing presentations

*Running time:* 120 minutes

*What you need:* each group should have their poster presentation ready.

*Learning objectives.* By the end of this session participants should be able to

- identify progress made
- identify ideas for follow-up.

*Instructions to the facilitator:*

- Before this activity, facilitate a warm-up activity (from Appendix 2), give an overview of the Day and explain that the presentations will be done using the Gallery Walk methodology.

- Invite participants to put up their posters around the room, one on each wall if possible (if not, as far from each other as possible in the same room).

- Invite participants to stand in their ‘school group’ and tell them that they are going to be re-grouped into ‘sharing groups’. In order to do this, number the members of each group according to the original number of existing school groups, e.g. if there were 4 school-based groups, number the members of each team from 1 to 4 (if there are more members in each group, you can repeat the same number).

- Ask the participants with the same number to form a group (you will have a group of 1s, 2s, 3s, 4s, etc: these are the ‘sharing groups’).

- Invite each group to walk in front of a poster. For every poster presentation there is an expert from the ‘school group’ (or 2 if you gave the same number to more than one team member), who has been working on the production of the poster. That person has 10 minutes to present their poster.

- After 10 minutes invite all the groups to move clockwise, to the next poster.

- After the gallery walk, facilitate a plenary discussion discussing on the lessons learned.

If preferred, traditional presentations can be done, but the gallery walk is preferable because it is much more dynamic and gives almost every group member the possibility to present to a different ‘sharing group’.
Individual Education Plans (IEP): What is an IEP?\textsuperscript{33}

Running time: 25 minutes

What you need: Handout on Melva’s Inclusive Education Plan

Learning objectives. By the end of this session participants should be able to

- explain what an IEP is.

Instructions to the facilitator:

- Explain that an IEP is a systematic way to monitor and assess the progress of a student with special needs. An IEP includes:
  - description of the difficulties faced by the child
  - plan of action to overcome these 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 the child’s progress.

- Invite participants to get into groups of four or five people.

- Invite participants to listen to the following story of a girl called Melva who has special needs and ask participants to identify what are Melva’s difficulties. Read out the following case study:

  “Melva is 6 years old. She recently started school. She sits at the back of the class and holds her books very close to her face in order to read. She often bumps into desks. When the other students are studying maths, Melva does not participate because the problems/questions are written on the board. Now she is not at the same level as the other children.”

- Ask the participants: “What are Melva’s difficulties?” (Melva has difficulty in maths. She may have a visual impairment. Normally this doesn’t affect her because she has her textbook, but in maths the teacher writes on the board).

- Give participants 10-15 minutes in their group to look at the Handout on Melva’s individual education plan and explain the different sections of the IEP.

- Ask the participants:
  - Is the goal appropriate?
  - Is the plan of action realistic?
  - In what ways can Melva’s progress be evaluated?”

\textsuperscript{33} The activities and handouts on the IEP are adapted from Handicap International (Rwanda), MNEDUC, UNICEF, Introduction to Special and Inclusive Education: Teacher Training Manual 1, pp. 44-47.
**Handout on Melva's Individual Education Plan**

Melva is 6 years old. She recently started school. She sits at the back of the class and holds her books very close to her face in order to read. She often bumps into desks. When the other students are studying maths, Melva does not participate because the problems/questions are written on the board. Now she is not at the same level as the other children.

<table>
<thead>
<tr>
<th>Name: Melva</th>
<th>Description of learning difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: 6</td>
<td>Melva does not participate in maths lessons. She is falling behind her classmates. She may have a visual impairment</td>
</tr>
<tr>
<td>Class level: Grade 1</td>
<td></td>
</tr>
<tr>
<td>Date of assessment: 5th April 2001</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
<th>Plan of action</th>
<th>Target date</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Melva will participate in maths lessons</td>
<td>1. Melva will sit at the front of the class. &lt;br&gt;2. Teacher will write larger numbers on the board and say the problems aloud. &lt;br&gt;3. Melva will be given small objects that she can touch to use to count with (e.g. small stones). &lt;br&gt;4. Teacher will talk to Melva’s parents and suggest they take Melva to the Eye Clinic to see if she has problems with her eyes. &lt;br&gt;5. Teacher will sit Melva next to a student who is good at maths. That student will say the problems aloud.</td>
<td>In three months’ time Melva will participate in maths lessons (by 5th July)</td>
<td>15th May – Melva had an eye examination and the doctor said she has a visual impairment and needs glasses. &lt;br&gt;10th June – Melva’s parents buy her glasses. &lt;br&gt;20th June – Glasses are helping Melva. She no longer bumps into furniture. &lt;br&gt;5th July – Melva is participating in maths lessons but is still behind her classmates. She may need extra help.</td>
</tr>
</tbody>
</table>
Individual Education Plans (IEP): Practising how to write an IEP

