UNICEF ToT Modules on Inclusive Education

Working Together to Create Inclusive Schools

Module 2
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Authors: Judith Hollenweger, with contributions from Paula F. Hunt and Nora Sabani.

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Coordination: Paula Frederica Hunt
Editing: Stephen Boyle
Layout: Camilla Thuve Etnan

Please contact: Division of Communication, UNICEF,
Attn: Permissions, 3 United Nations Plaza, New York,
NY 10017, USA, Tel: 1-212-326-7434;
e-mail: nyhqdoc.permit@unicef.org
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Introduction

Broad statement of purpose

Module 2 focuses on relationships and how relationships can be created to support participation and learning and to promote inclusive education in schools and communities. Because Module 2 is about what participants do or don't do in their working lives, it is emotionally the most challenging of the three modules. Participants have to be willing to reflect with colleagues and families on their own interaction patterns and possible lack of real relationships, and the consequences of such practices for others.

The focus of this module is not on concepts of communications and modes of interactions; it does not provide communication training or teach relationship skills. The time allocated for the modules is not sufficient for capacity building or development of competence. The module highlights the need for these and provides opportunities to reflect on participants' abilities and knowledge in this area. By using tools that participants can use again with others, it helps initiate necessary change processes in schools and communities.

Overview

Module 2 is about the participants, their understanding of participation restrictions, and the importance of relationships, of working together and of sharing experiences. It seeks to make current professional relationships visible in order to facilitate reflection and exchange on current collaborative practices. It starts with a warming-up exercise ('Listen to me') that provides an experience of the effect of someone who is not listening to what someone else has to say. This exercise is followed by a case study, 'Florica and her parents', to illustrate the derogatory communication style still prevalent in many schools when talking to families of minority background. For more information about communication among professionals and on how to involve parents and families in inclusive education, see Booklets 12 and 13 of the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities.

One of the important activities in this module is the development of a collaboration map. The network of collaborative relationships is visually represented and documented for further reference in later activities of the module. The collaboration map is an important tool to reflect on relationships. The most important relationships are subsequently analysed using questions that guide participants through the problem-solving cycle. The Activity Theory Model and the problem-solving cycle (see Introductory Module and Module 1) are important tools to analyse the nature and the purpose of collaborating and relating with others. Templates of both models are provided at different stages throughout the module to get participants used to these tools. The expectation is that they, later on, are able to use these models when tackling problems and analysing activities in their own work settings.

If teachers and other professionals in schools should work together to promote participation for all children, it is important that they are able to develop a shared understanding of participation restrictions. The module takes participants through a series of activities to first analyse participation restrictions, then explore them with a view to planning for changes that will enable the child to participate. Unit 2 is probably the most challenging one, and the trainer may want to do some short exercises in between activities to ‘loosen participants up’ (e.g. gymnastics, singing, or perhaps someone from the group may have other good ideas). It ends with bringing together the results from the different groups, each having developed strategies to promote participation under the development, curriculum, health and relationship perspectives (introduced in Module 1).
Unit 3 picks up on one of these four perspectives (health) and introduces a framework and common language to be used by parents, teachers and other professionals with medical or social backgrounds. The modules use three case vignettes of people with Down’s Syndrome who live in very different circumstances and have very different abilities, and therefore different support needs; the vignettes will help to explore the necessity of thinking of ‘disability’ in a new way. The health perspective is selected because it is generally the most established one in schools and also is the most in need of re-thinking. For more information on using the health perspective, see Booklet 2 of the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities.

This module ends with a focus on collaborative relationships, especially inclusion teams and what their purpose and related shared activities might be in schools. Participants are invited to reflect on their current relationships and how they would need to be developed to help a joint effort towards inclusive education. The module ends with sharing ideas and visions on how this could be achieved. Again, Booklets 12 and 13 of the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities are particularly relevant for further reading on this theme.

Participants

The training is only successful if it manages to connect with the knowledge, experiences and beliefs that the participants bring to the training. The module should enable the participants to become agents for inclusive education in their own work. This requires opportunities to reflect on their own personal situations and create links between the contents of the module and their actions.

The trainer should know as much as possible about the situation of the participants before starting the module. It will make a difference where they are currently standing in their professional development. Are they teacher students, teacher novices or experienced teachers? Are they teacher educators or teacher mentors? Diversity in participants’ backgrounds can be used constructively by enabling learning between participants. This creates an opportunity to enact the principles of inclusive education.

Some thought may be given to ways in which the participants can be supported in their personal learning. There are various tools that can be used to make learning visible, for example by developing a portfolio or keeping learning diaries.

Enabling environment

The situation created during the training should facilitate exchange, discussion and documentation of thoughts, expectations and ideas. It should itself promote the ideas and principles of inclusive education by valuing the different experiences the participants bring to the training, by enabling individual learning and by creating a collaborative atmosphere.

The modules are activity-based because they seek to support the trainer in creating opportunities to learn. Participants need to have some input so that they can rely on a shared body of knowledge to participate and collaborate. The learning environment created by the trainer should facilitate active learning, not convey information which is available elsewhere.

An important part of being an enabler of learning is for the trainer to ensure that learning is made visible. The module provides suggestions as to how this can be done for the individual activities, but the trainer should give some thought to documenting participants’ learning, to keeping a record of important outcomes from discussions or individual work, and to facilitating the transfer into participants’ work settings.
The training will be more effective if links between the training situation and the actual work situation of the participants can be created. This could be achieved either by incorporating the module into an over-arching project or an activity that seeks to promote inclusive education in a school or community. If the training modules are combined with developmental work, practice can enhance the learning opportunities in the modules. The activities provided in this module can be expanded into practical work in the schools.

Participants will be more motivated if their participation in the module serves multiple purposes. For example, if the modules are accredited by the ministry of education and contribute towards fulfilling obligations of professional development or qualifications, this will be an additional motivating factor to complete them.

**How to approach the module**

Trainers have to be comfortable with the contents and concepts of this module. This is best achieved if they previously were actively involved as a learner. If the trainer feels uncomfortable with some of the activities, she or he might consider creating alternative activities that serve the same or similar purposes.

The concepts presented in this module are not things to learn, but things to use. The conceptual understanding will be deepened through the application of these concepts to practical problems. Concepts should be seen as tools for thinking and to guide action, not as something to learn as an isolated piece of knowledge. Therefore, the theoretical introduction to the concepts should be kept to a minimum, to ensure adequate opportunities for active thinking and problem-solving.

To help participants orient themselves, it is important to provide an overview of the modules and units and to give opportunities to review. Therefore, time should be spent to introduce the purpose and goals of the unit. Although this is not set out as an activity, it should be the first focus of the training. This will allow participants to orient themselves, which is necessary for any active learner. The purposes listed for each unit need to be shared with the participants. They can be used to gain an overview and to review the units and modules.

Products developed by the participants should be meaningful insofar as they can be used again throughout the training. As the usefulness of these products will depend on their quality, the trainer will have to decide on how to use them.
Unit 2.1: Using Communication to Establish Working Relationships

Overview Unit 2.1

Purpose of the unit
√ Reflect on the importance of communication for human relationships.
√ Develop a map of your current professional relationships.
√ Understand communication as a shared activity.
√ Focus on collaboration for participation.

