

List of reading references for translation and distributed as a handout

Users	Day 1	Day 2	Day 3	Day 4	General for all days
Trainers					Entire facilitators guide
	Day1-activity 4-part1: Pandey, S., and Pandey, Y. (2017). Barrier free inclusion of learners with special educational needs in regular classroom: issues and challenges. International Journal of Education and Psychological Research, 6(2), 143-146.				General-for trainers-Arooje-Burridge2020_ReferenceWorkEntry_Schoo
Participants	day1-activity 4-part 1-case study	Day2-activity -reading case study-ref slide 25 Learning today; inspiring tomorrow _ UNICEF Afghanistan	Day 3-UDL		Preferably translated printout all PPT slides-provided as day wise hand outs or as a training workbook with adequate space under each activity to make personal notes by the participants
	Day 1-activity 4-part 2-Pandey and Pandey 2017-Barriers to IE				
	Day 1 and 4-Self assessment rubric: ref Page 130 of facilitator guide			Day 1 and 4-Self assessment rubric: ref Page 130 of facilitator guide	

Handouts in English: Not for translation:

Day 3-trainers and participants-Steps towards Afghan girl's education success

Note: All remaining references are suggested reading for the facilitators and future trainers. It is suggested to provide hard copies of the references during training for easy reference by both the trainers and participants.



Hand out: Day one
FACTORS AFFECTING INCLUSIVE EDUCATION
Barriers to Inclusive Schools

Reference: Pandey, S., and Pandey, Y. (2017). Barrier free inclusion of learners with special educational needs in regular classroom: issues and challenges. *International Journal of Education and Psychological Research*, 6(2), 143-146.

145

Full article : [62022 Shruti 3300 \(ij30\).\(ijjepr.org\)](https://doi.org/10.6022/Shruti.3300.ij30.ijjepr.org) downloaded on 30 Sep 2021

The barriers which keep children with disabilities out of school in such disproportionately large numbers is attributed to negative attitudes and systems, and societies that discriminate against them (UNESCO, 2009).

There are several factors affecting inclusive education at different educational levels which involves structural barriers with respect to accessibility, attitudinal barrier of society as well as teachers, parents, and other family members, etc.

The barrier which prevents learner with special needs from getting benefitted are as follows:

1. Architectural Barriers: *Person with Disability Act (1995) gave strong recommendation on creating barrier free environment at school so that learners with special needs can also participate in general school with their nondisabled peers. Many schools even university and college campuses are not accessible to provide facilities to accommodate learners with special educational needs, may be its due to lack of financial support and planning issues. Architectural barriers can include construction of doors, passageways, stairs and ramps, toilets, grab rails and handrails, and recreational areas. These can create a barrier for some students to simply enter the school building or classroom.*

2. Attitudinal Barriers: *It refers to the barriers related to the attitude of the parents, teachers, peer group and other members of the society which affects the accommodation of learners with special educational needs. Prejudices of the social groups of society can further lead to discrimination, which hinders the educational process. Ward, Center, and Bochner (1994) conducted their study on teacher attitude towards integration. They suggested that attitudes towards integration were strongly influenced by the nature of disabilities and / or educational problems being presented. With positive teacher attitudes and beliefs about inclusion of students with disabilities will be given greater educational opportunities with their peers and will be more successful within the inclusive setting.*

3. Barriers related to Funding and Allocation of resources: *Allocation of resources comprises adequate facilities with respect to the physical environment, trained teachers, other staff, and general support to the children with special needs and their parents. It also requires proper funding from the government and non- government bodies for the proper inclusion of students with special needs.*

4. Inadequate Assessment and Evaluation Procedures: *According to Goodwin (1997) cited in, assessment and inclusion are naturally connected, and that equity in schooling relies on both. In PWD act only few disabilities are listed. Some of the disabilities are not listed yet and also have no proper tools for assessment so it is required first to develop tools and also training of the professionals regarding assessment should be mandatory in all aspects (Darling & Falk, 1997).*

5. Lack of training of teachers and support staff: *Teacher training is an important task to incorporate inclusive practices into regular classroom. There is still lack of trained and unenthusiastic teachers in the field of inclusive education. Sometimes training programmes suffers due to funding related issues.*

6. Inappropriate Curriculum and Examination System: *Rigid and inappropriate curriculum as well as teaching methods create a major barrier for inclusive practices of diverse group of learners. Many students are expected to learn while being taught in a language that is new and in some cases unfamiliar to them. This is obviously a significant barrier to successful learning. Too often, these students face discrimination and low expectations. On the other hand, the examination process is not flexible for the LWSNs.*

7. Socio-economic factors affecting Inclusion of LWSNs: *Violence, poor health services and other social factors make create barriers even for traditional learners, and these challenges restrict the process of inclusion.*

8. Policies Implementation as a Barrier to Successful Inclusion: *Many policy makers don't understand or believe in inclusive education, and these leaders can stonewall efforts to make school policies more inclusive. Decisions come from the school system's high-level authorities whose initiatives focus on employee compliance more than quality learning. The top levels of the organization may have little or no idea about the realities teachers face on a daily basis. (Pandey & Pandey, 2017, pp: 144-145)*

Module: Inclusive Schools

Day 1-Activity 4-Part 1

Listening to case study

Case story One: The case of Tasleem: (adapted and modified into a fiction for purposes of training about barriers from a journal article: <http://www.teachersofindia.org/en/article/inclusive-education-issues-and-challenges>) The story of (Tasleem), as narrated by her mother, a housewife from a small town in a large country, illustrates the challenges in the implementation of inclusion due to barriers. Tasleem, 10, with polio was excited at the prospect of being admitted, after a long wait, to a 'good' school. However, on admission she faced two issues. She could not run or jump like the other girls nor was she able to even stand in the morning assembly. In addition to this, Tasleem was placed in class two along with children who were at least two year younger to her and was to remain there till she had gained mastery over the English alphabets. Tasleem had been misdiagnosed with mental retardation when she was 5. As she grew older, it became clearer that she had developmental coordination disorder, which made writing a huge challenge. She had an impressive fund of general knowledge, but with her dysgraphia, writing was near-impossible. The barriers she encountered were attitudinal: the school authorities just could not understand how a child would get through school without being able to write



Afghanistan

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Photo Essay

Learning today; inspiring tomorrow

How the Girls' Access to Teacher Education programme empowers Afghanistan's working mothers

By: Omid Fazel



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24 March 2021

Kandahar, Afghanistan: Royeda, 41, attends the Girls' Access to Teacher Education (GATE) program in the Dand district of Kandahar province. Training to be a teacher, she





Afghanistan

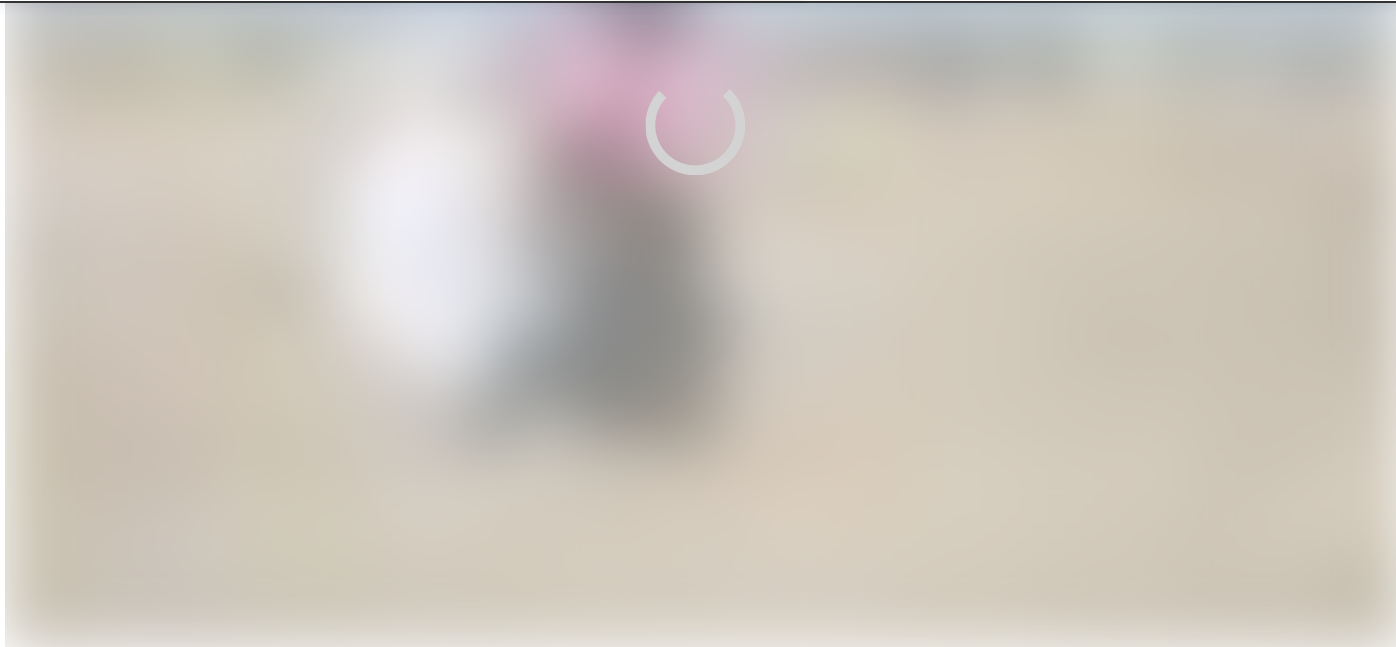
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Under the leadership of the Ministry of Education, UNICEF and partners, including the Bill & Melinda Gates Foundation and Susan and Stefan Findel through the German National Committee, support the GATE programme in Kandahar and other provinces in the country to increase the female teacher population, especially in hard-to-reach areas.

This is critical because in Afghanistan over 60% of girls are out-of-school. In Dand, a hard-to-reach area, this figure increases to 80%.



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Royeda walks 9-10 km to the teacher training center. As a woman living in a conservative society, it is difficult for Royeda to reach her class. She feels unsafe and uncomfortable walking through villages and senses different communities' eyes on her. She believes that people are judging her for choosing a career as well as being a wife and a mother.



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From left: Royeda, Rahmania, Royeda's husband, Abdul Nabi, and 6-year-old son, Masih. They live in a basic home. But despite many economic challenges and the ongoing conflict and insecurity, the family is happy and they support each other's aspirations.



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Abdul Nabi has not worked for four years. On many occasions, he has not been able to afford basic stationary items to support his children's learning in school.

He said, "I had no choice but to ask the shopkeeper, Rahimullah, for a loan to buy pens and pencils. Because I know him, he trusts me, and when Royeda receives her salary, I pay him back. I'm so grateful for his trust and kindness."



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To make life easier and safer for his wife, Abdul Nabi bought a motorbike to transport Royeda to her teacher training course.

Abdul Nabi says, “I know the security situation is very tough and society is conservative, but I encourage my wife to continue her education – not only for the financial stability of our family but also to strengthen our society.”



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In a sign of her commitment to continuous learning, Royeda has set up a small library in her modest home. On cramped shelves that hold many household items, she stores her precious books, photocopied chapters from the teacher training center, and stories for her children.