*Running time:* 45 minutes

*What you need:* Handout with Case Studies; Handout with IEP for each of the children in the Handout with Case Studies.

*Learning objectives.* By the end of this session participants should be able to

- practise writing IEPs.

*Instructions to the facilitator:*

- Divide participants into school-based groups.

- Give each group one case study to look at from the Handout.

- Invite participants to read the case study and together write an IEP for the child in their case study. They should fill in goals and plan of action columns. They can use Melva’s IEP as a guide.

- As an alternative, invite groups to write an IEP for a student they have in their classroom.

- Monitor and help the participants.

- Ask different groups to explain their IEPs and encourage the rest of the group to give feedback.
Handout with Case Studies

Ali is 10 years old. He does not learn like the other children. He cannot write well. He can write a few letters and complete very simple mathematics problems. During class Ali gets up and wanders around the room. He will only sit down for a few minutes at a time. During writing lessons he wanders about the most. The other students often tease Ali and call him ‘stupid’. Sometimes Ali wets himself. Then he goes home for the rest of the day.

- How can Ali learn better at school?
- What can Ali’s parents do to help?
- How can other students help Ali?

Putri has not developed like other children. She cannot walk well. She finds it difficult to hold things, like a pencil. When she speaks it is difficult to understand what she says. However, Putri can understand what other people say to her. She is 7 years old and started school last year, but she is still in Grade 1. She can recognize letters. She tries to write but becomes frustrated. During playtime she stays in class. Often she seems to stop listening in class and lays her head down on her desk.

- How can Putri be more included in class?
- Are there any tools available to help Putri write?
- How can the teacher and other students help Putri to communicate?

Agung is 9 years old and in Grade 2. He had polio when he was two years old; as a result his right leg is smaller than his left leg. Agung uses a crutch to get around. He sits in the middle of the row at the back in school. It is difficult for him to get in and out. At playtime he stays in the classroom. Agung is very clever. He usually finishes his work before the others. Often he calls out loud in class and sometimes he hits other students with his crutch. The other students are afraid of Agung.

- How can Agung be included in playtime?
- What can be done to make Agung behave better in class?
- How can Agung’s parents be involved?

*See the possible IEPs in the handout on the next pages.*
Handout with IEPs for the children in the Handout with Case Studies

<table>
<thead>
<tr>
<th>Goals</th>
<th>Plan of action</th>
<th>Target date</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ali will stop wandering around the class.</td>
<td>Teacher will talk to the class and tell them not to tease Ali. Ali will sit at the front. Teacher will make the tasks Ali has to do simpler. Teacher will ask Ali to tell a story instead of writing it. Ali’s parents will send him to school with a spare pair of shorts so he can change if he wets himself. Teacher will set time limits for Ali to stay seated. If he does this then he can have a reward. Teacher will ask a clever student to help Ali. Teacher will praise Ali a lot.</td>
<td>At the end of a term or year</td>
<td>Ali gets settled and peers used to him. Ali performs the simple test he is given by the teacher and sometimes orally. Ali no longer wets himself. Ali concentrates on his tasks and is given a reward. Ali is always reinforced.</td>
</tr>
</tbody>
</table>

**Name:** Ali  
**Age:** 10  
**Class level:** Grade 2  

**Description of learning difficulty**  
Ali does not learn like other students. He has great difficulty with writing. Ali may have an intellectual disability.
Handout with IEPs for the children in the Handout with Case Studies (continued)