Trainers may not only present the goals or aims of the unit, but also ask participants to write down any questions that they have in relation to the contents and goals of this unit. These questions can be used again when the issue is addressed in the training. At the end of each unit, the trainer can ask whether all questions were addressed.

Overview activities
- Activity 2.1.1: ‘Listen to me’ exercise.
- Activity 2.1.2: Case study ‘Florica and her parents’.
- Activity 2.1.3: Collaboration map.
- Activity 2.1.4: Analysis of relationships.
- Activity 2.1.5: Collaboration for participation.

Activity 2.1.1: ‘Listen to me’ exercise

Overview

Purpose:
√ Get tuned in on the importance of communication for human relationships.
√ Getting to know the characteristics of being a good listener.
√ Experience the impact of being listened to, or not being listened to.

Focus of the activity:
√ Positive experiences of overcoming difficulties at work (to be explained to the partner).
√ Own experience of not being listened to.
√ Gained understanding of communication.

Materials and methods:
√ Instructions on slide, flipchart (for characteristics of good/bad listener).
√ Introspection and discussion.
Information for trainer

The module starts with an exercise that focuses on the importance of communication and lets participants experience how it feels if the other person is not listening. This is an experience that parents and children (especially in the presence of difficulties) often have when interacting with teachers and other professionals. It also requires participants to reflect on their experiences and feelings, which is an important quality to be able to collaborate effectively with others.

This activity does provide an opportunity for ‘warming up’, with a focus on the contents of the module, as well as for sharing a work experience with another person. However, it does not provide an occasion for participants to get to know each other. If the group is new or has not yet worked through Module 1, the trainer should consider an activity that helps participants to get to know each other.

The list of characteristics of a good listener, and a bad listener, should be made available to the participants after being developed together. How this is done depends on the methods chosen for the overall documentation of the workshop. If all participants are able to access electronic files stored online (or on a stick or optical disc), the notes taken by the trainer could be photographed and added to the collection of documents.

Additional information/alternatives:

- [http://www.aucklandchamber.co.nz/media/88059/communication_exercise_listentome.pdf](http://www.aucklandchamber.co.nz/media/88059/communication_exercise_listentome.pdf)
## Sequence of the activity

### Exercise ‘Listen to Me’ *(First plenary, then groups of two)*

Announce that the participants will get involved in an exercise about the importance of being a good listener. This is a precondition to communication, and communication is a precondition to establishing a relationship.

Follow the sequence of instruction provided in the slide. First, ask about the characteristics of good and bad listeners. Write them down in two separate columns.

Give instruction for the exercise and ask participants to split into groups of two. If one person is left out, the trainer does the exercise with that person.

Discuss the results with participants, also considering their experiences communicating at work, e.g. with parents.

### Importance of Communication *(Plenary)*

Read and give examples for each of the points made or ask participants to give examples.

Possible examples – see notes in PPT presentation.

Discussions with participants should help emphasize the importance of communication. Communication is the prerequisite for establishing relationships.

### Importance of being a good listener

- ’Listen to me’ exercise.
  - What are the characteristics of a good vs a bad listener?
  - Talk to the person next to you about a positive experience overcoming difficulties in your work. The other person should assume an uninterested attitude, not listening properly.
  - Repeat exercise, this time the partner should try to be really interested and listen properly.
  - Repeat the exercise, swapping roles.

  - How did it feel to listen actively to your partner?
  - How did it feel when you were being really listened to?
  - How did it feel when you weren’t being listened to?

### Importance of communication

The importance of communication and collaboration:

- Communication is what makes humans human; without communication, we cannot live.
- We cannot not communicate.
- Misunderstandings and different views are normal.
- Respectful communication is the key to fighting discrimination.
- Conflicts are resolved through communication.
- To achieve anything together, we have to communicate.

Relationships are at the core of inclusion. No one can build inclusion alone.
Activity 2.1.2: Case study ‘Florica and her parents’

Overview

**Purpose:**
- Reflect on communication of schools with parents.
- Reflect on impact of communication on parents.
- Reflect on own practices communicating with parents.
- Consider alternative practices and how they could contribute to inclusive education.

**Focus of the activity:**
- Case study highlighting inadequate communication practices.
- Own school practices related to communication with parents.
- Alternatives/effective and respectful communication.

**Materials and methods:**
- Paper and pencil to work on case study (optional: flipchart or slides to present in plenary).
- Small-group work; group discussion.

**Additional information/alternatives:**

Information for trainer

The work on the case study should help participants focus on both what happens in the particular incident described in the case study, and what happens in their own schools. This is the first introduction on – and opportunity to think about – relationships, reflect on own practices and consider ways in which these practices could be improved.

The trainer should know the basics of communication theory to be able to help participants organize their responses. For example, the trainer may consider the following functions of communication: transmission of information; exertion of power/convincing others; expression of self/emotion/feelings; building relationships through shared motivation/expectations/experiences; to explain what happens here and what needs to be changed. These functions are reflected in the ‘four-sides model of communication’.

The expected outcome of this activity is mainly the reflections of the participants. More time could be spent on sharing current protocols used in schools to relate to parents, and improving these protocols by taking all functions into account and considering the situation of the parents.
Sequence of the activity

**Work on Case Study (Individual and small-group work)**

- Reading case study, individually writing down notes.
- Discussing it with other participant(s).
- Present in plenary or go straight to group discussion.
- Discuss how schools relate to parents. Need for improvement in light of what has been said so far?

**Case study**

Florica’s parents are ordered to come to school by the principal, who received the following message from Florica’s class teacher:

“Florica is now already for six months a first-grade student, but she is still unadjusted to the requirements of the classroom. She is inattentive and unable to sit quiet, to hold a pen or use scissors. Sometimes she comes late to school and is not properly dressed. Something must be wrong at home, please talk to parents; they are Roma.”

The principal asks the parents a set of questions related to the family’s living situation, income, work, number of siblings, and to illnesses and disabilities in the family. Then he gives them instructions on what to do.

Discuss the approach to communicate with parents in this case study. How are interviews with families conducted in your school?

**Reflection on Communication by Schools and Impact on Participation (Plenary)**

The trainer explains that this text is taken from an evaluation report and describes the situation for the dimension ‘participation’. The text should be read and then the questions worked on together (plenary). An alternative would be to let participants discuss questions in smaller groups.

Participants should be invited to write down why collaboration is important for inclusive education. Questions in the slide should then be addressed in plenary.

**Participation in schools: Observations from a UNICEF report**

“Schools use little written communication, so decision-making and decisions can be difficult to trace. Parents sometimes participate in school activities and, technically, children may express their views in schools. But in general schools do not have mechanisms that encourage parents and children to express their opinions and participate in schools. Students are not trained in democratic ways of expressing their opinions, and teachers often punish students who are perceived to express negative views.” (2009)

What is the situation in your country, community or school? Why is collaboration important for inclusive education?

**Reflection on Learning Situation (Plenary)**

The trainer invites participants to look back to the contents of the first module and to look forward to what will be the focus in Module 2.

‘Working with others’ was one of the units in Module 1 and is one of the areas of competence for inclusive teachers (see Profile of Inclusive Teacher).

Group discussion on ‘Vision of Inclusive Education’. Highlight that relationships are the foundation of systems. Through collaboration, systems and societies can be transformed.

**Looking back and looking forward**

Reflection on the last module:

- ‘Were ‘improving relationships’ or ‘improving collaboration’ mentioned as outcomes that you would like to achieve in the ‘River of Life’ exercise?’
- ‘What importance does collaboration have in your ‘Vision of Inclusive Education’?’