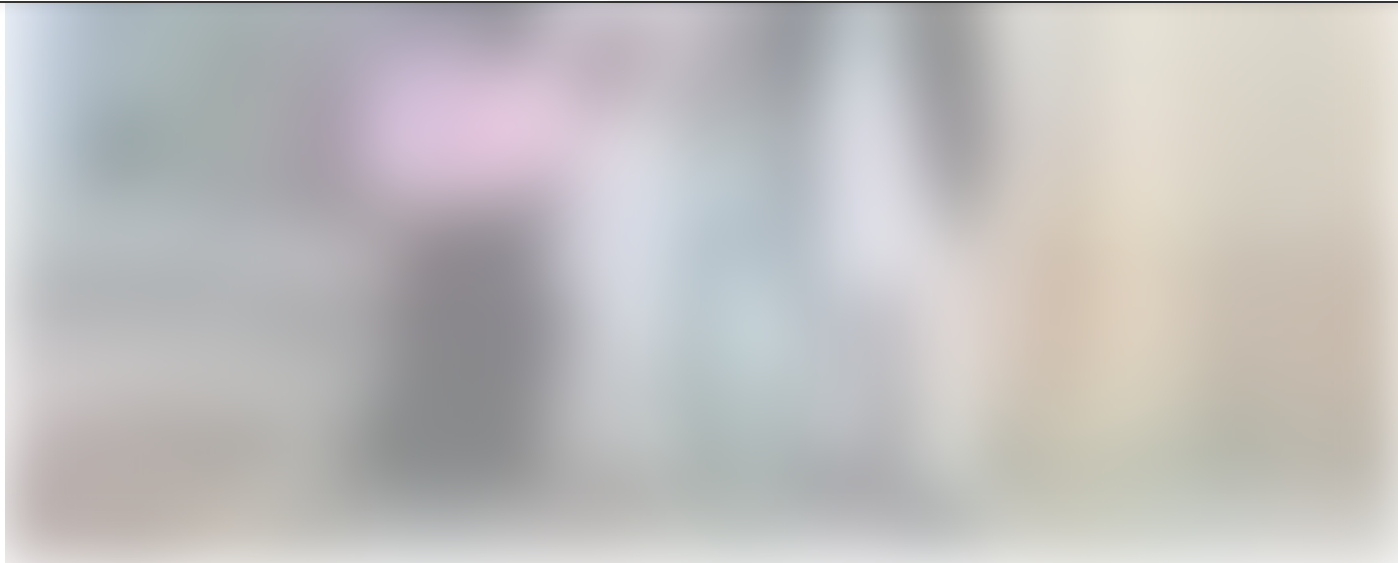


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On a part-time basis, Royeda teaches second grade students at the Qaseem Girls' High School in the district of Kandahar. She puts into practice everything that she has learned on the GATE course – for example, how to design a teaching syllabus, how to use different teaching methods, and how to inspire the next generation of girls in Kandahar.



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In the current 2019-2021 GATE cohort in southern Afghanistan, the Ministry of Education (MoE) and UNICEF are training more than 365 female teachers, such as Royeda. 130 female teachers have graduated from the GATE program so far. More female teachers mean that parents are more likely to send their daughters to school.

In the coming years, the MoE and UNICEF plan to train 4,500 more dedicated female teachers through GATE and expand community-based schools to the most excluded and vulnerable children, especially girls.

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INCLUSIVE EDUCATION

TRAINING of TRAINERS MANUAL

Steps towards Afghan Girls' Educational Success II
Aga Khan Foundation
Afghanistan
April 2018

Acknowledgement

The *Inclusive Education Training of Trainers Manual* has been developed within the framework of the STAGES II program (Steps Towards Afghan Girls' Educational Success) in Afghanistan. This program is implemented by the STAGES II consortium, which consist of the Aga Khan Foundation (lead partner), Catholic Relief Services, Save the Children and Care International and Aga Khan Education Services.

Strengthening inclusive education is one of the core strategies of the STAGES II program. This Education program is aimed at addressing barriers for Afghan girls' education from a holistic and systemic perspective in 15 provinces of Afghanistan. This *Inclusive Training Manual* will serve as a guiding document for the Training of Trainers Activities for all STAGES Consortium members.

In the development of this manual, the 'pluralism' model is used as a key approach in the shift to inclusion. The pluralism approach emphasizes besides equal treatment, the importance of embracing diversity. This means 'going beyond tolerance', to actively seek, understand and learn from difference. It can generate a culture of respectful dialogue that values every participant for uniqueness that they bring to the learning process. It becomes an example of how diversity is strength. I also used ideas and tools from some other sources: *A Teachers' Manual to Peace Education*, UNESCO (2001), New Delhi; *Essentials of Dialogue*, Tony Blair Foundation (2016); also valuable resources were the *Ethical Literacy* training document, from Rahman Rener (2017) and *Teaching Tolerance* lesson plans from www.teachingtolerance.org. I hope you will find this Manual both a useful and inspiring resource to support inclusive education.

The author is responsible for the choice and the presentation of the facts contained in this book and for the opinions expressed therein, which do not necessarily represent those of the Aga Khan Foundation and do not commit the organization.

The *Inclusive Education Training of Trainers Manual* has been funded by the Aga Khan Foundation-Afghanistan.

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Saskia Rasenberg,
Children & Change Consultancy
January 2018

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GLOSSARY

ADHD Attention deficit hyperactivity disorder – A condition where people, especially children, are extremely active and unable to concentrate on anything for very long, with the result that they find it difficult to learn and often behave in inappropriate ways.

ADD Attention Deficit Disorder – A condition where people, especially children, are unable to concentrate on anything for very long and so find it difficult to learn and often behave in appropriate ways. The abbreviation is ADD is often used.

Children with different learning needs - Children who require differentiated of additional support for their intellectual, emotional, communicative, behavioural or social development.

Critical Thinking - A way to explore and discover the underpinning meaning or implications of ideas, concepts and discipline specific knowledge.

Discrimination – To act on the basis of a difference between people; make an unjust distinction on basis of, for example gender, disability, ethnic background etc.

Dyslexia – Dyslexia is a specific learning disability that is neurological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. Dyslexia is not due to the individual's ability to learn and develop skills. It has to do with the fact that people process information and how that affects their ability to learn.

Diversity – A multi- faceted concept that can contain many elements and levels of distinction, e.g. age, ethnicity, gender, class, physical abilities, race, income, sexual orientation, religious status, income, marital status, educational background, geographical location and parental status. OECD(2010) defines diversity as ‘ characteristics that can effect the specific ways in which developmental potential and learning are realised, including cultural, linguistic, ethnic, religious and socio- economic differences.

Gifted Children – Children are gifted when their ability is significantly above the norm for their age. These children give evidence of high performance capability in areas such as intellectual, creative, artistic, leadership capacity or specific academic fields.

Inclusion – Inclusion can be seen as a process of addressing and responding to the needs of all children through increasing participation in learning, and reducing and eliminating exclusion within and from Education. It involves changes and modifications in content, approaches, structures and strategies.

Inclusive Education – ensuring that all children have equal access to quality education regardless of their gender, age, abilities, disabilities/ impairments, health conditions, circumstances, as well as socio-economic, religious, ethnic, and language backgrounds.

Individualized Learning Plan (IEP) – an individualized plan for a student that includes learning goals and support strategies required to attain the learning goals.

Pluralism - Developing a secure sense of identity and open-mindedness that enables one to embrace human diversity and constructively engage with diverse people to build a just, pluralist society.

SECTION 1

AN INCLUSIVE APPROACH TO EDUCATION

Section 1: An inclusive approach to Education

Introduction

Internationally the term ‘inclusive education’ is increasingly understood as a reform that welcomes diversity amongst all learners. There is a growing need for inclusive education that helps students to develop open-mindedness and comfort with diversity in our globalized world. According to His Highness the Aga Khan, “today’s schools need to educate for the pluralistic, cosmopolitan society, which not only accepts difference, but actively seeks to understand it and learn from it. In this perspective, diversity is not a burden to be endured, but an opportunity to be welcomed”. In a world too often divided along economic, political, ethnic and religious lines, His Highness the Aga Khan’s words become more urgent, and a more intentional systematized approach to strengthen inclusive education is timely.

Inclusive Education prepares students to

- Form a *secure sense of their own identity*, understand the identities of others, and understanding how inclusion leads to an enhanced quality of life;
- Develop meaningful *relations* with others by *embracing differences and diversity*, and nurturing ethical values to achieve a *sense of belonging* to a pluralistic society;
- Collaborate with varied groups of people and working collectively to support the well-being of others

Inclusive education has a vital role to play in transcending gender, cultural and other differences. Educators are at the heart of the learning process and have a crucial role in building a critical mass of people who will reject exclusion and who will uphold values of respect for human dignity, justice and inclusion. Hence, there is a need to educate the educators about the fundamentals of inclusive education to enable them to serve as change agents who can help transform mind sets, hearts and wills.

The overarching goal of Inclusive Education is to build an inclusive school community and eliminate barriers that lead to exclusion of children in- and outside of the classroom. Eventually, it will create a climate of positive self-esteem and respect for human differences, through which every child will achieve her or his fullest potential.

The distinctive approach of this Manual is that inclusive education is not limited to working with specific groups of students, such as disabled students, but to develop a learning culture that embraces diversity and enabling *all children* to achieve their full potential.

Instead of seeing inclusive education as an add-on activity, we aim to integrate inclusive education strategies in all teaching and learning activities.

The main purpose of this training manual is to increase educators’ knowledge and build their skills to enable them to embrace diversity and respond to the learning needs of *all* children:

- Develop a holistic understanding of the principles of inclusion, exclusion and pluralism
- Develop competences and attitudes of an inclusive education educator
- Model inclusive behaviour and be the change agents in the school community
- Develop effective strategies to support an inclusive whole-school approach

1. How can this Training Manual help promote Inclusion?

An effective model of inclusive education embraces diversity and supports the development of an inclusive classroom environment and a climate of respect and trust, responding to the different learning needs of ALL students. This *Inclusive Education Training Manual* should therefore not be considered as an additional initiative, but as a way of improving schools according inclusive values, which can be integrated across all disciplines.

Children face situations of exclusion and discrimination every day. Given the pervasiveness of exclusion, it is important not only to raise awareness about it, but also to empower teachers and children and provide them with the necessary skills to face exclusion constructively. The activities in the training manual are designed to **promote** the regular practice of values such as **respect for diversity, inclusion and acceptance**. Helping teachers to incorporate these values into their attitudes is a concrete way to prevent exclusion.

The proposed training model gives participants the opportunity to develop practical skills for dealing with exclusion, and is based on appreciative inquiry, reflection and dialogue. Practicing with colleagues is an ideal way for teachers to experience the benefits to support inclusion in the classroom. Participants learn how to recognize discriminatory attitudes and to propose solutions that are more inclusive and respectful of diversity. Based on concrete experiences, participants discuss why respect for diversity, inclusion and acceptance are important and then propose actions to put these values into practice in their daily lives.

In addition, this manual will help as a guiding document to support the development of an inclusive **whole-school approach**, setting out what inclusive education means for teachers, students, parents, school staff and community. It offers schools a supportive process of self-review and development, which can give schools control over their inclusive development, where students feel respected and policies and practices support all students to engage in learning: review practices, develop value based inclusive policies and put these into practice.

How to become an Inclusive Educator?

Transformative learning is critical to the process of inclusive education and is important for all involved, but especially for teachers as they need to internalize these concepts themselves in order to be able to effectively convey them to their students. While teachers bring their own personal views, they need first become aware of their own biased behaviour and adopt reflective skills to be able to demonstrate an inclusive, pluralistic attitude. **Inclusive educators are aware that:**

1. Inclusion starts from a **recognition of the differences** between students;
2. **Self-awareness** is an important aspect of being an inclusive educator;
3. Inclusive teachers are **models** for students and are **open to learn from students**;
4. Inclusive Educators' role as **facilitator** to assist students in learning for themselves; respecting their opinion to form their own thoughts, and owning material through self-exploration and dialogue;
5. Create **safe and secure learning environments** for exploration, dialogue and reflection;
6. Teachers and learners **learn outside of the classroom** and relate this to the classroom experience;
7. Being an inclusive educator is a **life-long process**, it is never ending.
8. **Getting it right is not that important**. A teacher asking for support is not a weakness, but is professional. It is an ethical process to help reduce inequality in the school community.

2. A model for Inclusive Education

This training manual proposes the “*pluralism model*” to strengthen inclusive education and is based on the conceptual framework of the ‘Promoting Pluralism in and through Education’ report¹.

Promoting pluralism in and through education has become one of the key priorities for the Aga Khan Development Network. Guided by the vision of His Highness the Aga Khan, who has emphasised the importance of pluralism in his book ‘Where Hope Takes Root’, which sets out the principles that inform his vision that diversity must be embraced, not a burden to be endured. Diversity should be an opportunity to be welcomed.

Inclusion is in this model not considered as working for individuals with specific needs; it is about increasing the capacity of school communities to respond to diversity. This training is built on the concept of ‘barriers to learning and participation’. The added value of a pluralism approach is that while inclusion supports equal treatment, pluralism emphasizes the importance of embracing diversity. This means ‘going beyond tolerance’ and actively seeking to understand and learn from difference. It aims to generate a culture of respectful dialogue that values every participant for uniqueness that they bring to the learning process. It becomes an example of how diversity is strength.

Methodologies

Inclusive education requires considerable reflective practice on one’s own experience with difference, one’s own capacity to engage with the other and actual transformation. Therefore, investment in training, mentoring and professional development to increase teachers’ understanding of inclusion and appropriate teaching methods is a key intervention strategy.