<table>
<thead>
<tr>
<th>Name: Putri</th>
<th>Description of learning difficulty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age: 7</td>
<td>Putri cannot walk well or hold her pencil well. She finds writing very difficult. It is difficult to understand what she says. Other children do not play with her. She often does not participate in class. She may have cerebral palsy.</td>
</tr>
<tr>
<td>Class level: Grade 1</td>
<td></td>
</tr>
<tr>
<td>Date of assessment:</td>
<td></td>
</tr>
<tr>
<td>Class level:</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Goals</th>
<th>Plan of action</th>
<th>Target date</th>
<th>Evaluation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Putri will be more included in class. 2. Putri will hold her pencil.</td>
<td>1. Teacher will talk to the class and tell them to be kind to Putri. 2. Teacher will ask the class if there are any students who want to be Putri’s friends. 3. Teacher will wrap some tape around Putri’s pencil to make it easier to hold. 4. Two students who have volunteered to be Putri’s friend will help her in class. 5. Teacher will simplify writing tasks concentrating on writing individual letters. 6. Putri will sit at the front of the class. 7. Teacher will give lots of encouragement.</td>
<td>(Let the participants fill the space)</td>
<td>(Let the participants fill the space)</td>
</tr>
</tbody>
</table>
Handout with IEPs for the children in the Handout with Case Studies (continued)

| **Name:** Agung  | **Description of learning difficulty** |  |
| **Age:** 9       | Agung has polio. He behaves badly        |  |
| **Class level:** Grade 2 | and hits students with his crutch.       |  |
| **Date of assessment:** | Agung has behavioural problems.          |  |

<table>
<thead>
<tr>
<th><strong>Goals</strong></th>
<th><strong>Plan of action</strong></th>
<th><strong>Target date</strong></th>
<th><strong>Evaluation</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Agung will behave appropriately in class.</td>
<td>1. Teacher to talk to Agung and ask why he does not go out to play and why he behaves badly.</td>
<td>(Let participants fill in this space)</td>
<td></td>
</tr>
<tr>
<td>2. Agung will go to play with the other students at playtime.</td>
<td>2. Teacher to talk to Agung’s parents.</td>
<td></td>
<td>(Let participants fill in this space)</td>
</tr>
<tr>
<td>3. Teacher to talk to the class and encourage them to be kind to Agung.</td>
<td>3. Teacher to talk to the class and encourage them to be kind to Agung.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Agung to sit at the end of the row where he can get out easily.</td>
<td>4. Agung to sit at the end of the row where he can get out easily.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. When Agung finishes his work before the others he is given a book to read.</td>
<td>5. When Agung finishes his work before the others he is given a book to read.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Agung is given a reward of a piece of fruit if he behaves well all day.</td>
<td>6. Agung is given a reward of a piece of fruit if he behaves well all day.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Successful stories: The case of Paykumbuh School on the Island of Sumatra

Running time: 60 minutes

What you need: Handout on the case study of Paykumbuh on the Island of Sumatra

Learning objectives. By the end of this session participants should be able to

• identify lessons learnt and new ideas to continue the development towards inclusion

Instructions to the facilitator: 45 minutes

• Divide participants into small groups. Explain that they will read a case study of a school that put in place a number of the strategies that they explored during the training.

• Distribute and Handout with the the description of the case study of of Paykumbuh School on the Island of Sumatra (as mentioned in one of the UNESCO/ILFE manuals, the school improved its’ average rate of academic performance measured according the national tests, after CwDs and after other children with other special educational needs starting enrolling in the school).

• Ask participants to read the case study in their group and to write down on their flipchart
  o any lessons learnt
  o ideas for their own school

• Each group should present two lessons learnt each (the same should not be repeated twice) and one idea for their school in turn, until all the lessons learnt and ideas are listed on one flipchart (the facilitator will write them up).

This activity could be the basis for a session on Further Planning that could be facilitated using the same school action plan template in Day 3.
Presentation of Guidelines produced by ASB for Yogyakarta Province (tbc)

Running time: 90 minutes (tbc)

What you need: ASB Guidelines (if available, select the appropriate ones)

Learning objectives. By the end of this session participants should be able to

• analyse the Guidelines

• identify how/if the Guidelines could be adapted by the schools to help them in becoming more inclusive.