Perspectives on cooperation and communication:

- Personal perspective: developing identity through participation.
- Interpersonal perspective: creating relationships through interaction and communication.
- Institutions and communities: contributing to society through interconnected professional and social roles.
Activity 2.1.3: Collaboration map

Overview

Purpose:
✓ Gain an overview of all relationships that are important for participants’ work.
✓ Reflect on the nature of these relationships and their importance for participants’ practice.
✓ Develop a visual representation of the relationships and their importance.

Focus of the activity:
✓ One’s own professional relationships.
✓ Processes in society and institutions that contribute to inclusion and exclusion.

Materials and methods:
✓ Paper and pencils, sticky notes or cards, flipchart, pens.
✓ Brainstorming individually or in small groups (see information for trainer).

Additional information/alternatives:
• Other approaches to making work relationships visible or to map collaborations can be selected.

Information for trainer

Participants can only work in groups if they work in the same school or other setting, because in such a case they will share the same professional relationships. If participants come from very different settings or communities, this work should be done individually.

Developing a graphic representation of the relationships is a first necessary step to thinking about relationships at work, and their purpose, quality and impact on one’s own practice. Mapping one’s professional relationships makes the human resources in others visible. Participants become aware of whom they perceive as marginal, and have the opportunity to reflect on their practices. Participants are given the opportunity to consider the importance of their relationships and re-consider their own views in light of what others say and what is known to be good practice in the context of inclusive education. Giving participants opportunities to reflect on their own practices is central to developing the mental tools teachers need to create enabling environments for all students. Making collaboration maps is an activity they can do later on, when they are back in their working environments together with their colleagues, as a basis to discuss necessary changes.

The product or results from this activity will be used again later in this module. The better the documentation of the results, the more effective this will be. The products of this activity will also give
the trainer some indication of where the participants are in their thinking, and how much they are able to represent the network of relationships in which they are working in.

Sequence of the activity

‘Collaboration Map’ (Plenary)

The trainer gives a short introduction to explain the activity. Please highlight to the participants that the product of this exercise will be used again; the quality of the work they do now will impact on their participation in future activities.

The examples provided in the following slides should help participants to create a vision and imagine what their product might look like. The trainer may want to add his or her own examples. There are many different ways to do this.

Participants do brainstorming either alone or in small groups, writing down anyone who comes to their mind (on sticky notes or cards). Subsequently, they place the cards/sticky notes on a flipchart and draw lines to develop a network.

Participants present their collaboration maps to the other groups.

Examples of how collaboration maps could be drawn up.
Activity 2.1.4: Analysis of relationships

Overview

Purpose:
- √ Reflect on the importance of different relationships on the collaboration map.
- √ Get to know a strategy or method to analyse relationships.
- √ Use the Activity Theory Model to consider how purpose, focus, methods and context fit together.
- √ Use problem-solving cycle to reflect on the purpose of current collaboration.

Focus of the activity:
- √ The collaborative relationships viewed as most important.
- √ Activity of collaboration.
- √ Purpose of collaboration in problem-solving cycle.

Materials and methods:
- √ Flipcharts, pens (optional for reporting back), empty forms with problem-solving cycle and activity model.
- √ Reflection and introspection, and discussion.

Additional information/alternatives:
- • For information on Activity Theory Model and problem-solving cycle, see Introductory Module and Module 1.

Information for trainer

After having gained an overview of all collaborative relationships (collaboration map), this activity gives participants the opportunity to reflect on the nature of selected relationships. By doing so, they are introduced to a method that they can use themselves to analyse relationships, or which can be used collaboratively with colleagues to clarify expectations and define what the collaboration should be about. This method also works in the classroom – with the necessary adaptation to make it meaningful to children.

The Activity Theory Model introduced in Module 1 (see also Introductory Module) helps to reflect on the nature of collaborative relationships. The graphic representation facilitates discussions and developing suggestions for improvements. Again, this method can also be used in schools with colleagues to improve collaboration and make it more meaningful and effective.

The problem-solving cycle is introduced here as an aid to gain an overview of how relationships contribute to problem-solving. For this purpose, a concrete problem-solving process needs to be envisaged. With a focus on inclusive education, the process for ‘personalized learning’ was selected. To help participants understand what is meant by the terms added in the respective slide, the following questions can be used:

• Is there any collaboration to recognize and acknowledge problems early? Identification means the recognition of a problem or a situation that needs to be understood better.
• **Is there any collaboration to gain information from different sources and to better understand problems?** Assessment includes measuring and collecting, but also understanding and analysing a problem.

• **Is there any collaboration to facilitate the educational planning process?** Educational planning is about exploring different solutions to the problems, clarifying intentions and making decisions.

• **Is there any collaboration to solve problems in the classroom?** Instruction and interaction is about doing things together, acting collaboratively to address the problem in the classroom.

• **Is there any collaboration to reflect on practices and monitor outcomes?** Reflection and evaluation is about taking stock of what was done, and what was achieved.

Collaboration across the problem-solving cycle for personalized educational planning will be picked up again in the next activity, so this can be understood as an advanced organizer to facilitate the next activity. The problem-solving cycle will also be picked up again in Module 3. If the trainer wants to make this link explicit, the representation could be photographed or the trainer could compile the results from Activity 2.1.5.

**Sequence of the activity**

### ‘Analysis of Relationships’ *(Individual and small-group work)*

The trainer explains instructions. The questions can be presented as such or the link to the Activity Theory Model (used in Module 1) can be made.

Work in small groups if participants come from the same school and therefore share relationships. Otherwise the exercise should be done individually. Results do not have to be reported back to the group but should be documented. Groups can use the template to reflect on the ‘shared activity’.

### Analysis of the relationships

Choose two or three of the most important collaborative relationships and respond to the following questions:

- **Who collaborates with whom?** (e.g. teacher with parent)
- **Why do you collaborate, or what is the purpose of your collaboration?** (e.g. information exchange, preparation of lessons, inspection)
- **What is the main topic of your collaboration, or about what is your collaboration?** (e.g. behaviour of the child, organisation of time, classroom management)
- **How do you collaborate?** Which methods or tools do you use? (e.g. home visits, phone conversation, forms, weekly meetings, electronic platforms)
- **Where do you collaborate, or in which social context do you collaborate?** (e.g. classroom, staff room, community centre)
‘Analysis of Relationships for the Participation of Children and Families’ (Group discussion)

The second part of this activity focuses on collaborations to ensure participation in children and families. Ask whether children and families were listed under Question 2 (purpose) or under Question 3 (topic). If ‘yes’, let the groups explain (using the Activity Theory Model); if ‘no’, make them go back to their collaboration maps.

Participants look at their collaboration maps to find the collaborative relationships that focus on children (including their families), with a view to ensuring their participation.

- Could they find any? Which?
- If not, what does that mean?

If there is time and the trainer thinks it useful, participants could be asked whether they can develop additional collaboration situations (using the Activity Theory Model) when professionals focus on the child (about what?).

Reflection on Collaborations for Solving Problems Related to Supporting Participation and Learning (Plenary)

The trainer invites participants to consider their collaborations as recorded in the map and analysed with the activity model.

When looking at ensuring participation in the classroom: "Which collaborations contribute to problem-solving and when?" Groups can use the template of the problem-solving cycle to locate the collaborations.