Methodologies such as *inquiry-based*, *dialogic learning* and a *critical self-reflective process* are thus important elements of a transformative framework for inclusive education. In this manual, we provide examples of *active listening* and *open-ended questions*, explain what makes them so powerful, and offer some tips on how to use these questions to bolster children’s learning.

This Manual also teaches educators *social and emotional learning* skills that are linked to cognitive development. Teachers and students learn about their emotions and the benefits of reflective practices resulting in self-regulation of behaviour and the ability to mindfully engage in focused concentration required for academic success.

The following methodologies are used in this manual:

- Experience-based learning
- Introspection-based learning
- Social-emotional learning
- Discussion-based learning
- Problem solving-based learning
- Collaboration-based learning

¹ Promoting Pluralism in and through Education, AKF Geneva, Saskia Rasenberg, 2017

3. The concept of Inclusive Education

3.1 Inclusive Education in the Afghanistan Context

Out of school children

While the Constitution of Afghanistan calls for the free provision of education, a significant numbers of children remain out of school and at risk of dropping out, in particular girls. But there is still little authentic information available regarding out of school children, or children who have been discriminated against. Estimates given in 2015 by government officials of children in school ranged from 6 million to 11 million. There are still 3.5 million children out of school², and it was estimated in the 2006 National Disability Survey in Afghanistan (NDSA) that 37.5% of all children from age 7 to 13 are excluded from formal schooling. Only 32% of children with disabilities age 7 to 13 were enrolled in formal schools and that only 48% of girls were enrolled in schools³.

According to a recent UNICEF out of school children report⁴ an estimated 2.3 million (CSO) / 2.6 million (UNPD) children are out of school in primary level. Girls in the country's southern provinces are most likely to be out of school; other children at risk, more broadly, include those living in rural areas, Kuchi children, children whose households are in the lower three wealth quintiles, children whose head of household has no formal education, and children in insecure areas. An estimated 854,000 (CSO) / 984,000 (UNPD) children of lower secondary age are out of school. Again, other children at risk, more broadly, include those living in rural areas (19.3% of lower secondary age children are OOSC in urban areas, versus 47.0% of those in rural areas). An estimated 257,000 (CSO) / 296,000 (UNPD) current primary school students are expected to drop out before the end of primary school.

Barriers to education

- *Demand-side barriers* include barriers stemming from insufficient demand from the population for education for those of school-age. These can be disaggregated between socio-cultural demand barriers (social expectations, gender and education; parents' level of education; language / ethnicity-based exclusion; violence / harassment / bullying) and economic demand barriers (general poverty / low household income; lack of guardianship for vulnerable children; opportunity costs and child labour; ancillary costs; lack of employment opportunities following education completion).
- *Supply-side barriers* include challenges to attending school caused by the lack of educational opportunities offered. Key supply barriers identified and examined range from lack of provision for nomadic ways of life, lack of effective displacement-related solutions, and lack of early childhood education, to pedagogy and quality / quantity of teachers, content of learning curriculum, quality / quantity of infrastructure and stigma against overage children.

Inclusive and Child Friendly Education Policy - Ministry of Education Afghanistan

With the aim to overcome the above barriers to learning, the Ministry of Education has developed an *Inclusive and Child Friendly Education Policy* (2014). The objectives of this policy were to make all schools in Afghanistan inclusive and child friendly, and respond to the learning needs of all children. This policy challenges exclusion and embraces diversity.

The aim of this policy is two-fold, addressing barriers to learning outside- and inside the classroom:

- 1) Firstly, it provides opportunity to those who are *out of school or dropped out* of school to bring them back.

² Strategic Planning Department Ministry of Education, 2013. National Education Strategic Plan (NESP3) Afghanistan

³ IBID

⁴ UNICEF OOSC report - Out of School Children Initiative (2015)

- 2) Secondly, it aims to encourage positive attitudes and improve educational processes *in the learning environments*.

3.2 Definition of inclusive education

There is not one way to talk about Inclusive Education. Internationally, the term is increasingly understood more broadly as a reform that supports and welcomes diversity amongst all learners.⁵ The government of Afghanistan defines Inclusive and Child Friendly Education as one that “ensures that all children have equal access to quality education regardless of their gender, age, abilities, disabilities/ impairments, health conditions, circumstances, as well as socio-economic, religious, ethnic, and language backgrounds”⁶

“Inclusion is about how to live *with* difference and how to learn *from* difference in the classroom. It is an approach which views difference as normal.

Within the learning environment, *all* children must be encouraged to express their thoughts and ideas, to participate fully, and to feel comfortable about who they are and where they come from.”

Inclusive schools do not just “tolerate” diversity, but welcome it, and see it not as a problem to be solved but as an opportunity to provide better quality education.

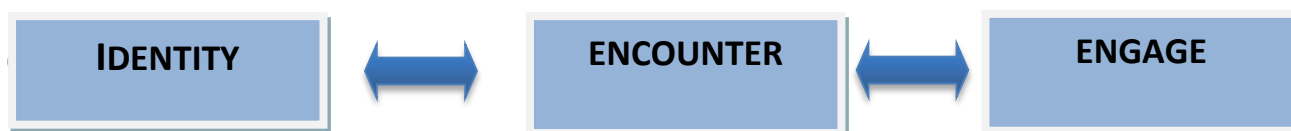
3.3 Principles of Inclusion

- **Inclusion is a *lived ethic*:** It is the energetic engagement with diversity and a normative ethical response to values that will guide our behaviour.
- **Inclusion is *not just tolerance*,** but actively seeking and understand and learn from difference
- **Inclusion is a *value-based*** concept that includes a sense of humility and the desire to learn from diverse others
- **Inclusion is a *learned attitude and a choice*:** It is a series of choices informed by the desire to balance equality of treatment with equity of outcome.
- **Inclusion is *based on dialogue*:** Dialogue means both speaking and listening, and that process reveals both common understandings and real differences.
- **Inclusion is a *process that is learned over time*:** It requires continually willingness to encounter and learn from diversity

3.4 Identity, Encounter and Engage

In the process to acquire an inclusive outlook we use the concepts of Identity, Encounter and Engage:

- **Identity:** Understand and reflect on one’s layered identity, and the identity of others
- **Encounter:** Encounter and responding to human diversity based on the principle of respect
- **Engage:** Engage with diversity for mutual benefit and wellbeing



⁵ J. Kugelmass. 2004 What is a Culture of Inclusion? School of Education and Human Development Binghamton University, USA

⁶ (JSR, 2012: 10).

4. Learning Outcomes and Competences

Inclusive education aims to empower learners to engage and assume active roles and to become proactive contributors to a more just, peaceful, tolerant, inclusive, secure and sustainable world. Education systems are expected to convey values and provide learning experiences to train inclusive behaviour, and ensure quality and equity in learning outcomes. In addition, students need new and complex competences, not only to lead economically productive lives but also to live together in a rapidly changing world. The modules in this manual are developed to acquire five core competences that are required to develop an inclusive, pluralistic attitude:



Self-awareness

Accurate self-assessment of one's feelings, values, and strengths; understanding your own different levels of identity and that of others; appreciating similarities and differences of individuals and groups; a well-grounded sense of self-confidence; expressing emotions and share feelings appropriately;

Open-mindedness

Examine and evaluate your own bias and prejudice; Actively seeking to learn from difference; acknowledging different perspectives of, and empathizing with others; engaging in dialogue; recognizing and appreciating diversity;

Relationship building

Establishing meaningful relationships with people different from themselves; communicating clearly resisting inappropriate social pressure; empathic listening; managing interpersonal conflict;

Ethical decision-making

Reflection, critical enquiry and analysis skills; recognizing one's responsibility to behave ethically; making decisions based on consideration of ethical standards, respect for others, and the consequences of various actions; contributing to the well-being of self and others

Acting Ethically

Moral courage to act; constructively collaborate with people different from oneself; pro-active inclusive engagement with the community; working collectively to solve a problem or common goal; experience a belonging to common humanity

4.1 Inclusive learning outcomes

Based on the knowledge, values, attitudes and skills required for an inclusive outlook, the following are a set of mutually-reinforcing learning objectives for educators, students and school staff:

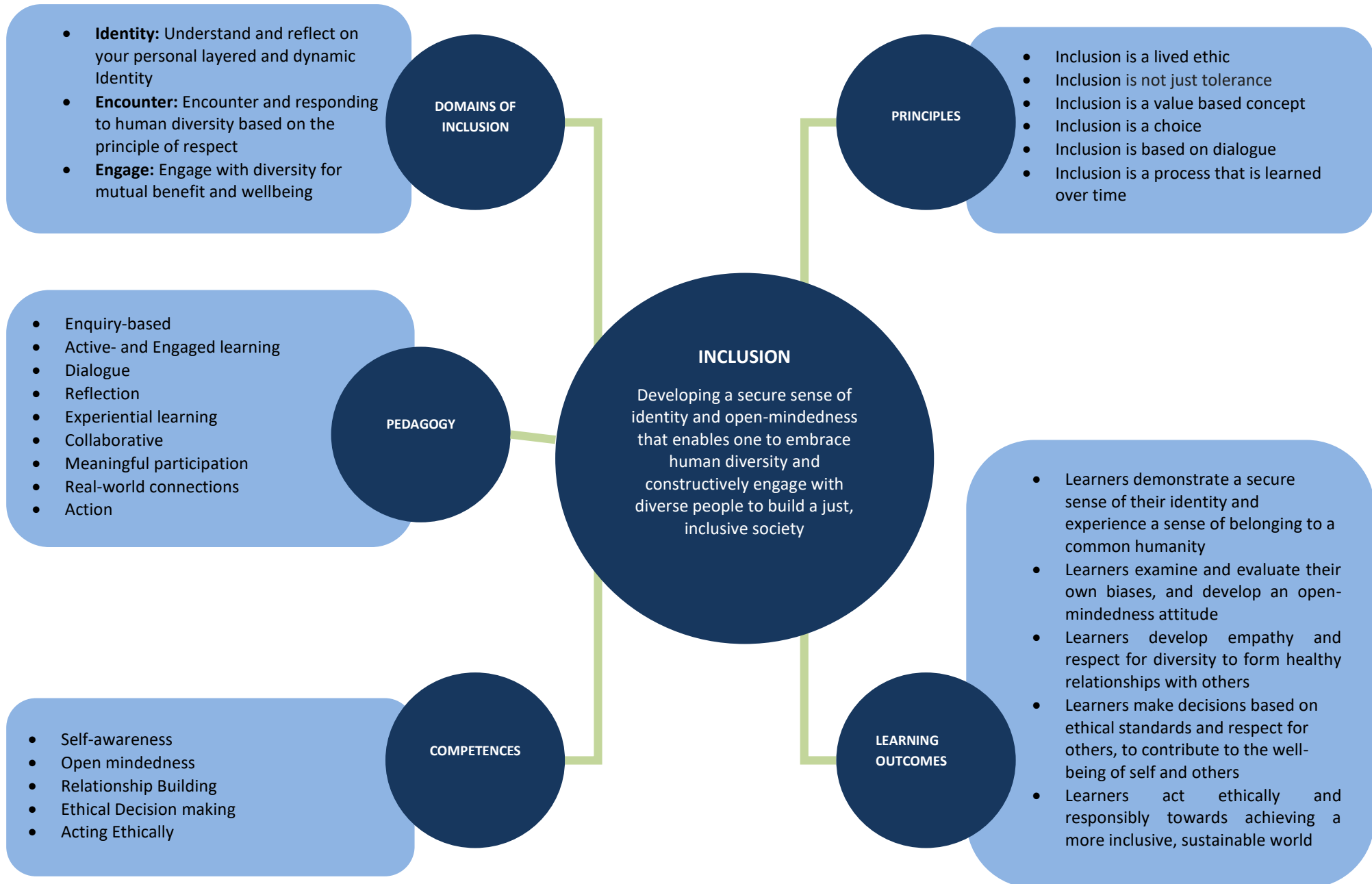
- 1) Learners demonstrate a secure sense of their identity and experience a sense of belonging to a common humanity
- 2) Learners examine and evaluate their own biases, and develop an open-mindedness attitude
- 3) Learners develop empathy and respect for diversity to form healthy relationships with others
- 4) Learners make decisions based on ethical standards and respect for others, to contribute to the well-being of self and others
- 5) Learners act ethically and responsibly towards achieving a more inclusive sustainable world

4.2 Inclusive learning competences

The five core modules in this manual include specific learning experiences, to help accommodate the following inclusive competences:

Domain	Core Competency	Skills and dispositions related to each competency
IDENTITY	SELF-AWARENESS	<ul style="list-style-type: none"> • Accurate self-assessment of strengths and challenges • Awareness of one's different levels, and ever changing, identity • Be aware of, and able to share own feelings • A secure sense of their own identity
	OPEN-MINDEDNESS	<ul style="list-style-type: none"> • Conscious of own bias and prejudice • Acknowledge different perspectives • Willingness to continually learn from others • Active seeking to learn from differences • Engages in dialogue: speaking and listening • Knowledge about global and local issues and concerns • Appreciating diversity
ENCOUNTER	RELATIONSHIP BUILDING	<ul style="list-style-type: none"> • Empathize with others • Communicate clearly • Conflict-solving and Reconciliation • Develop meaningful relationships with people different from themselves
	ETHICAL DECISION-MAKING	<ul style="list-style-type: none"> • Reflection • Critical enquiry and analysis skills • Recognizing one's responsibility to behave ethically • Able to make decisions based on respect for others, and the consequences of your actions • Considering the well-being of self and others
ENGAGE	ACTING ETHICALLY	<ul style="list-style-type: none"> • Moral courage to act • Constructively work with people different from oneself • Working collectively to solve a problem or reach a goal • Experiencing sense of belonging and common humanity

The diagram on the next page shows the commonality between the discussed interpretations of Inclusive Education based on the pluralism model, accompanied by 5 core signifiers of such an education: learning outcomes, competences, pedagogy, principles, and domains.