Methodology to be confirmed once the Guidelines are released
APPENDICES
Appendix 1: Methods for breaking participants into groups

Line-ups
People line up according to their date of birth or house number and then the line is segmented into groups.

Matching pairs
People are given cards with particular words or symbols and they have to find the matching card. For example: ‘Mickey’ on one card and ‘Mouse’ on the other; ‘Handicap’ on one card “international” on the other. This activity could be tied to a current topic (such as inclusive education) and could be also done as matching up questions and answers, or linking up paragraphs from the same text (for example from the UNCRC).

Lucky dip
Fill a bag or a box with different objects that can be grouped. For example, you can have objects related to basic needs such as medical supplies (plasters, a medicine bottle, a bandage), food (various dried or tinned foods), water (an icemaking tray, a small jug, a plastic tumbler) or related to the project (such as education: a pencil, a notebook etc). People pick up one object and those holding the same kinds of objects are grouped together.

String partners
The facilitator holds a number of pieces of string by the middle so that both ends can be picked up by participants. The number of pieces of string should be equal to half the class (e.g. 24 young people = 12 pieces of string). Ask people to take hold of one end then release the pile and work out who is holding the other end. That person becomes their partner!

Finally, it is always a good idea to ask participants if they have any ideas!

---

Rachele Tardi, Red Cross Humanitarian Education Pack (first version), British Red Cross, London, 2008.
Appendix 2: Child-friendly Ice-breakers and Energizers.\textsuperscript{35}

Any of these could be used by the facilitator at the beginning of the day and/or after lunch break. They are child-friendly so teachers can reproduce them in their classrooms.

**Animal noise groups**

Individuals are each given a piece of paper with a picture or name of an animal (like a dog, cat, or any other noise). With their eyes closed they move around the room making the noise of their animal until they form groups of people making the same animal noise.

**Paper, Scissors, Rock**

Participants are divided into two teams (up to 10/12 people each). Each team decides if they are paper, scissors or rock. The teams face each other and show their symbol. Paper beats rock, rock beats scissors and scissors beat paper.

**Points of Contact**

People in groups have to co-operate with each other to make the same number of points of contact with the floor as a number called out (6, 24, 48, etc.). Helps with unity, agreement and co-operation.

**Who is the Leader?**

All the participants make a circle. One participant is sent out of the room. The others decide who is the leader. They move round in a circle and copy the actions of the leader. The person sent out returns to the room and has 3 chances to identify the leader.

**Cross-over**

People stand in a circle. A caller calls a category, for instance all those wearing socks. If this category applies to you, you cross over to another place in the circle. The last person to cross becomes the caller.

**When the wind blows**

Participants get in a circle. One person calls: “When the wind blows all those wearing socks, change places". This continues with other calls such as “All those with black hair”, etc. The game brings out the common things between different people. People move around and feel refreshed.

**Treasure hunt**

Divide participants into small groups of max 5 people and tell them that they have 5 minutes to find the following items (written on a flipchart, visible to all):

- Something useful
- Something beautiful
- Something special

---

\textsuperscript{35} Clare Feinstein and Claire O’Kane, *The Spider Tool: An assessment and planning tool for child led initiatives and organizations*, Save the Children Sweden, 2005.
The smoothest pebble
Something Y-shaped.
After 5 minutes the judges (the facilitators) will ask each group to show their objects and will reward the best group with a small prize.
Appendix 3: Creative Evaluation activities

Body evaluation (different from the one previously explored on Day 3)
Draw around one of the participants on a large sheet of paper. At the head write ‘what I learnt’ (e.g. about IE); around the heart area write ‘what I liked’ (e.g. global games); at the arms area write ‘methods’ (e.g. which facilitation methods were good/ bad); and at the feet area write ‘kick it out’ (what to get rid of). Then allow people to write down their thoughts onto the paper in the relevant areas. If large Post-it notes are available you may want to get people to write on these and attach them to the relevant area.