Group discussion. The results could be presented visibly by providing a representation of the cycle on the wall and adding the collaborations mentioned (e.g. teacher/parent or teacher-defectologist/resource teacher, etc.).
Activity 2.1.5: Collaboration for participation (leading to Unit 2)

Overview

Purpose:
✓ Identify children and families that are at risk of being excluded, or of not participating fully.
✓ Develop definitions or descriptions to make own beliefs, values, knowledge visible.
✓ Group children according to defined characteristics to make implicit categorization explicit.
✓ Reflect on the way participants characterize children and their families.
✓ Reflect on responsibilities for children and their families.

Focus of the activity:
✓ Perception and description of participants in relation to children and families with participation restrictions.
✓ Perception of responsibilities for these children and families.

Materials and methods:
✓ Paper and pencil in small groups, template of problem-solving cycle (optional), flipchart.
✓ Brainstorming, reflection and discussion.

Information for trainer

This activity focuses on children and their families who experience participation restrictions or exclusion. Participants name groups of children and their characteristics. This will help the trainer to get a better understanding of how participants ‘categorize’ children. Is the language respectful or does it show signs of prejudice or discrimination? The trainer will need to decide whether such issues should be addressed at this point, and to what extent (see also Module 1, activities on teacher bias and cycle of oppression).

This activity is an important preparation for Unit 2, where views of the participants on the participation restrictions of children and their families will be explored in more detail. The responses produced by the participants will be used again, giving the participants the opportunity to better organize this information and develop a deeper understanding. This work is important because it makes participants’ thinking and practice visible. This is a necessary starting point for any changes in practice.
Sequence of the activity

Collaboration for Participation (Plenary) (individual and small-group work)

Introduction of the activity in plenary. “After having thought about collaboration to ensure participation, we need to know which groups of children are at risk of not participating well or of being excluded.”

Small-group discussions to brainstorm on characteristics and organize them. The organization principles are defined by the participants themselves.

Group discussion in plenary to collect all groups or types of children and their characteristics. Use flipchart for this purpose. This flipchart, or the group results, is needed again in Unit 2.2.

Collaboration for participation

Which children and families are not participating well in education and school life?

- Discuss with your colleagues and write down all the characteristics.
- Organise the different characteristics into types or groups.
- Have you forgotten anything?
- Use a flip chart and write down the different groups of children.

Who is involved in ensuring participation of these different groups of children at each stage of the problem-solving cycle? (identification, assessment, planning, intervention, evaluation)

- Go through your map to identify the persons most closely involved.
- Is there a continuity of involvement across the cycle?

Notes
Unit 2.2: Understanding Participation Restrictions

Overview Unit 2.2

Purpose of the unit
✓ Develop a deeper understanding of participation restrictions.
✓ Use different perspectives to analyse participation restrictions.
✓ Develop strategies that can be used to explore participation restrictions in collaboration with others.
✓ Get to know a model for in-depth analysis of participation restrictions in the context of health and well-being.

Trainers may not only present the goals or aims of the unit, but also ask participants to write down any questions that they have in relation to the contents and goals of this unit. These questions can be used again when the issue is addressed in the training. At the end of each unit, the trainer can ask whether all questions were addressed.

Overview activities
• Activity 2.2.1: Analyse participation restrictions.
• Activity 2.2.2: Explore the analysis of others.
• Activity 2.2.3: Share knowledge and learn from each other.

Activity 2.2.1: Analyse participation restrictions

Overview

Purpose:
✓ Explore the understanding, premises and beliefs associated with different groups of children.
✓ Make explicit or visible participants’ views on causes of participation restrictions, responsibilities and level of support needs attributed to certain groups of children.
✓ Identify groups of children that have not been mentioned so far but are also at risk of exclusion.

Focus of the activity:
✓ Responsibilities to address participation restrictions.
✓ Nature of participation restrictions.
✓ Perspectives on participation restrictions (see also Introductory Module and Module 1).
✓ Level of support needs (three-tier model, see also Introductory Module and Module 1).
Information for trainer

Unit 2 follows up on the thoughts developed in Unit 1 and seeks to clarify the premises held by participants on the origin of participation restrictions, on the responsibilities, on the causes of participation restrictions and on the level of support needed for specific groups of children. It is important to make these connections explicit so that participants can reflect on their adequacy in light of inclusive education. Participants have to be empowered to analyse their current situation and the situation of children with diverse needs and backgrounds, in order to change their practices and create settings that are more inclusive. This activity also brings in models and information that was introduced in Module 1. These models are now used as tools to help participants analyse the situation of children at risk of exclusion. The use of common models and tools is central to the ability of professionals to work together effectively. This unit also seeks to help participants experience the benefits of communicating with others through these models.

Different domains of participation are introduced here as an organizing principle to better understand and explore participation restrictions. This is also to highlight the fact that children may experience participation restrictions in some domains of their lives, but not in others, and thus achieve a better understanding of the difficulties without using labels. The domains are taken from the 'International Classification of Functioning, Disability and Health' (ICF and ICF-CY, version for Children and Youth), developed by the World Health Organization to analyse participation restrictions in the context of health (one of the four perspectives). The domains are universal and can be used for all four perspectives.

Materials and methods:
- Worksheet ‘Analyse participation restrictions’, pencil or pen to fill in worksheet, results from Unit 1.
- Reflection and discussion.

Additional information/alternatives:

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Module 2: Working Together to Create Inclusive Schools
## Sequence of the activity

### Understanding Participation Restrictions

**Plenary:** The trainer gives an introduction to the activity by saying that participants will now analyse the specific restrictions, the support needs and the responsibilities for these children. This should help participants develop a deeper understanding of participation restrictions. First, the overview is provided (slide ‘Developing a shared understanding’), then participants are guided through the activity – and also by reminding them of what was discussed in Module 1.

### Developing a shared understanding

Supporting participation and learning for all learners is the common denominator when collaborating for inclusive education. Unit 2 will take you through the steps that you can use to first gain a deeper understanding of participation restrictions individually and then use it to gain a shared understanding. Unit 2 also picks up on what you learnt in Module 1.

You will now go through the following steps (using groups for Unit 1):

- Gain a fuller understanding of participation restrictions by looking at different life domains.
- Gain a fuller understanding of the reasons for participation restrictions by exploring the four perspectives.
- Use the ‘three-tier model’ to localise the support needs.

### Domains of Participation

- Learning and applying knowledge.
- General tasks and demands.
- Communication.
- Mobility.
- Self-care.
- Domestic life.
- Interpersonal interactions and relationships.
- Major life areas: education, work and employment, economic life.
- Community, social and civic life.

In which life areas are these children experiencing participation restrictions?

### Support Needs (Three-tier model)

Where do the groups identified by participants fit in the model? Why are they assigned to one tier and not to another? What type of support do they need? Why?

Ask participants for examples from their schools to make sure they understand the three-tier model.

### Domains of participation

- Learning and applying knowledge.
- General tasks and demands.
- Communication.
- Mobility.
- Self-care.
- Domestic life.
- Interpersonal interactions and relationships.
- Major life areas: education, work and employment, economic life.
- Community, social and civic life.

### Reasons for participation restrictions

Why are children not participating well? Take your notes and try to assign characteristics to the perspectives introduced in Module 1.