5. Understanding Children's Individual Learning Needs

In every classroom some learners will experience barriers that limit their learning. Physical, intellectual or sensory issues which affect children's learning needs can often go unnoticed. Younger children in particular might not be able to express what is affecting them. In order to improve educational practice it is necessary to examine what barriers exist for which children. This information can then be used to create conditions that will help the student in their learning.

Children learn in different ways. Some children seem to learn quickly; others are slower. In certain subjects, a child may do better than others. For example, some pupils can be good at reading but poorer at maths. Often we do not know why this happens. It is important to realise that inclusion is about how to respect and learn *from* difference in the classroom. It is an approach which views difference as normal. Inclusive schools do not just "tolerate" diversity, but welcome it, and see it not as a problem to be solved but as an opportunity to be used to provide better quality education. How can we do this in our classrooms?

How to identify student's abilities and needs

The term "learning difficulties" refers to students who can experience difficulty with learning. Reading, comprehending, questioning, memorising and recalling knowledge can be laden with difficulties. Students can experience difficulties with learning for many different reasons. These include, for example, hearing and visual impairments; emotional, social or behavioural difficulties; prior education experiences; experiences at home; attention and concentration issues; and cognitive or intellectual difficulties. The impact of such difficulties may be short term or long term.

Students may struggle with written expression and constructing meaning from language, or with the fine motor skills required for handwriting. Difficulty with mathematics may present as an inability to learn basic mathematical concepts including addition, times tables and mathematical problem solving. Reading difficulties could include neurological deficits in decoding letter symbols and words, word recognition or phonological processing issues, or difficulties with comprehension. This is called dyslexia. Other children might be extremely active and unable to concentrate on anything for very long, with the result that they find it difficult to learn and often behave in inappropriate ways. This is called Attention deficit hyperactivity disorder (ADHD). Teachers are not expected to make a specialist, medical diagnosis, but their role is look out for and observe students that have learning difficulties. Be aware that students may have multiple support needs and not all disabilities may be 'visible'.

While it may not be possible for a teacher to 'fix' all the challenges learners experience, identifying who is struggling most, and thinking about what could be done to support them, is extremely useful.

1. *Recognising when children and young people need more support to take part in learning.* Try to get to know your students a little better; it will help you to identify particular needs. Teachers need to notice if learners are experiencing difficulties in class or around the school. Teachers should try not to think of some children and young people as 'good learners' and 'well behaved', while others are 'disorganised' or 'disruptive'. Instead, a good teacher looks at how the learners in their class behave.
2. *Understand more through observing children.* Think of different ways in which you can observe, get to know or assess children. Then identify what sorts of differences in children's characteristics, behaviour or performance teachers notice when they make these observations.
3. *Identify the support needs for each child.* What kind of help does each child need? For example: Habib does read well, but does not understand what he is reading; Ali learns better by learning from others by group work; Farida likes to draw and learns better by making drawings about subjects.

Be careful about labelling a student

Make no mistake about it; negative labels stick. Once a child is categorized with intellectual disability, emotional disturbance, or learning disabilities, we tend to focus on deficits rather than on the child's strengths. Labels perpetuate the notion that students struggling with learning are qualitatively different from other children. Labels send a clear message: the (learning) problem is with the student. This is not true. Most students being labelled have nothing wrong with them. Students with learning difficulties go through the same developmental stages as their peers, although sometimes at a slower rate.

How do children cope with learning difficulties?

The classroom is full of social, emotional, physical and cognitive demands. Imagine being in a room where everyone else seems to “get it”, “see it”, “hear it”, but for you. Stressful? As other students settle down to read, to learn, to memorise, those students with additional learning needs or difficulties, may question whether they are on task. Did I hear that right? Am I doing what I'm supposed to? Why is everyone else working and I'm not?

How would you react? Would you put your head down and ignore the calls of the teacher? Negative thoughts and questioning of skills and ability are the dominant sort these learners will ask themselves. Watching others working busily while one is yet to begin, is demoralising and increases restlessness. Would you begin talking to the people next to you? Would you draw, read a book? These behaviours are easy “go to” behaviours of any student who feels they are struggling.

When teachers provide additional support to these students, or focus on a topic they love, the difference is amazing. They focus harder, persist longer, raise their hand for help and participate more. Their negative thoughts move to positive ones, motivated by the teachers who appreciate and seek out each individual learners regardless of ability or difficulty. We focus on what the student *can* do and what they enjoy.

Examples of effective teacher support:

- I go to the child and check his/her individual work. If there is a need, I work with him/her for a few minutes. I explain the topic and give more examples.
- I was observing the student in group work activities and checked who is supporting him/her. How did the child feel? Did the child feel comfortable in the group? If this is not working then next day assign a buddy.
- I consult the child ask what they find easy and difficult about the classroom and being at school. In small groups, I can ask what they like and don't like about their classroom or learning space. I encourage them to draw their perfect classroom and explain what is in the drawing and why they put it there.
- If a child may have problems with hearing, then I make sure she sits at the front of the class.
- I encourage parents to help children who are slow at learning with their homework.

Concluding

We involve the student, their peers, family, the community of the school and their staff. We reinforce the strengths in each individual learner. Tool 1 and Tool 5 in Section 4 of this Manual looks at strong inclusive strategies that teachers can implement as well as techniques that are easy to integrate into everyday interactions with students, such as:

- Increase Latency Periods When Questioning Students
- Call on All Students Equitably

- Give Hints and Clues to Help Students Answer Questions
- Tell Students They Have the Ability to Do Well
- Demonstrating Caring

6. Effective Approaches to promote Inclusive Education

Inclusive education can be delivered through various approaches and pedagogical techniques, which can complement one another in a holistic manner. This chapter explores the different approaches that can be used as guidance to support Inclusive Education.

6.1 Whole school Approach

Inclusion and related values are learnt from what we see and experience. The starting point for inclusive learning is a positive ethos and climate of respect and trust based upon shared values across the school community, including parents. Most interventions that support inclusion are single lesson plans, but great classroom activities can easily be undermined in the playground or at home. Learning takes place through interactions, afterschool activities, and schoolyard conversations, so in order to be effective, supporting inclusion should become part of the school ethos, which means carrying out work in different spaces across the school and the community - including within the curriculum, extra-curricular activities, culture, policies, and teacher training and engaging the community.

“The values of peace, respect, cultural diversity and justice are often not embodied in the ethos of schools. Instead of empowering students to learn and thrive, schools often replicate social inequities and reinforce social pathologies by tolerating bullying and gender-based violence and subjecting children to physical and psychological punishment. Young people learn much from schools, but what they learn is not only in their lessons. Teacher and administrators must learn to model the skills we want students to develop, such as good environmental practices, participatory decision-making and the control and prevention of violence through reporting policies and clear codes of conduct.”

UNITED NATIONS, Global Education First Initiative p.21

Developing an inclusive whole-school approach includes opportunities to participate in decision-making, and putting the values of the school community into practice. This can among others, be achieved by staff contributing to create an open, supportive relationships where students feel safe and secure, and listened to. An important initial activity can be a learning journey to set criteria together with students, teachers and parents, to identify inclusive, child-friendly values that most matter to a school. Developing an inclusive whole-school approach will have more impact on students, and will have additional benefits for the school, supporting curriculum development, student motivation, and staff development.

School self-assessment tools

Self-assessments or audits can be important tools to help schools assess how well their practices and procedures address inclusion, and to develop a whole-school approach. Self-evaluation is not an easy task, and checklists can be used to help assess the schooling conditions and to identify practices that undermine values practiced in the school. Addressing these conditions will require more than curriculum development intended for classroom teaching. Inclusive whole-school approaches can help to remedy such environments.

CASE STUDY: SCHOOL SELF-EVALUATION IN LAOS⁷

Schools found the best way of analysing their school ethos was by asking teachers, students and parents' particular questions and comparing the answers from these different groups. For example, if 95% of the teachers said they thought children enjoyed school, but only 60% of students and 75% of parents thought this was true; this was an area for a school to look into in more detail. This helped a school to decide what sort of activity to work on next.

A list of questions was developed about enjoying school to further discuss with both groups to find out which children weren't enjoying school and why. The children not enjoying school were largely in grade 1 because many of them did not understand the language the teacher used in the classroom. They felt they did not get enough support. The meeting with the parents confirmed this.

The school used what was learned in the following ways:

1. Teachers from grade 1 and grade 2 started to work together to observe each other's classes and provide feedback as a 'critical friend'. They also helped each other identify children who needed extra help and monitored each other's lesson plans on what was planned for these students.
2. Parents and teachers started to work together to develop visual materials to help non-Lao speaking children learn Lao easier, while children who were good Lao readers were encouraged to volunteer and become reading buddies.
3. The school also started using a 'student suggestion box' to monitor improvements. The suggestion box allowed students to write anonymous notes to let the principal, teachers and parents know if they weren't enjoying school.

6.2 Teacher transformation

Teacher as role model

Inclusive education requires considerable reflective practice on one's own experience with difference and one's own capacity to engage the other and to experience transformation. Through a critical self-reflective process participants will be engaged in naming and claiming their beliefs about a non-pluralistic world, and then in deconstructing these views, and if necessary challenging some of their assumptions and transforming their worldviews.

Transformative learning is important for all involved, especially teachers, for teachers need to internalize these concepts themselves in order to be able to effectively convey them to their students. Teachers' personal values and attitudes are crucial to the effective transfer of Inclusion competencies to their students. While teachers bring their own personal views, they need first become aware of their own biased behaviour and adopt reflective skills to be able to demonstrate an inclusive attitude. You cannot take for granted that all teachers bring openness to discussion and dialogue. Therefore, investment in mentoring, training and professional development to increase teachers' understanding of inclusion and appropriate teaching methods is a key intervention strategy. The goal for teachers is not to harmonize or minimize the differences between students; the challenge is to see debate and

⁷ Save the Children INCLUSIVE EDUCATION: WHAT, WHY, AND HOW; A Handbook for Program Implementers

difference as an opportunity to ask hard questions and develop or discover their own approach. They must be trained to appreciate students' identities from a variety of perspectives and engage a range of assumptions.

Teacher training therefore needs to model a safe space and teach teachers how to create it in a classroom. They need to be encouraged to question and challenge, but learn how to do it in a respectful and caring manner. They need to develop listening skills, particularly for those things that are hard to hear or that one strongly disagrees with. Hearing from experienced teachers and case studies can provide them with the opportunity to learn a variety of ways to deal with real challenges. These training models based on appreciative inquiry, reflection and dialogue, and practicing with colleagues, is an ideal way for teachers to experience the benefits to support inclusion in the classroom. By learning with a colleague who holds different views or assumptions, the teacher appreciates how difference can generate new insights, prompt interesting questions, and develop new ways of relating to the material. Going beyond tolerance, it can generate a culture of respectful debate that values every participant for the strengths and uniqueness that they bring to the learning process. It becomes an example of how diversity is strength.