Lake of fire
In pairs or small groups participants must race to cross the lake of fire to reach the island in the middle of the room. The only way to do this is by using stepping stones. Each pair has four stepping stones to cross the lake. However, before anyone can put these stones down each pair must write on each of them: the funniest thing from the session, the most important thing learnt, concerns and anticipations.

Traffic lights
Stick traffic light colours on the wall and ask participants to fill out one post it note for each of the following:
- Green – Go for it! (what you liked about the session)
- Red – Stop right there! (what you didn’t like about the session)
- Amber – Hmm! (any questions or suggestions)
Participants stick their post it notes on the corresponding colour. Alternatively, you can simply use green, red and orange post it notes.

Weather evaluation
On a large sheet of paper, ask young people to make a weather chart representing the following:
- What learnt (add picture of lightning)
- What liked (add picture of sun)
- What didn’t like (add picture of a cloud)
- Suggestions for improvements (add picture of a rainbow)
Quickly go through each session in the day and get everyone’s input into each of the columns.

Dartboard evaluation
Draw a target consisting of three or more concentric circles. You will need a different target for each question you want to ask in your evaluation or you can create ‘slice’ has a corresponding evaluation question. The evaluation question is written at the top of each target/ next to each ‘slice’. Participants have to draw a dot on each target. The more they agree with the question, the closer they will draw their dot to the centre of the target.

Pie chart evaluation
Draw a pie chart divided into segments depending on the number of

---

evaluation questions you have. Participants have to colour the segment according to the extent they think they agree with the evaluation statement. The more they agree with the question, the more shading there will be.

What did you learn?
Throw a ball around the circle randomly. When someone catches it participants have to say quickly what they learnt from the session – it should be the first thing that comes into their head.
Appendix 4: Brief Guidelines for the preparation of the presentations by DPO/FKDAC representatives

Both presentations should be discussed and prepared in advance with the support of the facilitators and IE staff members.

The aim of the presentation by the DPO (ideally a young person) is to give an overview of the challenges and possibilities faced by CwDs.

The aim of the presentation by the FKDAC is to give a stimulus to discuss how parents and teacher can effectively work together.

The tone of the presentations should be informal and the atmosphere collaborative.

Presentations should follow this model, whenever possible:

- A short self-introduction
- A description of the issue/ a problem
- A dilemma (at this point the presenter could ask the participants what they would have done in his/her situation, etc.)
- The solution
- The results
- The present situation

After the presentations, participants can be given 2 minutes to discuss in pairs any questions to be addressed to the presenter.

Please note: case studies could also follow the structure above.

Presentations and case studies should consider including photos. The choice of photos should take into consideration child protection issues and they should represent PwDs/CwDs with dignity.
Appendix 5: Evaluation Form (qualitative)

What did you learn today?

What was most useful? Why?

What was least useful? Why?

Other comments:
Appendix 6: Feedback form for staff and pool of trainers

Training:

Day:

Name of Facilitator:

Session:

Feedback notes taken by:

Rating: 1 = weak competence  2 = average competence  3 = strong competence

<table>
<thead>
<tr>
<th>Knowledge, Understanding and Values</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Highly proficient knowledge and understanding of the subject presented</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Highly proficient knowledge of the activities facilitated from the Facilitator’s Manual</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diversity in the group of learners is viewed as a source of richness and, where appropriate: there is explicit discussion of the challenges faced by different participants as a result of their culture/age/gender/(dis)ability/ experience/ educational or other opportunities</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Non-judgmental</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Facilitating Learning

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>The learning objectives for the session are clearly shared with the learners at the beginning of the session and there is a recap at the end</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clear instructions given verbally and when necessary written on flipcharts</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Questioning and listening skills</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Opportunities for learners to learn from each other (peer/group work, sharing personal experiences) as described in the Facilitator’s Manual are included</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Keep the timing of the session and communicate to the participants the time available for each activity</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Resources and Learning Environment

<p>| | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to develop and maintain a purposeful, stimulating and enjoyable learning environment in which all learners are given the opportunity to contribute and become deeply engaged and motivated to learn</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
REFERENCES