### Analyse support needs

What are the support needs of these children? Try to localize children in a tier of the ‘three-tier model’ introduced in Module 1.
Activity 2.2.2: Explore the analysis of others

Overview

Purpose:
- Reflect on knowledge and beliefs of participants.
- Condense diverse knowledge to highlight contradictions.
- Provide an opportunity to develop a deeper understanding of participation.
- Introduce method that schools can use to explore participation restrictions in their schools.

Focus of the activity:
- Participants’ own perceptions and understanding of participation restrictions.
- Questions asked give focus to activity.
- Responses to others from worksheet completed in previous unit.

Materials and methods:
- Questions on slides, flipchart, pens to document insights.
- Completed worksheets ‘Analyse participation restrictions’, separated by perspective.
- Analysis of responses, reflection and discussion.

Additional information/alternatives:
Information for trainer

This activity gives participants a chance to learn more about the views of the other participants with respect to their thinking about ‘groups’ or ‘types’ identified in Activity 2.2.1. To provide information to be shared with others and to reflect on information provided by others is a prerequisite to being able to work together. This activity gives an opportunity to experience both. The activity also seeks to draw attention away from the original grouping and instead focus on one of the four perspectives introduced to analyse participation restrictions. This is achieved by assigning one perspective to a group, who use it for their analysis of the worksheets completed by others. Participants are asked to critically analyse the groupings, the selected life domains, the support level (three-tier model), and responsibilities in light of what they have learnt so far about inclusive education. The ability to critically reflect one’s own thinking and that of others is essential for inclusive education.

Activities 2.2.1 and 2.2.2 can also be used in schools that want to reflect on their student populations, support systems and responsibilities. This activity therefore provides an opportunity to apply these models and gain a better understanding of their usage, in order to use it in real-life contexts later on.

The results from this exercise feed into the subsequent activity, 2.2.3. Therefore, the main insights and (critical) reflections should be documented on a flipchart.

Sequence of the activity

Exploring Participation Restrictions (Plenary)

Plenary: The trainer gives an introduction to the activity by saying that participants will now explore all the responses from other participants. The previous groups are now mixed up and each new group is assigned to one of the four perspectives (relationship, development, health, and curriculum). The worksheet completed in Activity 2.2.2 is redistributed for analysis. Explain task as described in slide 24. The main focus needs to be on the specific perspective the group was assigned to. Tell the groups that they will need their responses to do the following activity (Activity 2.2.3).

Groups work on questions provided in slide. Remind groups to write down conclusions and insights five minutes prior to end of activity. The results are presented in the plenary. If several groups worked on the same perspective, their results should be presented together.

Explore the analysis of others

The worksheets ‘Analyze participation restrictions’ are mixed and redistributed to participants working in groups. Each group is assigned to focus on one of the four perspectives in particular.

Main question for you to respond to: Is the information on the perspective assigned to you sufficient and adequate?

Go through the descriptions: are they useful to understanding participation restrictions?

Who is listed as being responsible for these children? Do you agree?

Select the sheets with similar participation restrictions: are they all referring to the same groups? Are they linked to the same tier?

Reflect the results using your knowledge on inclusive education.

Write down your conclusions and insights e.g. on a flipchart paper.
Activity 2.2.3: Share knowledge and learn from each other

Overview

**Purpose:**
- Experience a method of pulling together results from different people.
- Involvement in process of ‘expansive learning’.
- Make knowledge of the participants visible with respect to inclusive practices in schools.
- Gain an in-depth understanding of how to address participation restrictions.

**Focus of the activity:**
- Language used by participants to describe children with participation restrictions.
- Strategies to improve participation.
- Current practices in schools.

**Materials and methods:**
- Flipcharts, pens; completed worksheets ‘Explore’ from previous activity, template ‘Problem-solving’.
- Analysis of responses in worksheets, discussion, brainstorming and reflection.

**Additional information/alternatives:**

Information for trainer

This activity requires participants to bring together all the thinking done so far, and makes the shift from ‘exploring’ to ‘planning’. To be able to make this shift, it is critical for educational planning to do it with others; this is central to inclusive education. Inclusive education cannot be achieved in isolation. Participants engage in this activity together with others and develop solutions cooperatively. This may be a new experience for many participants and even for the trainer, but it is essential that participants are given an opportunity to experience these modes of thinking and working on problems together. It is left to the trainer to decide whether this should be made explicit or whether participants simply engage in the activity.

What the trainer should seek to achieve is to have the following results from the participants (separate for each of the four perspectives on participation, documented on a flipchart):

- Ideas on non-discriminatory descriptions of children (information source: original types and groups of children reconsidered/reorganized).
- Ideas on strategies to improve participation (information source: their thinking so far and good practices in their schools).
- Current practice in schools and communities (information source: their own experience).

The results will be compiled on one flipchart for each of the four perspectives (development, curricular, relationship, health). They are hung on the wall together and presented as four perspectives that should always be considered when there are substantial restrictions of participation. These are the four jigsaw pieces that participants can now use to explore strategies to improve practice with regard to the four perspectives on participation restrictions. Since schools traditionally focus on the health perspective (e.g.
‘disability’) the group result is an illustration of how one’s own understanding can be expanded by the input of others. This again is another important experience to increase willingness and readiness to collaborate with others.

Sequence of the activity

### Explaining the Group Work to Share Knowledge (Plenary)

The trainer uses this slide to introduce the group work. Groups use the worksheet ‘Analyse participation restrictions’ and all the notes and information from the previous activities in this unit. The trainer explains what is expected as an outcome from each group.

The trainer asks which group works on which perspective (for instructions for each group see the four following slides in the PowerPoint Presentation). The trainer has to make sure that there is at least one group working on each perspective. Each group is given a separate instruction (see slides 26-29) to facilitate group work.

### Reporting Back to Plenary (Plenary)

The trainer moderates the presentation of the group work and places it in front of the participants to fit the four perspectives:

- Development Perspective
- Relationship Perspective
- Participation Perspective
- Curricular Perspective
- Health Perspective

The participants have created a shared product that gives them guidance to promote participation. Unit 2 has guided them through the process of analysing, exploring and planning. The trainer should make this connection and the group should reflect on the process (see also Unit 3, Module 1, Valuing Student Diversity).
Unit 2.3: Collaborate to Overcome Participation Restrictions

Overview Unit 2.3

Purpose of the unit

✓ Get to know the ICF as a common framework for collaboration (context of health and well-being).
✓ Develop strategies to collaborate along the problem-solving cycle.
✓ Get to know and develop tools that help you to implement these strategies.

Trainers may not only present the goals or aims of the unit, but also ask participants to write down any questions that they have in relation to the contents and goals of this unit. These questions can be used again when the issue is addressed in the training. At the end of each unit, the trainer can ask whether all questions were addressed.

Overview activities

• **Activity 2.3.1:** Describe diversity in the context of health.
• **Activity 2.3.2:** Getting to know the ICF as a common framework.
• **Activity 2.3.3:** Solve my problem, please!

Activity 2.3.1: Describe diversity in the context of health

Overview

**Purpose:**

✓ Explore one of the four perspectives in more detail (health perspective).
✓ Reflect own language, conception and premises around disability.
✓ Learn to apply the problem-solving cycle to own organization of collaborative work.

**Focus of the activity:**

✓ Participants' understanding of disability.
✓ Participation restrictions experienced by three persons with Down's Syndrome.