Mentoring

For many reasons, the morale and motivation of teachers in certain countries may be low. If this type of education is to succeed, it will be critical to establish well-designed training and mentoring programmes that build competencies strengthen capacity and improve the morale of the teachers, to operate effectively within the challenging interactive pedagogy that is at the heart of a model that promotes inclusive education. In addition, strong teacher mentoring by school heads will be essential for success. School heads must have adequate qualifications, training and experience to cope with challenges and win the respect and support of teachers, pupils and the local community. The tools and support materials in Section 4 can be used to guide Mentoring activities.

6.3 Transformative Pedagogies

Transformative learning is absolutely critical to the process of Inclusion. A range of transformative, pedagogical approaches are particularly effective to promote inclusive education:

- Enquiry-based
- Active and engaged learning
- Dialogue and discussion
- Reflection
- Experiential learning
- Collaborative
- Meaningful participation
- Real-world connections, Field visits, resource persons. specialist parent
- Action

As an example, 'inquiry-based learning' as reflective practice can be a very effective pedagogy, by encouraging critical reflection about practices, and questioning taken-for-granted assumptions⁸. Open inquiry also thrives open-minded understandings of perspective, culture and diversity.

⁸ Allan Reid 2004: 4

Reflection is an essential part of the learning process of inclusive education.

During reflection learners can evaluate their experience, assess what they have learned, and apply what they learned to both prior and future experiences. It is often during reflection that learners will evaluate their own value system and begin to adapt their values. It provides time and space for students to promote dialogue, to give them the opportunity to work together, deal with failure and master challenges, while building better relationships and team cohesion.

The Reflection Phase of the learning process is probably the most difficult to incorporate and practice, as it represents an innovative addition to an education class. Reflection can take place at many intervals. Starting and ending with a reflection activity allows learners to do a comparison of what their values and knowledge were before the activity versus what they are after the activity.

Guiding question should be **open ended**, yet focus **inquiry in a particular theme**, and should be **non-judgmental**. This in turn will empower students by encouraging them to ask their own questions, making them active learners.

Several types of questions can be used to invite reflection:

- **Open-ended questions:** What does this object remind you of? What do you think about a situation?
- **Response questions:** Building upon what they have already heard from that person.
- **Questions about feelings:** How did you feel during the task? When you succeeded? Or when you couldn't decide on the way to implement the task? What effect do I have on others when I am angry/ happy/sad/jolly? What is the impact on me when others show such emotions?
- **Summary questions:** What is one thing that you learned today? Was there something that you would have done differently? How do I learn that there are many points of view, which I need to understand and learn from?

Consider John Dewey's famous quote "***We don't learn from experience. We learn from reflecting on experience.***" This makes a lot of sense. As educators we can only really progress in our teaching by thinking about and making conclusions regarding our day-to-day experiences in the classroom. In a recent study,⁹ researchers found that reflecting right after a lesson increases a person's performance the next time they access the material.

The following are some examples of reflective questions and statements:

1. What was the most important thing I learned today?
2. What was new for you today?
3. What did you find the most difficult?
4. Have my ideas changed? If so, why?
5. Did something go wrong? Why? How could I fix it? How could I overcome that
6. situation?
7. What did you learn from other students today?
8. One thing I learned today about myself is _____

⁹ https://papers.ssrn.com/sol3/papers.cfm?abstract_id=2414478 researchers at HEC Paris, Harvard Business School, and the University of North Carolina

9. Today I had a problem trying to _____ tomorrow I will solve that problem by _____

6.4 Curriculum

Successful curriculum efforts to promote inclusion must ensure formal representations of a pluralistic society. At the heart of the learning process, the curriculum should reflect a concept of diversity. However, reviews from around the world find that today's curricula and textbooks often reinforce stereotypes, and foster fear and resentment of other groups or nationalities. Rarely are curricula developed through a participatory process that embraces excluded and marginalized groups. Culturally relevant and inclusive curricula, includes a process of adapting the curriculum and instruction in ways that reflect diversity. The curriculum should be expanded in ways that strengthen the pupil's self-concept as well as individual and group identities, but also acknowledge other people, places and perspectives.

Beware of a 'tourist approach' to the curriculum. This means adding token faces, names and celebrations to the curriculum in a few predictable months out of the year and doesn't return until the following year. This is a superficial approach to diversity and communicates insider and outsider status.

6.5 Student Participation

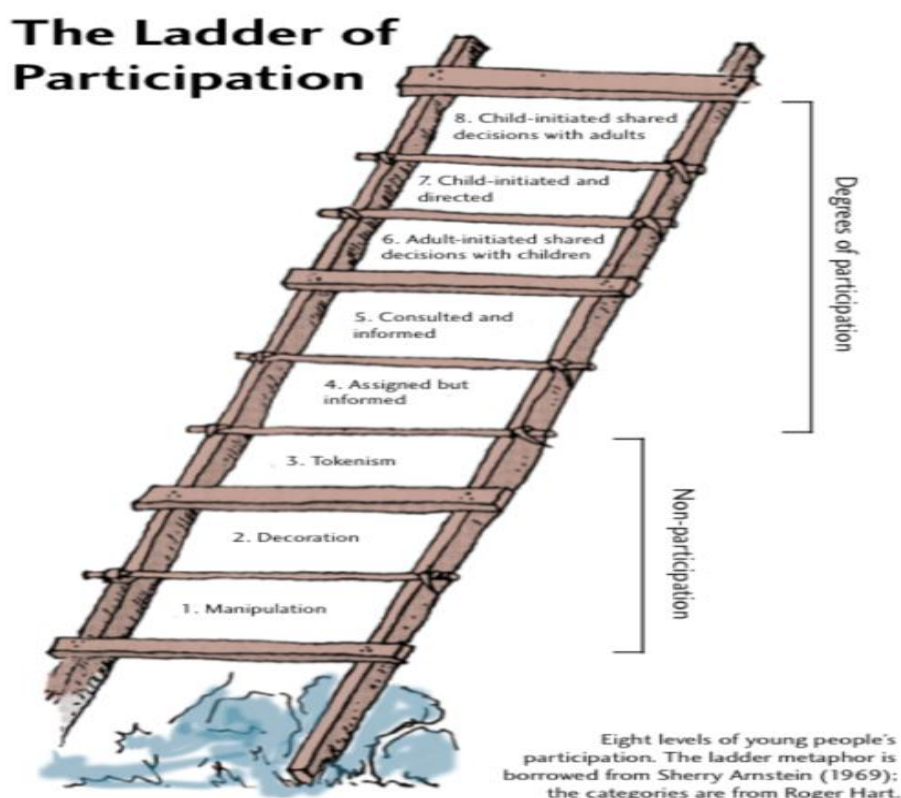
At school level we can see an important role for effectively run Student Association in schools, who can take part in activities that contribute to building an inclusive school community. Student Associations (SSA's) have great potential to support the development of inclusive values. Students are taught democratic procedures and learn that they represent their class and not themselves. They build empathy skills and learn to cooperate with people of different backgrounds and to engage in proactive actions for the benefit of the school and its students.

The Student Associations should be as representative of the whole population as possible. This doesn't mean that there representatives from all the different groups must participate, but it should be known and recognised by all students as being their representatives.

Meaningful Student Participation

Youth participation ensures that programs are relevant, engaging, and responsive to young people's needs. Unfortunately, however, many programs do not 'do meaningful participation' well.

Hart's Ladder of Participation can be a useful tool to assess the different levels of participation, and to ensure that young people's participation is indeed genuine and not tokenistic.



6.6 Extra-curricular activities

You don't need a

classroom to deliver inclusive education. Experiential based learning is an important pedagogy to ensure that inclusion becomes a lived experience. Therefore extra-curricular activities and community-based approaches can have a great potential to boost the practice of inclusion. Skills, knowledge, and experience are acquired outside of the traditional classroom setting, and may include excursions, field research, community projects and service-learning projects. As one of the key principles of inclusive education is turning reflection into action, you may wish to make a plan with your students to take action the community to implement an inclusion project. This should be context specific and the idea should come from within the group of participants or local community.

• Sports, music and arts

Sports promote fair play and social cohesion, and can therefore be a great vehicle to promote diversity and conflict resolution.

Artistic pursuits such as dram, music and stand-up comedy provide excellent opportunities to support diversity and strengthening intercultural relations and understanding. They are also a good means of encouraging dialogue about the harmful impacts of race-based discrimination and the benefits of diversity.

• Experience-based learning

This learning links learners to real-life experiences. Students not only learn from and in their community, but they also use what they are learning to change, or give back to the community in some meaningful way. For example, students may research a problem related to injustice in their community and then deliver a presentation to the community leaders.

6.7 Parents and Community Engagement

Parents and communities play a very important role in determining the success of inclusive education. Children start learning even before they start school. Parents and care-givers are a child's first and most

important educator and can be a positive influence and help their child do well at school. Fostering an inclusive attitude is positively reinforced when families can discuss and demonstrate an inclusive child friendly attitude at home. Parents require empowerment and opportunities to get involved in their child's learning. Families possess tremendous experiential wisdom on issues related to identity, culture, history and justice/injustice, therefore incorporating family and community wisdom can greatly enhance the process of learning about inclusion. Family members and community members frequently have stories to share and are usually happy to talk with students about their lives and perspectives.

The following strategies can be effective in strengthening parents and community engagement:

- To tap into family and community wisdom and local resources
- To identify community issues that impact classroom culture
- Ensure that school staff members communicate regularly with parents about student's achievements
- Engage parents about their needs and interests regarding the inclusive values they would like to see nurtured in their children
- Encourage parents to serve as mentors, tutors, and monitors for school inclusive education activities.
- Invite parent volunteers to lead lunch-time talks, story-telling, walks, weekend games, and after-school exercise programs in other activities that show their skills and talents towards enhancing inclusion.
- Ensure the school has a clear vision and a well-planned program for parental engagement that includes involving parents and community in inclusive education

7. What Will Successful Practice Look like?

Whole school Approach	Inclusive learning is part of the school ethos based upon shared values across the school community, including teachers, pupils, students, administrators and parents
	Teachers are supported and prepared to examine their own assumptions and biases, deal sensitively with issues of diversity, which informs the teaching process, and thus affect the educational experience of students
	Student parliaments are inclusive of all diverse student populations, and promotes social cohesion in a manner that respects and builds upon pluralism
	Food provided in the school canteen or during classroom functions, is food that is reflective of the community and families
	School staff and teachers hold and convey high expectations of ALL children, seeing and treating all as capable of learning and achievement
	School policies reflect inclusive values
Curriculum	The curriculum is shaped around values, such as a culture of peace, human rights, tolerance and respect. These values should be recognized as universal but also be adapted and drawn from local value systems, traditions, knowledge and culture
	Curricula promote inclusion include representations of a pluralistic society. At the heart of the learning process, the curriculum should reflect a concept of diversity.
	Curricula that draws on writers from a range of backgrounds, not just the Western canon.
Teaching and Learning	The teachers' verbal and non-verbal messages are free of stereotypes and hidden biases, and actively encourage critical thinking about differences, stereotypes, and biases
	The school and classrooms display pictures and equal representation of images that relate to the children's different background and experiences (e.g., pictures of their houses or familiar places, foods)
	Teachers use reflection as transformational pedagogy, allowing students space to report back on discoveries and how their perspectives and values have changed.
	Teachers encouraging critical thinking. This includes questioning and analysing dominant narratives

	and teaching materials. Critical thinking helps learners recognize acts of injustice and prepares them to speak out and act to support pluralism
	Students are recognized as equal and full members of society and encouraged to be involved in democratic processes and decision-making in their schools and communities.
	Teachers encourage students to develop positive attitudes and values such as empathy, honesty, fairness, integrity, and respect for self and others
	Schools promote the use of mother tongue as the language of instruction, especially in early grades
	Teachers encourage students to ask meaningful questions, and to analyze and evaluate information and ideas
	Teachers use current events and global issues to develop debate, dialogue, negotiation, critical thinking and consensus building
	Student's children's individual and culturally based learning styles are recognize and respected
	Teachers promote cooperation and integration of children from diverse groups through the curriculum and classroom routines
Extra-curricular activities	Students are provided with 'real life' opportunities and experiential learning to learn about other diversity through, for example, field trips, research projects, service learning or exchange visits
	Students have opportunities to participate in extra-curricular activities or other activities that encourage youth to apply inclusive values and democratic skills
Parents and community engagement	Teachers have enough knowledge of the local community to extend children's learning beyond the classroom walls, and effectively use local resources to enhance children's learning about diversity
	Parents are included in creating classroom environment and curriculum experiences for children
	Parents are invited regularly for meetings to discuss their students learning progress
	Teachers welcome family wisdom and involvement in the classroom, and encourage involvement in in a culturally responsive way