**Materials and methods:**

✓ Flipchart, pens; optional: notes on 'groups and types of children' (Activity 2.1.5 and Unit 2).
✓ Personal reflection and experience.
The ‘health perspective’ has the longest tradition in education systems. Still today, it is the most prominent perspective chosen to understand participation restrictions and is often the only one under which additional support is provided. It is therefore important to dedicate additional time to explore it and introduce a way of understanding disability in line with the human rights-based approach. The Convention on the Rights of Persons with Disabilities (CRPD) requests that all signatory states implement inclusive education and provide adequate support to children with disabilities. The International Classification of Functioning, Disability and Health along with its derived version for Children and Youth is the framework underlying the CRPD.

Although a full introduction to the ICF cannot be provided here, participants should be familiar with the domains of activities and participation and the environmental factors. The domains represent the areas in which participation has to be ensured under the CRPD. The environmental factors help to reflect on barriers and on how to build enabling environments. The participants have already used the life domains, in Unit 2, without a formal introduction to the ICF. Trainers should point this out and emphasize the fact that the full ICF (especially the component body functions and structure) is used only to describe diversity in the context of health. The domains of activity and participation build bridges to the other perspectives (development, relationship, curricular). It is a framework that can help develop a common language used for collaboration, cooperation and communication between professionals and systems (e.g. health, social protection, and education).

Booklet 2 (and its companion webinar) of the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities, ‘Definition and Classification of Disability’, provides additional information on the ICF. The trainer can use the webinar in preparation for this unit. The three case vignettes on Anna, Sara and Pablo are taken from the webinar. Anna was born with a heart murmur, but physically she is healthy. She is severely impacted by her cumulating health problems, and is quite low functioning, partially due to the fact that she is socially isolated. Sara’s story (Kareen in real life) is based on a report (including video material) by ABC News available on the Internet. She was adopted just months before she was going to be transferred to an adult mental health institution. The last case vignette refers to Pablo Pineda, a Spanish teacher, actor and activist. He appears in the movie ‘Me too’ (Yo, también).
Sequence of the activity

Diversity in the Context of Health (Plenary)

The trainer introduces Anna, Sara and Pablo, their abilities and their life situations. This introduction can be short or enriched with video material or pictures. Using the three case vignettes, the trainer explains and lets participants explore the three statements in this slide.

Participants are given a few moments to discuss in small informal groups. The trainer should highlight that they may go back to the discussion in Unit 2.

Small groups give feedback, the trainer writes down the results on a flipchart.

These points should be made in conclusion:

- To know the diagnosis is important when this helps to identify ‘remedies’, but there is no remedy for Down’s Syndrome.
- To know impairments is important when this helps to eliminate barriers to participation, but not when they are merely used to label the child.

The trainer announces that the participants will now be introduced to a model and framework that helps develop a non-discriminatory language.

Activity 2.3.2: Getting to know the ICF as a common framework

Overview

Purpose:

- Getting to know the ICF model as a tool to think about disability.
- Provide a first exposure to the ICF domains of activity and participation.
- Apply the ICF model and domains of activity and participation.
- Reflect on usages of the ICF and how it may change participants’ thinking.
**Focus of the activity:**
- ICF model with components of functioning and disability, environmental factors.
- Applications of ICF in school and to one’s own thinking.

**Materials and methods:**
- No extra materials needed.
- Brainstorming and reflection.

**Additional information/alternatives:**

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**Information for trainer**

This activity gives a short introduction to the ICF. It is recommended that prior to embarking on this activity, the trainer watches the webinar and reads the technical booklet, Booklet 2 of the UNICEF Series *A Rights-Based Approach to Inclusive Education for Children with Disabilities, ‘Definition and Classification of Disability’*. This activity is most effective if the discussions and points made in the previous activity are used to help participants link their thinking to the model. For easy reference, the definitions of the different components are listed here; they should be provided to the participants when explaining the model.

**Body component:**
- Body functions are physiological functions of body systems (including psychological functions).
- Body structures are anatomical parts of the body such as organs, limbs and their components.
- Impairments are problems in body function or structure such as a significant deviation or loss.

**Activities and participation component (domains already introduced in Unit 2!):**
- Activity is the execution of a task or action by an individual.
- Participation is involvement in a life situation.
- Activity limitations are difficulties an individual may have in executing activities.
- Participation restrictions are problems an individual may experience in involvement in life situations.

**Contextual factors:**
- Environmental factors make up the physical, social and attitudinal environments in which people live and conduct their lives.
- Personal factors are also a component of contextual factors but they are not classified in the ICF due to large social and cultural variance.

The trainer has to make sure that the participants understand the interaction between environment and participation. Anna’s story is helpful here, because the two different developmental trajectories (if she had gone to an adult mental health institution vs growing up in a caring family) can be easily explored with regard to the impact of the two environments on her life situation and development.
Sequence of the activity

**ICF as a Common Framework (Plenary)**

The trainer gives an introduction to the ICF model by using the three case vignettes. Participants are invited to give examples for each of the components of the model; the trainer provides definitions.

Group discussion, questions and answers until the trainer is sure that the model is understood.

**Information on the Components (Plenary)**

This slide focuses on the components that are important for teachers and professionals working in education: activities and participation as well as environmental factors. Personal factors should be mentioned as well; they describe the personal situation (former life experiences embodied in the person).

Group discussion, questions and answers until trainer is sure that the model is understood.

**ICF for Inclusive Education (Plenary)**

The trainer presents the ways in which the ICF can be used for inclusive education. Background information to these statements can be found in the webinar and technical booklet.

Small group discussions on the application of the ICF in participants’ country, community or school.

Reflection on their previous work on ‘groups and types’ of children. Development of first ideas on how the ICF could be used.

Reporting back is optional, but the trainer should enable exchange on current applications of the ICF if available.

**ICF as common framework**

Health Condition

Body Functions and Structures

Activities

Participation

Environmental Factors

Personal Factors

For more information: [http://www.who.int/classifications/icf/en/](http://www.who.int/classifications/icf/en/)

**Components important for teachers**

Domains of activities and participation (see Unit 2).

Environmental factors:

- Products and technology.
- Natural environment and human-made changes to the environment.
- Support and relationships.
- Attitudes.
- Services, systems and policies.

Personal factors may include gender, age, social background, past and current experiences, ethnic background and profession. They are understood as the particular background of an individual’s living situation in relation to functioning.

**ICF for inclusive education**

Common framework and language between different professionals working in education, health and social-policy sectors. A tool to describe the situation of children with disabilities and chronic health problems with a focus on participation.

A tool to highlight differences in perception, comprehension and expectations (e.g. goal-setting) between different stakeholders.

Framework to plan, ensure and monitor inclusion and participation in the framework of the Convention on the Rights of Persons with Disabilities.

Is the ICF used in your country, community or school?

Go back to activities in Unit 1 and 2: does the ICF provide a more adequate language to talk about certain groups of children?
Activity 2.3.3: Solve my problem, please!

Overview

Purpose:
✓ Practice to write good descriptions of problems.
✓ Practice collaborative problem-solving.
✓ Give feedback on the solution that someone else developed.

Focus of the activity:
✓ Participants’ unsolved problems.
✓ Participants’ collaboration practices.
✓ Participants’ solutions.

Materials and methods:
✓ Paper and pencils.
✓ Small-group work, reflection and discussion.

Additional information/alternatives:
• Rights-based approach to inclusive education: The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education.

Information for trainer

This exercise gives participants an opportunity to talk with others about a problem they have not been able to solve, and receive ideas on how to tackle the problem. The small groups focus on the concrete problems in participants’ everyday work. The groups are invited to use the templates of the Activity Theory Model and the problem-solving cycle introduced earlier on, but this should be optional. The exercise should be carried out in the spirit of partnership and fun, yet provide a possibility to practice collaborative problem-solving.

The nature of the problem is left open here, but the trainer may choose to limit the scope of problems by saying, for example, that the problem should be a participation restriction experienced by a child. Whether this is useful will also depend on the context. A strong focus on participation might support the overall learning experience of this unit, or it may be perceived as too restrictive if participants would like to talk about other problems.
Sequence of the activity

**Solve my Problem, Please! (Plenary introduction)**

The trainer explains the exercise: small groups let other small groups solve their problems. The trainer splits group into small groups and gives instructions (see slide).

Each small group develops a problem description and hands it to another group.

Small groups solve the problems given to them by the other groups.


**This slide points to the problem-solving cycle that the small groups can use to collaboratively develop solutions. Participants have a template they can use to draft solutions. Templates of the Activity Theory Model can be used to gain a better understanding of the problem and to develop solutions.**

*The use of the templates is optional.*

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**Solve my problem, please!**

Small groups write a problem that they encounter in their work and have been unable to solve on their own. Provide as much information as necessary so that another group will be able to understand what your problem is exactly. Put your names on the paper.

The problem is then exchanged between two groups: each group is charged with solving the problem of the other group. Templates with activity model and problem-solving cycle are provided (use is optional).

The two groups get together and share their solutions. They give each other feedback on the usefulness and applicability of their solutions.

Be prepared to contribute to the plenary discussion that will follow!

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**Notes**

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Unit 2.4: Building Teams and Coalitions for Inclusion

Overview Unit 2.4

Purpose of the unit

✓ Gain an understanding of the purposes and activities of an inclusion team.
✓ Review what you have learnt so far and how it helps you to build an inclusion team.
✓ Develop strategies to build coalitions for inclusion in your community.
✓ Think about the things you still would like to learn.

Trainers may not only present the goals or aims of the unit, but also ask participants to write down any questions that they have in relation to the contents and goals of this unit. These questions can be used again when the issue is addressed in the training. At the end of each unit, the trainer can ask whether all questions were addressed.

It is recommended that prior to embarking on this unit, the trainer watches the webinar and reads Booklet 13 of the UNICEF Series A Rights-Based Approach to Inclusive Education for Children with Disabilities, 'Parents, Family and Community Participation in Inclusive Education'.

Overview activities

- Activity 2.4.1: Solving big problems together.
- Activity 2.4.2: Reflecting on roles and tasks of an inclusion team.
- Activity 2.4.3: Reflecting on relationships using the collaboration map.
- Activity 2.4.4: Ideas and visions to improve relationships for inclusion.

Activity 2.4.1: Solving big problems together

Overview

Purpose:

✓ Engage all participants in collaborative problem-solving.
✓ Generate ideas to improve participation at the community level.
✓ Generate visions and strategies to reach these visions.

Focus of the activity:

✓ Situation of Roma families in a community (use a social group included in participants’ communities).
✓ Participation restrictions in all life domains.
✓ Visions and strategies to improve participation.
Information for trainer

This activity engages participants in a group activity to experience a possible process that could be used to initiate a project at the school or community level. Participants are asked to acquire the social role of one person (or group of persons) in this community. Taking that particular person’s problem perception, they are asked to generate ideas on what could be done to improve Roma participation. If the modules are taught in a country or area without a Roma population, the trainer will need to adapt this activity to fit the local situation. Taking the local situation into account, the trainer needs to prepare ‘identity cards’ for each of the participants. These identities should be culturally sensitive and reflect the local situation and may include: the principal of a primary school, rector of a high school, kindergarten teacher with a Roma background, family doctor, social worker, Roma father, drop-out teenager, cultural mediator or representative from the ministry of education, etc.

The ideas should focus on improving participation, especially of the Roma children, but participants may also develop other ideas. The trainer should prepare flipcharts on the walls, each titled with one of the following domains of activity and participation: ‘learning and applying knowledge’, ‘communication’, ‘mobility’, ‘interpersonal interaction and relationships’, ‘domestic life’, ‘school education’ and ‘community life’. An empty flipchart can be provided for any other ideas.

In the second phase of this activity, all ideas should be screened and analysed: are there ideas with contradictory goals in the same participation domain? Which ideas are similar? Which ideas are especially good and should be expanded on? Participants should be given the opportunity to walk around the room and discuss with each other. The participants could then be asked to rate the ideas, for example by each sticking five green dots (for the five best ideas) next to the pieces of paper. Participants may be reluctant to rate their colleagues’ ideas, but for collaboration to be effective the good ideas have to be given priority. The trainer should take a photograph of the flipchart papers to make ideas available to all participants. From all the ideas generated, there should be some in which ‘school inclusion teams’ play a major role. These ideas can be picked up again later in the unit.

Materials and methods:

√ Cards with different identities, paper and pencil, seven flipcharts with life domains, tape to stick papers to flipchart, green and red sticky dots, Activity Theory Model templates.

√ Brainstorming, vision-building and strategy-building.

Additional information/alternatives:
Sequence of the activity

**Solving Big Problems Together (Group activity)**

The trainer gives a short introduction to explain the group activity. He assigns the different identities to the participants by handing out the cards at random. Participants are invited to generate ideas on how Roma participation could be improved.

- Participants write down ideas (in large letters) using one paper for each idea.
- All participants try to assign their ideas to the life area and stick their ideas on the flipchart. Once this is completed, everyone is invited to read all ideas, whether they are similar or very different. Participants may rate how much they like the ideas by using green dots or adding a ‘like’ sign. The trainer should involve participants in informal discussions and take a photograph of all flipcharts once the rating is made.

**Debriefing (Plenary)**

This exercise may not be so easy for all participants, therefore plan for a debriefing; this can be longer or shorter depending on the situation.

The trainer goes through the question in a plenary session and participants provide feedback and information.

**Solving ‘big problems’ together**

In your village, most of the Roma families are not well integrated into community life. Their children are perceived as trouble-makers and often don’t attend school. This is partially because the other children prevent them from entering the bus. Some Roma children receive disability benefits, money which is used to buy food. Whenever something goes wrong, the Roma are blamed. Now, the schools in the village want to initiate a community project to promote social and educational inclusion. They organise an event, where everyone is invited to share their ideas of what can be done.

You are given a card with an identity. Taking this person’s viewpoint: generate ideas of what can be done to promote participation. Use one piece of paper for each idea! Write in large letters so it can be read from a distance of two metres.

**Debriefing**

Do you have comments on this exercise or how you felt while doing it? Was it difficult to see your ideas discussed and rated? Can you build some of these activities into a project or an initiative? Can you develop strategies on how you would carry out such a project? Can you imagine doing something like this in your community? Can you report on similar projects that you know of or participated in?
Activity 2.4.2: Reflecting on roles and tasks of an inclusion team

Overview

Purpose:
- ✔ Provide an opportunity for a first exploration of ‘inclusion teams’.
- ✔ Reflect on purposes that could be achieved with an ‘inclusion team’.
- ✔ Reflect on current collaborations and how they might be improved.