SECTION 2

TRAINING ACTIVITIES

Section 2: Training activities

1. Modules and activities

Modules	Sessions	Handouts/Tools	Page
Introducing Inclusive Education	How am I similar to you?	1 Find someone who can say Yes	
	What means inclusive education to you	2. HH's quotes on Pluralism	
	The Right to Non-Discrimination and Participation	3. Copy of the Convention of the Rights of the Child	
	Feeling Excluded		
	Identify excluded children		
	The Quran and Children's Rights	Quran & Child Rights messages	
Self-Awareness	What I like about you		
	River of my Life		
	My identity tree		
	Who are you		
	Social identity wheel		
	What was I in the past, who am I today	5. Social identity wheel	
	Feelings	6. Feelings pictures	
	Build a vocabulary of feeling words	7. Feeling statements	
	We are all alike, we are all different		
	Acknowledge feelings and develop empathy		
	Life boat		
	The secret of my success		
Open-mindedness	The Sun		
	Children's needs	8. Children's Basic Needs	
	Labelling		
	Recognising Bias and Stereotyping	9. Agree-Disagree Statements	
	Understanding Stereotypes		
	Gender advantages and disadvantages		
	How do I know if my biases affect my teaching?		
	How to create engaged dialogue	10. Offensive or OK? 11. Respecting Sentence Starters	
	Strengthening Dialogue skills		
	Practicing Open-ended questions	Open-ended questions (tool)	
Relationship building	Practicing I-Statements	12. I-Statements	
	Engaged Communication		
	Positive and Negative Listening practices	13. Instructions for Listeners 14. Positive Listening Skills	
	Empathic Listening		
	Paraphrasing	15. Paraphrasing	
	Empathic practices in school		
	Experience direct Encounters		
Ethical Decision	Looking at student's behaviour through a values-lens		

INCLUSIVE EDUCATION TRAINING of TRAINERS MANUAL

Making	What is your ethical behaviour?		
	Everyone is responsible for the choice they make	16. Ethical dilemmas	
	Practicing reflection in Ethical Decision Making	17. Practicing Reflection in Ethical decision making	
	Practising critical thinking		
Acting Ethically	Acting upon Discrimination		
	Develop an inclusive whole school approach		
	Inclusive Teaching Strategies	Inclusive Teaching Strategies (Tool)	
	Monitor Student Achievements using Individual Lesson Plans	Student Individual Education Plan (Tool)	
	Develop an Inclusive Lesson plan and micro-teaching	Lesson Plan Inclusive Education (Tool)	
	Excluded children		
	You are not alone		
	Develop an action plan		

2. Methodology and Facilitator's role

1. Creating the space

The most important role of the facilitator is to create and allow space for people to express feelings and opinions to enable respectful dialogue. The facilitator will support participants to explore their values and engage them in activities that can at times be sensitive. A good facilitator has good self-reflection skills, and helps participants reflect on their biased behavior and practices to address discrimination and welcome diversity. Building a positive climate is a key. Start by making participants feel comfortable, preferably having them sit in a circle (on the ground or on chairs), and preferably don't use tables. Make sure there is enough space for group work.

2. Check-ins

Check-ins are used at the beginning of a workshop, and once each day during between the sessions. Participants express how they feel at that moment and only using one word (e.g. excited, happy, curious, tired, privileged). It helps us understand participants' state of mind, their moods and thoughts, and in addition it briefly gives the facilitator an idea about where the group is at. Check-in is an opportunity for each individual to be seen and heard by the group. It supports participants in learning to express feelings and emotions in many different ways. As a facilitator it is important to support the group in giving full attention to each member of the group, and to encourage everyone to participate to the fullest extent possible, without forcing them. This is a time to set the tone for safe space, and for creative risk taking. Time: 5 minutes

3. Group Reflections using Feel-Think-Act

The Group Reflection encourages participants to **reflect about what happened during the activity and to draw lessons** that they can then apply in their classrooms and other contexts. The group discussion is a time for participants to share their feelings and thought after an activity. There are 3 steps in Group Reflections:

- 1. Feel** – Participants talk about how they liked the activity and the feelings they experienced.
- 2. Think** – Participants reflect on their behaviour (during the activity and in other situations) and make connections to real life
- 3. Act** – Participants propose actions for incorporating the learnings into their classrooms.

Participants enjoy discussing and sharing what they experience, feel and think. When they feel listened to and confident, they generally express themselves with spontaneity and enthusiasm.

One way to explain the purpose of the Group Reflection is to present the idea of a body (heart, head and hands). Over time, the participants will become more familiar with Group Reflections, finding it easier to participate, share feelings and enjoy the discussions.

Positive behavioural changes can be observed at different levels:

- **Development of inclusive attitudes:** Group Reflections encourage participants to make links between what they experience in the activities and their own lives. For example, they become aware that while it is difficult to feel excluded during an activity, it is even more difficult and challenging to actually experience rejection in their daily lives. Drawing on the experience of the activity, the participants identify concrete actions to promote a positive group dynamic. Not only do the participants gain greater awareness of how important it is to cooperate and to respect others, but they also gain the skills to live these values.

- **Development of self-esteem:** Each participant has their own life experience and their own way of thinking. This diversity is an asset to the group. When participants are listened to by a group, without being judged, their self-confidence will increase. They become aware that what they experience, think or feel is important and is worth sharing with others.
- **Practicing self-reflection:** Group Reflections provide the opportunity for participants to reflect on their behaviours. They learn to observe themselves in action and to analyse their attitudes during an activity. They become more aware that their words and actions influence group dynamics and can be hurtful, reassuring, or encouraging to others.

4. Use of Positive affirmations

Teachers usually use the same words for positive affirmations for their students. Ask participants in the beginning of the training to brainstorm about different positive affirmations. List at least 15 positive affirmations (e.g. well done, fantastic, great..). Encourage participants *to use these during the training* for others, so that they can enlarge their vocabulary, and get acquainted to use a variation of affirmations to reinforce positive behaviour of their students.

Examples:

Good.	You have a good future
You are honest	I trust you
I appreciate your effort	You should be proud of you
One day you will be a great scientist/ scholar/artist/etc.	You have a talent for...
I really like students like you.	Accept my congratulations!
Excellent/ Brilliant	Good question
Good answer	Wonderful!
An interesting/ brilliant/thought provoking/ idea!	You are so hard working!
You are very bright!	I am so proud of you!

5. End-of-the-day Reflection

Conclude every day with a self-reflection for the participants. Take 15 minutes for this activity. You can pick two or three of the following questions for the class to consider:

- Something that really stands out about what we learned today is...
- Something I'd like to know more about would be...
- Something I found particularly interesting was...
- Something I was a little unsure about was...
- The big question remaining for me is...
- One of the keywords I learned today is...
- One thing from today's lesson that really made me think was...
- One thing I learned today about myself is _____
- I used to think _____ now I think _____
- The student contribution I found most interesting was...

3. Welcome and Introduction

1. Introduction of Participants

Stand in a circle, the facilitator introduces himself/herself, says his/her name and adds a gesture and another name, then this person in the circle has to repeat the name of the first person and the gesture, plus he/she adds his/her own name and a gesture (different than the first one). Then this person will say another name and the game continues. **Time:** 15 minutes.

2. Ground rules

Establish an agreed upon code of behavior for the group so that each member feels safe and comfortable with other participants. Explain to the participants that because they will be discussing sensitive issues, the group should agree to a number of ground rules to create a safe atmosphere. Solicit ideas from them, which may include:

Ground rules that come up at the workshops are:

- Safe space and respect each other
- Non-judgmental approach
- Trust and confidentiality
- No put down of self and others
- Be willing to try new things
- Listen well
- Participate fully and ask questions
- Share your reflections
- Be on time
- Ask for translation
- Keep mobiles on silent mode

Sealing the Deal: Once all the agreements are on the flip chart, ask participants to read through them to see if they are in agreement. You might need to remind them that these are not rules written in stone, rather they are intentions we will hold for our time together. Once they've had a chance to look through the agreements it's time to seal the deal: "If you can go with these agreements, please raise your right hand in the air, put your left hand out in front of you. On the count of 3 bring your hands together in a clap and say a loud 'YES'. OK, 1, 2, 3, Clap.

Time: 20 minutes

3. Expectations

After reviewing the training goals, objectives, and schedule, tell participants that you would like them to share their own expectations of the training. Ask questions such as:

- What would you like to get out of this training?
- Is there anything missing from the training agenda that you would like to add?
- Was there anything in the training schedule that was not clear?

Write important issues on a paper and keep this list in the room throughout the workshop and refer back to it at the end of the training to ensure coverage. **Time:** 30 minutes

Module 1: Introducing Inclusive Education

How to understand the concept of Inclusive Education: Objectives are to —: 1) Become aware of the concept of Inclusion and Inclusive education; 2) Understand the Right to Non-discrimination and Participation; 3) Experience discrimination and exclusion; 4) Identify out-of-school children and student with learning difficulties in your school community and effective strategies to address these

Activities:

1. How am I similar to you?
2. Understand inclusive education and teacher's competences
3. The Right to Non-Discrimination and Participation
4. Feeling Excluded
5. Excluded children
6. The Quran and Children's Rights

Session 1: How am I similar to you?

Purpose of the activity:

- To set a positive tone and begin to build group spirit. Keep it light, use humour, and have fun.
- To understand that we have similarities and differences

Time: 20 minutes

Materials: Copy the handout: "Find Someone who can say Yes" for each participant; pens/pencils

Activity:

1. Provide participants with a list of questions from the handout.
2. When I ask you, please get up, move around the room, and introduce yourself to others. Try to find someone who can answer 'yes' to a question on the list.
3. If someone answers yes, get her/his signature beside the question. If she/he answers no, ask another question.
4. Move on to someone else, introduce yourself, and ask another question.
5. Collect as many signatures as you can in the next 10 minutes.

Facilitator's note

- Be sure that everyone understands the instructions, and then ask the group to begin. You may want to participate in this activity.
- After about 10 minutes, call Time. Ask the participants to take their seats.

Group Discussion

Feel

- Did anyone find a person who has had some similar experiences? How did that make you feel?

Think

- Did you find it hard to ask any of the questions? If yes, which one and why do you think it was hard to ask that question?
- Is it easier to approach participants of the same or opposite sex? Why?

Act

- How can we explore what we have in common with people who seem different from us?

Session 2: Understand inclusive education and teacher's competences

Purpose:

- Understand the concept of Inclusive Education
- Identify the competences of an inclusive educator

Time: 40 minutes

Materials: Handout "HH's quotes on Pluralism" & Presentation about Inclusive Education

Activity:

1. Start explaining that this training is looking at Inclusive Education from a holistic perspective: We don't look at the different excluded groups of children (disabled, refugees etc.) and how we can best address each group, as by doing this we may risk to again to label and discriminate them. But instead we look at All children because they ALL have different needs. Through this training we aim to learn to identify and respond to all these different needs, and embrace diversity among learners.
2. Brainstorm with the group: Ask participants to think a few minutes about the question: "what does Inclusive education means to you? "
3. Write their ideas on the board.
4. Then ask participants to think in silence about a teacher of their past that they really liked. Why did you like this teacher? What did he or she do?
5. Every participant writes this in their notebook.
6. Then start to brainstorm about which competences an inclusive educator should have. Discuss this in plenary and write the competences on a flipchart.
7. Present the concept of Inclusive Education in your context where you deliver the training, and the expected competences of an Inclusive Education.
8. Give participants the Handout 'HH's Aga Khan Quotes on Pluralism'.
9. After reading this, ask participants what stands out for them and ask some to share this.
10. Ask participants if there are still competences missing on the flipchart that we need to include?

Session 3: The Right to Non-Discrimination and Participation

Purpose:

- Introduce the importance of human rights education in promoting inclusive education
- Become aware about the Convention of the Rights of the Child and the articles on non-discrimination and participation as international guiding principles to promote Inclusion

Time: 20 minutes

Materials: Copy of the Convention of the Right of the Child

Activity:

1. Explain that the articles of the Convention on the Rights of the Child are categorised according to whether they deal with survival, development, protection or participation.
2. Ask participants what they understand by non-discrimination, participation and the best interest of the child.
3. Record the answers on flip charts. Examples of each principle should be brought out by the participants to ensure that they have understood them.

4. Highlight the importance of non-discrimination and participation in ensuring other rights of children. Also stress on the best interest of the child and that this should be the primary consideration for all actions concerning children at family, policy or national level.

Right to Non-discrimination and equal opportunity (Article 2)

All children have the same rights. The Convention applies to all children, whatever their ethnic origin, religion, language, culture, or sex. It does not matter where they come from or where they live, what their parents do, whether they have a disability, or whether they are rich or poor. All children must have the same opportunity to reach their full potential.

"All children have these rights, no matter who they are, where they live, what their parents do, what language they speak, what their religion is, whether they are a boy or girl, what their culture is, whether they have a disability, whether they are rich or poor. No child should be treated unfairly on any basis."

Convention on the Rights of the Child, Article 2

Right to Participation (Article 12)

Children have the right to express themselves and to be heard. They must have the opportunity to express their opinions regarding decisions that affect them and their opinions must be taken into account. This being said, the child's age, level of maturity, and best interests should always be kept in mind when considering the ideas and opinions of children.

5. Provide the participants the Handout with Convention of the Rights of the Child. After the basic study of the CRC, write the following three categories on the board.
 1. Right to non- discrimination
 2. Right to participation
 3. Right to education
6. Ask the groups to find the articles that fall under the topic. Ask them to discuss in their group which types of children's rights they feel their community/country does particularly well at upholding? Are there types of rights that should be given more attention?
7. Divide the group into six groups and assign each group one topic.
8. Let representatives of the groups present their findings.

Facilitator's note: A rights based approach is important because it embraces the principles of human equality and dignity and the commitment to respect and protects the rights of all people. This requires values such as understanding, tolerance, and equality. A rights based approach also encourages us to critically examine our own behaviours and, ultimately, to transform them in order to advance inclusion, peace, and respect for the rights of all.

Foundational human rights principles:

- **Human dignity:** Indivisibility of human rights, which are all inherent to the dignity of every person. Consequently, everyone has equal status.
- **Equality and non-discrimination:** All individuals are equal as human beings, and by virtue of the inherent dignity of each person, are entitled to their rights without discrimination of any kind.
- **Participation and inclusion:** Every person and all peoples are entitled to active, free and meaningful participation in, contribution to and enjoyment of civil, economic, social, cultural and political development.

Session 4: Being excluded

Purpose:

- Experience how it feels to be excluded. Showing participants that being excluded in life has nothing to do with who you are inside or the decisions you have made, but with the possibilities you have been given in life.

Time: 30 minutes

Activity:

1. Ask participants to stand in a line (if needed go outside, where you may find a lot of space):
2. Tell them you have 100 dollars, who gets to the other side first will receive the 100 dollars.
3. You can make one big step if you can say yes to the answer. Ask the following questions:
 - Did you grow up with one parent?
 - Did your parents always stimulate you to go to school?
 - Did you never have to work at home?
 - Are you a man?
 - Did you never have to worry about food on the table?

Group Reflection:

Feel

- How did it feel to be in the front? How did it feel to be in the back?

Think

- Do you know children in your classroom that are excluded not because of their capacities, but because of their circumstances?
- What are the reasons for their exclusion?

Act

- How can you support students that are excluded because of their personal situation?

Concluding: Ask the people in the front to look at the people behind them. Explain them that this is the race of life, this reflects life. Tell the people in the back: 'Nothing that YOU DID or WHO you ARE makes you deserve to be at where you are right now'. They themselves did nothing to make them stay behind. The system did. So please all realise that whatever you have deserved in life *is not because of you, but because of the circumstances* you were born in. So we all have the responsibility to work for the students that have fewer chances in life, for example because they are a girl or a child of poor parents.

Session 5: Identify strategies to address barriers to learning outside- and inside the classroom

Purpose:

- Identify which children in your community face barriers to learning inside and outside of the classroom
- What are the barriers to learning outside- and inside the classroom, and what can teachers do to address this?

Time: 45 minutes

Materials: pencil, pens, flip chart, marker

Activity:

1. Explain the participants that there are two categories of children that are excluded from education: 1) the ones who have no access to school. 2) The ones who are in the classroom but have difficulties with learning. We aim to address both during this activity.
2. Ask the participants to think of children *who are not going to school* in their community. Ask them WHO they are, and WHY they can't attend school? What could we change in our communities so these children can attend school?
3. Provide the key concepts of chapter 4 (Understand children's individual learning needs)
4. Ask the participant to think of children in their class, who are *struggling with learning*. Ask them WHO they are, and WHY they think they are struggling. Talk about reasons (different abilities, discrimination, bullied, poor not supportive families etc.)
5. Ask participants to personally fill in the tables below in their logbook.
6. At the end of the training ask them to check their tables again and add strategies learned during the training.

Example:

Which children in your community can't access school	Why	What can we do in our community to support these children to attend school?
x Girls	Safety	
x Girls	Attitude about girls' education	
x Boys and Girls	Distance	
x Boys and Girls	Helping parents in home tasks (harvesting etc.)	

Which children have different learning needs	Why	What can I change in my behaviour to support these children?
Student X	Dyslexia	
Student Y	Poor parents who are not stimulating their children to study	
Student Z	Bullying	

Group Discussion

Feel

- How do you think the children feel that are outside of the school system, or who are struggling with learning

Think

- What can the community do in their attitudes to increase student's attendance?
- What can you as teacher do to support students who are struggling with learning?

Act

- What can you do in the next month to support children that do not attend school, or that have problems with learning? Explain individual tasks, and tasks with SMT and parents.

Facilitator's note:

Gender, disability, ethnicity, economic background, location can all be reasons for discrimination and exclusion. The reasons behind exclusion are complex and differ by context. Many children face *exclusion from, or within the education system*: they may be discriminated against in their school environment, or taught by teachers who may find it challenging to identify different learning needs.

Session 6: The Quran and Children's Rights

Purpose of the activity: Become aware of the Islamic view about child rights and inclusion

Time: 60 minutes

Materials: 38 Quran messages cards, flipchart and marker

Activity:

- Divide the participants in groups of four.
- Share the cards, each group receives 4 messages
- Each group discusses for 10 minutes the messages on the cards
- Which of the messages are related to Inclusive Education? How are they related?
- Ask the groups to write this on their flip charts
- Once they have completed the activity hang the flipcharts on the walls.
- Ask a representative of each group to share their findings in plenary.

Group reflection:

Feel

- How did you like this activity?

Think

- What was the most important message for you?
- Why do you think exclusion is still happening despite the positive messages in the Quran about protecting, non-discrimination and inclusion of children?
- Why children's rights are not respected? Why still so many children in our communities have no access to school or are not learning?

Act

- What did you learn from this activity? Can you give an example of how you can use the Quran messages to promote inclusion in your school?
- Identify opportunities for integrating Children's Quran messages and concepts into existing activities within your classroom, school community and among colleagues.

Facilitators' notes:

- It could be helpful to use poems of Rumi or cite verses from the Quran such as "Diversity is a Mercy from God". Prophet Muhammad can be cited, *"Oh people remember that your Lord is one, your father Adam is one, and Arab is not superior over a non-Arab, nor a non-Arab superior over an Arab. Also a white is not superior over a black nor a black superior over a white, except by piety and God-awareness."* Be sure to use quotes that are not controversial and can be acceptable for all. Nevertheless quotes about diversity from a religious perspective, and respectful dialogues about this, can be very effective in understanding and appreciating differences.
- The work and unfolding practice starts with ourselves first. In the example of respect (place of no judgement): how can we respect others if we do not respect ourselves. According to Prophet Muhammad "the real work is within – that is the real jihad, the Great War."

Module 2: Self-Awareness

Who Am I —Objectives are to: 1) become aware of one's different levels, and ever changing identity; 2) understand how other identities can be similar and different from your own; 4) be aware of, and able to share own feelings; 3) identify your own values, strengths and challenges; and 5) experiencing a sense of belonging and common humanity.

Learning Outcome: Develop a secure sense of personal identity and an understanding of identities of others, and how these are similar and different from one's own.

Competences: Conscious of self-identity; behave with self-dignity and self-worth.

Concept of Self-awareness: There is one quality above all others that gives children the best of chance in life. That quality is self-esteem and developing a strong sense of identity. School has a very important role in helping children to develop realistic and healthy self-esteem. There is a need in every human being to build a positive self-esteem, and this is important for many reasons. One who has a low self-esteem finds it difficult to appreciate and respect others, or care for others, because of the insufficiency within him or herself. If someone rejects them in some way or criticizes them, they react more strongly, and are hurt more deeply. A strong self-esteem allows us to feel good about ourselves even when others treat us poorly.

Self-esteem is a sense of self-respect, a feeling of self-worth. With high self-esteem you don't waste time and energy impressing or manipulating others, but you accept people who are different from you. You know you already have value. People with a healthy self-esteem show **empathy, compassion and respect** towards the needs and feelings of others.

People can strengthen their self-esteem from others' recognition and acceptance. For children, the need to be recognized, praised, appreciated and valued by parents, teachers, peers and others is very strong. Skinner, the behavioural psychologist, says, "You are what you have been reinforced. At the same time we are increasingly realizing the significance of self-esteem as a factor for successful learning." The following activities will help participants to become aware of their own values, qualities and their identity.

Activities:

1. What I like about you
2. River of Life
3. My identity tree
4. Who are you
5. Social identity wheel
6. We're more alike than we think
7. What was I in the past, who am I today
8. Feelings
9. Recognize feelings of others
10. Life boat
11. The secret of my success
12. Mediation as a Classroom Practice

Session 1: What I Value in You

Purpose:

- Improving skills in affirmation and valuing others
- Experiencing self-esteem

Time: 15 minutes

Activity:

1. Ask the participants to walk around in the room. If you expect gender sensitivities, you can decide to separate women and men.
2. Ask the participants to think of something they appreciate in the other. If they already know the person you can think of behaviour that you appreciate, and be very specific. (I appreciate that you always support me, I like how for you everybody is equal, I like your humour, I admire your knowledge etc.). If the participants don't know each other, let them give feedback on how they perceive the other. If the participants don't know each other, ask them to express something positive that they have experienced about the other so far.

Group Reflection:

Feel

- How did it feel when people showed their appreciation for you?

Think

- Could you discover something new about yourself?
- Is it easier to approach participants of the same or opposite sex? Why?

Act

- Can you use this in the classroom with your students? How?

Facilitator's note: Expressing our appreciation for others is something that one has to learn and practise. In real life we hardly show our explicit appreciation. But it can boost student's self-esteem to hear which character traits/strengths are appreciated by others, and they can further build on these strengths. Encourage teachers to make creative comments, to make their students feel good.

It is interesting to observe how a person's positive or negative attitudes influence others' behaviour. Surely you must have seen some individuals gifted with bringing out the best in others. This ability is called affirmation. The secret of good teaching is the ability to bring out the best in your students. Good teachers do it by affirmation, i.e. by words and deeds of appraisal and encouragement and expression of warmth, friendliness and trust. Affirmation skills are an integral part of the socializing process in education. First and foremost, teachers need to learn affirmation skills, and learn ways of expressing affectionate feelings and warmth.

Session 2: River of Life

Purpose:

- To help participants reflect on their life journey and start building more self-awareness¹⁰
- To increase acceptance of own and others' lives.
- Help to increase compassion with yourself and others.

¹⁰ Adapted activity from Dream a Dream Life Skills Facilitation 2015

We believe that who we are today is a result of our experiences, the people we've met, and the choices we have made. In short, the life we have led so far, defines us. But do we understand this well? Do we all know why we think/ behave in certain ways? Do we accept our past and accept ourselves?

The River of Life activity creates an experience where we can understand ourselves through our life's journey. The kind of acceptance that the River of Life activity brings about, can lead to realizations and transformation in the person sharing as well as the person listening, as we come to terms with our lives. Only true acceptance can pave the way to change.