Focus of the activity:
- ✔ Participants’ understanding of an inclusion team.
- ✔ Purpose of creating an inclusion team.
- ✔ Current collaborations as represented in collaboration map.

Materials and methods:
- ✔ No material needed, templates of Activity Theory Model (optional).

Additional information/alternatives:

Information for trainer

The trainer will by now have gained an understanding of how participants view their colleagues and their levels of cooperation in tackling difficult situations in schools. The trainer should also consider the work done so far by the participants and be able to highlight the strengths and weaknesses, as well as opportunities and threats (SWOT-Analysis), of actually creating teams in schools that support the progressive realization of inclusion and can serve as ‘multipliers’ and ‘promoters’.

To gain a better understanding of the roles of inclusion teams, and to explore which roles are feasible given the circumstances, participants need to explore which responsibilities or roles, and which tasks or activities, the inclusion teams would get involved in. This activity seeks to clarify this for participants.

To have examples here is very helpful. If the trainer can provide these, or if some of the participants have experiences with working in such teams, it would be helpful if these experiences could be shared. There is video material available on YouTube and other sources. This could be used as an introduction to this activity. The matrix introduced in Module 1 can help to locate different practices: doing team teaching in the classroom, facilitating parent-school collaboration, creating a student council or guiding school development processes, etc., to name just a few.

In the second part of the activity, the trainer should select some of the most promising or important purposes mentioned by the participants to be explored in more detail. This will help participants to develop their system thinking and consider possible contradictions or problems that might come with such a practice. For example, the team may have a common vision and even get involved together around the same object. But the ‘where’ may not be conducive to such practices (rules by the ministry, no time...
available) and there may be no common tools (common working strategies, forms for individual educational planning, collaboration skills) to work together towards the vision or goal. Participants should have the opportunity to think through such activities together with others, with and without the guidance of the trainer.

Sequence of the activity

**Purpose of Inclusion Teams (Plenary)**

The trainer gives an introduction on the purpose of having school inclusion teams and what tasks and activities the inclusion teams could get involved in. Participants should be reminded that these areas were discussed in Module 1 and taken from the ‘Profile of Inclusive Teachers’. Examples should be provided (e.g. videos, personal accounts, case studies) to illustrate some roles and tasks to help the discussion.

Group discussions around these three areas, inviting experiences of participants and the purposes they envisage for a school team.

The trainer may link this to the matrix in Module 1. Presentation of the results in plenary (if the discussions are carried out in smaller groups).

**Synthesis of Ideas (Plenary)**

The Activity Theory Model can be used to do an in-depth analysis of some of the purposes mentioned by the group. This can be done on a board, on flipcharts or with the computer. At least three purposes with their activity systems should be explored together.

If the trainer thinks that this would be beneficial, small groups can be created to explore additional purposes and the conditions needed to achieve them (templates can be provided if necessary).

Final discussion (possibly presentation of activity models) should follow to conclude the activity.

**An ‘inclusion team’ – for what?**

Overall purpose of the ‘inclusion team’ is working together for:
- Valuing student diversity – requires communication, discrimination, free and reflected use of power: ‘No throw-away children’.
- Supporting all learners – requires understanding students as active partners in teaching and learning, not as passive targets: ‘No Nuremberg Funnel’.
- Personal Professional Development – requires partnerships for learning between all professionals: ‘No Teacher Isolation’.

What do you think a school inclusion team should do – considering these three areas of competencies of inclusive teachers?

In which area would you welcome support from other professionals?

**Bringing your ideas together**

What is the purpose of working together? (Purpose)
What does the school inclusion team do? (Object)
Who is involved and what are they doing? (Subject)
Where are they working together? (Social Context)
Activity 2.4.3: Reflection on relationships using the collaboration map

Overview

Purpose:
✓ Reflect on current collaborations in light of the contents of this module.
✓ Engage in discussions about collaboration.
✓ Develop ideas on how relationships relevant for inclusion could be improved.

Focus of the activity:
✓ Collaboration map developed in Unit 1 of Module 2.
✓ Nature of professional relationship.
✓ Improving relationships to facilitate inclusion.

Materials and methods:
✓ Flipchart, pens (optional) for reporting.
✓ Reflection, discussion and sharing of ideas.

Information for trainer

This activity takes participants back to their initial work and their first contribution to this module, and asks a few hard questions about the underlying premises of certain relationships, the distribution of power, and in-build bias that may prevent collaboration partners from contributing in a meaningful way. The way relationships are ‘lived’ can contribute to exclusion, and if a school wants to promote inclusion the nature of these relationships has to be changed.

For example, a school may engage in practices whereby it invites parents of failing students to the school and submits them to an interview (which is more of a cross-examination). The trainer can refer back to the case study that was used in Unit 1 (Activity 2.1.2). The purpose of getting information may be valid, but schools need to reflect on the way they are engaging parents. Exploring the case study further, the trainer may develop ideas on how this could be done to help participants with this activity.
Activity 2.4.4: Ideas and visions to improve relationships for inclusion

Overview

**Purpose:**
- ✓ Share ideas on improvement of relationships relevant for inclusion.
- ✓ Collect the best ideas developed by the participants.

**Focus of the activity:**
- ✓ Own ideas and ideas of others on how to improve relationships.

**Materials and methods:**
- ✓ Flipchart and pen (for trainer to document best ideas).
- ✓ Interaction, reflection and discussion.

**Additional information/alternatives:**

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**Reflection on Collaboration Map (Plenary)**

The trainer gives an introduction to this activity and explains what should be done. The trainer may refer back to the case study of Florica and her parents, reminding the participants what was said there and using it to explain the questions.

Participants work individually or in small groups, depending on how the collaboration map was developed.

This is also a review of relevant contents in Module 1 and 2.

The trainer should make sure that 10 minutes before time ends, all individuals/groups write down their ideas to improve relationships.

**Relationships in inclusion teams**

Go back to your collaboration map:
- Think about the social identities of all people on your map (refer to Unit 3 in Module 1).
- Whose values, beliefs, feelings are dominating the collaboration?
- Who is dominating the relationships?
- Who has the most institutional power?
- Who is marginalised and why?
- Are there any in-group/out-group biases?

Write down your thoughts.
Discuss your thoughts with your colleagues.
Link discussion to Unit 2 of Module 1 – competencies for diversity?
Ideas for improvement that you want to share with others?

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Information for trainer

This activity encourages participants to share ideas with others and receive feedback on how they could be made even better. This is also an informal 'evaluation process' where participants get feedback from their colleagues. It should also be a moment of celebrating the progress that participants made, their learning process and the outcomes they have achieved.

As always, the quality of the products depends on the situation. The trainer can facilitate the process by creating a trusting and enabling environment and by motivating participants to really share their ideas and not be afraid of the criticism or disinterest of others. The ability and readiness to learn from others is most important for inclusive education.

The trainer needs to make sure that the ideas for improvement presented in the plenary session are adequately recorded and made available to all participants.

Sequence of the activity

Sharing Ideas for Improvement (Plenary)

- The trainer gives instructions to help this sequence of free exchange between individuals or small groups.

- Individuals or small groups – after having heard the feedback from others and receiving ideas to make their ideas even better – share the best idea in plenary.

- The trainer should ensure that these ideas are documented and made available to everyone.

Notes