Time: 75 minutes

Materials: Crayons, Coloured pencils, Chart Paper, Music to play while participants are drawing

Activity:

1. The exercise then begins with a short visualization (eyes-closed imaginative experience) in which participants are asked to imagine their own life journey as they are floating down a river. The river begins with their birth, continues to the present and then goes on into the future. As they float down the river ask them to notice the most formative events and relationships that shaped or impacted their lives (at least 5 milestones or incidents).
2. Give them 3 or 4 minutes to do this.
3. Pass out large sheets of blank white paper, crayons, coloured pencils, or pastels.
4. Ask participants to open their eyes and create a drawing of their life as a stream.
5. Ask them to include at least three or four twists and turns, each representing an important person or event that has led them here, shaped their sense of purpose in life, and influenced their decision to become involved with their current work. "Draw your stream to represent the major events and influences, both negative and positive, that made you into this person you are today. Your stream might become large or deep, or it might get small or shallow. There may be rocks or waterfalls. You can use images and words to represent people and experiences."
6. Give at least 15- 20 minutes for each participant to draw their river of life. Allow them enough time.
7. Ask participants to stay silent after they have completed the activity.
8. Each person finds a partner to share their river of life with. Here it is important to add that one can share as much as one is comfortable with, they can add things to their sharing. Since the sharing is personal, it is important for the partner to give their full selves when that is happening and not ask questions or seek clarification.
9. Give each partner 5 minutes to complete their sharing and then bring it to a close.
10. Ask if there is anyone who would like to share their story in the big group.

Facilitator Notes: Accepting yourself, means being compassionate with yourself, and others. Being compassionate with yourself is the only way to be compassionate with others.

Group Reflection:

Feel

- How did it feel to draw your river of life?
- What was the most emotional part, and have you been able to come to peace with it?

Think

- What was the most formative and influential event in your life? How have these events shaped your life? Do you accept the consequences of the events?

- Have you also influenced other persons' life negatively in your life? Friends, family, colleagues, students?

Act

- What did you learn about yourself while you were drawing
- How can you learn from both experiences in your behaviour with students?

Closure: The activity is very deep and personal, and most often participants in the process of reflecting have an emotional experience. It is important to acknowledge and thank the participants for opening themselves up and for bringing out their inner selves. At the end of River of Life it would be great to have a small closing, which could be a check-out of how they are feeling, a song, or making a circle with all the participants.

Session 3: My Identity Tree

Purpose of the activity:

- To get acquainted with others and become more comfortable within the group
- To understand which personal values we treasure
- Understand that we have similar and different values

Time: 30 minutes

Materials: Pen and paper, coloured pencils

Activity:

1. Explain: What is a value? What you consider to be important and inspired to.
Values are stable long-lasting beliefs about what is important to a person. They are abstract, hierarchical and dynamic. They become standards by which people order their lives and make their choices. – Examples include values that relate to family, career, happiness, wealth, or success. A person must be able to articulate their values in order to make clear, rational, responsible and consistent decisions.

Values adapted from the "Living values Education Program"¹¹:

- | | |
|--------------|----------------|
| 1. Respect | Cooperation |
| 2. Peace | Empathy |
| 3. Tolerance | Fairness |
| 4. Love | Responsibility |
| 5. Unity | Honesty |

2. Draw a tree and ask the participants to provide the answers to the following questions
 - *Roots:* Name factors that have contributed in shaping my personal values
 - *Trunk:* Name 4 values that you treasure
 - *Leaves:* What are two issues that have had an impact in your life
 - *Fruits:* What are your strengths?
 - *Surroundings:* Narrate one ethical challenge you have faced because of a difference in values
3. Share your tree in pairs
4. Ask them to pair with another participant, and share their trees.

¹¹ <http://www.livingvalues.net/>

5. Ask to share what is important to them about their values? By asking: *What is important to you about that value? "What does that value give you when it is demonstrated?"*
6. If they have both chosen same values on their list, ask them to discuss how they understand the similarities and differences between these values: *what does that value mean to you? What happens when that value is demonstrated in their lives?* Ask participants to discuss the differences in their understanding of the similar values they have picked.

Group Reflection:

Feel

- How does it feel to think about your identity in this way?
- Did anyone find a person who has had some similar experiences? How did that make you feel?

Think

- Which of your answers you found most interesting about yourself?
- Where have you learned your values from?
- Can you also learn from negative things in your life?

Act

- How can we learn from practicing specific values to grow your personality?
- How can teaching values support inclusive education?

Facilitators' note:

So ask them to speak about their own values: What are YOUR values? Why are these personal values important for you? It is important for the facilitator to encourage participant to focus on their personal values, not on general religious values. Explain that religion in itself is not a value. Certain values are taught through religions, but it important to realize that you also learn values at home, in school and society. Also emphasise that an inclusive school ethos should be built on a foundation of values.

Session 4: Who are You?

Purpose of the activity:

- To help participants understand the concept of multiple identities
- To raise awareness of the need to identify sub-groups within broader groups of Children

Materials: small pieces of paper, flipchart and pens

Time: 45 minutes

Activity:

1. The facilitator puts participants into random pairs, gives each participant two small pieces of paper and presents these instructions:
2. On one of the pieces of paper write down words that describe who you are (words that describe your identity). Underline or draw a circle around the *one word* which you feel describes the identity with which you most associate yourself.
3. On the second piece of paper write down one word that you think best describes the identity of the person you are paired with.
4. Do not discuss this with your partner or show them what you are writing yet!

Facilitator's note:

Participants may need to be given an example, to illustrate what sort of words relate to 'identity'. The example presented below is just for your guidance: "A glasses-wearing married mother whose family comes from the south of the country and who is working as a teacher in a secondary school might use words like 'teacher', 'visually impaired', 'powerful', 'mother', 'wife', 'southerner' to describe who she feels she is (her identity). She might underline the word 'southerner' if she feels she has a particularly strong attachment to her place of origin and wants primarily to be identified as part of the group of people who come from that place."

2. After a few minutes the facilitator gives these instructions:

- a) Discuss the words you have written with your partner. Have you used the same or different words to describe your identity? How does their view of your identity differs from your own view? How do you feel about the way your pair has categorised your identity? Use the opportunity to have a discussion about why they categorised you this way.
- b) After a few minutes the facilitator asks each pair to say whether their views of each other's identities were the same or different. Make a note on the flipchart of the number of times pairs agreed or disagreed.

Group Reflection

Feel

- How did you feel to find out how their partner had categorised their identity?
- The facilitator writes these words on the flipchart. If possible highlight any common words, or work with the participants to group the words into those relating to **happy** feelings and **sad** feelings.

Think

- What did you learn about yourself, your identity?
- How do you think other people view you?

Act

- How can you in future approach students, now you better understand that we all have multiple identities?

Conclude by presenting the following key points:

- Explain what identity is: The way we think about ourselves are our *identities*. Most of you probably wrote at least three words to describe yourself. You see yourself as a complex person – you cannot be identified just by one single feature. You may even have found it quite difficult to decide which single word, or label/identity, you most wanted to be associated with, because they may all be really important to you.
- Looking at what your partner had written, you may have realised that other people categorise your identity differently from how you want to be categorised. They are giving you a different label. You might even have felt insulted/hurt/ pleased by this [facilitator needs to adjust this depending on the real results!].
- We all have multiple identities. We cannot be labelled just by one word or associated with a single group. If we do not know a person very well then we tend to see only the identities that are most obvious (female, disabled etc.).
- This means we may try to meet a child's needs based on this superficial view of their identity. But the child may have other identities (minority language speaker, working child), and if we do not take time to find out what they are, we may end up responding inappropriately or incompletely to their needs.

Session 5: Social Identity Wheel

Purpose of the activity:

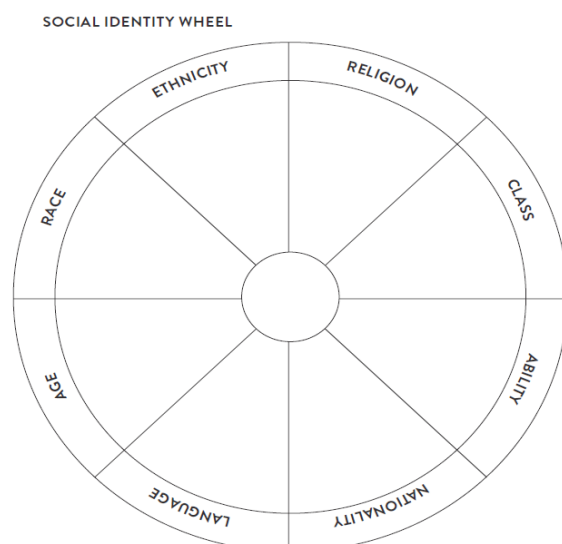
- To begin to explore the diversity of the participant's communities
- To engage participants in an examination of their own social identity
- Understand how your identity been affected by various factors

Time: 45 minutes

Materials: Pen and paper, Handout Social Identity Wheel

Activity:

1. Begin by explaining to participants that the purpose of this session is to explore what we mean by 'identity'. Ask them to suggest definitions for this word. Self-identity reflects how we define ourselves. Self-identity forms the basis of our self-esteem. There may be many components of our identity that are internal, but the vast majority are generated by the society in which we live. This is called social identity.
2. Explain what 'Social Identity' means: Is constructed by others, we identify ourselves in terms of groups to which we consciously belong to.
3. Share Handout with the example to demonstrate the way the wheel should be filled in.



ONLY SHARE PERSONAL INFORMATION THAT YOU ARE COMFORTABLE DISCUSSING

4. Record some information in your logbook answering the questions:
 - What did you learn about yourself?
 - Which parts of the wheel were easiest to fill out?
 - Which parts of the wheel were the hardest to fill out?
 - Are there important aspects of your identity that don't fit on the wheel?
 - Were you surprised by any of the categories on the wheel?

5. Complete the following sentences with relation to your race or ethnicity:

One thing I love about being _____ is:

One thing that is hard about being _____ is:

One thing that I want others to know about being _____ is:

One thing that I never want to hear again about being _____ is:

6. When they have finished ask them to record some information about the following questions in their logbook:

- What is your earliest memory of being different, or someone being included or excluded from your group based on race, ethnicity, or culture?
- When were you placed at a disadvantage because of your group membership?
- When might you have had an advantage because of your group membership?

Group Reflection:

Feel

- How did it make you feel to think about, and answer the questions?

Think

- What similarities and differences do you notice in your experiences?
- How have oppression, discrimination, and prejudice affected your lives?
- If your lives were not noticeably affected by discrimination or prejudice, why might this be?
- In Afghanistan, what difference does colour or ethnicity make? Gender? Economic background? Language?
- What impact does it have on students in your school?

Act

- How can this activity help us in our interaction with people different from us?
- How can you acknowledge people as individuals, and not as representatives of groups?
- How can we better support students with different identities in our school? Are you able to welcome their diversities?

Closure: Take participants through a meditation, or ask participants to recite a poem, emphasizing that we are all human beings and that we all have a divine part in ourselves, regardless which social group we belong to.

Facilitator's note:

- This activity demands a fair level of trust. It is designed to *work on their own* and to share *optional* in pairs or small groups, with an *optional* debriefing with the whole group.
- Ethnicity is a sensitive issue and may be too sensitive to confront head on. There are many layers - and some very deep. It will be helpful when the discussion comes from participants. This will come naturally once the facilitator has **created a trusting and respectful space**.
- When participants mingle and share personal experiences with others, they will understand that they are people before being ethnically differentiated. If at least one person mentions it, others may follow.
- The starting point of all this is the capacity to love oneself. By oneself, we mean the divine part in us, -not the egoistic part. **Poetry** and **meditation** are wonderful ways to articulate this. **When we love oneself, we love others. True listening is the capacity to see the divine in another person.** At that level, ethnic or other differences disappear automatically and naturally.

Session 6: We're more Alike than we Think..

Purpose of the activity:

- To understand that we all have similarities and differences
- Learning not to put people in boxes, but be aware we all have something in common

Time: 10 minutes

Activity:

1. Start the activity by saying "It is easy to put people in boxes, or to choose sides. There are those we trust, there are those we try to avoid. Those we share something with, and some we don't share anything with. There is US and there is THEM".
2. Ask participants to stand on one side of the room.
3. Tell them you will read out some questions. Some are a bit personal but we hope they can honestly answer the questions.
4. If a question applies to them, they have to walk to the other side of the room.
5. Some of the statements might be sensitive so if the participants don't feel comfortable you can tell them they don't have to move to the other side.
6. Applaud every time the participants go to the other side.

Questions:

- ☐ Do you have more than 4 children?
 - ☐ Do you know anyone who has or had a really serious illness?
 - ☐ Who is sometimes worried about the education of their children?
 - ☐ Have you ever had a broken bone?
 - ☐ Do you wear black shoes?
 - ☐ Do you raise children that are not your own?
 - ☐ Where you the clown in the classroom when you were young?
 - ☐ Did you ever get bullied?
 - ☐ Who has bullied others?
 - ☐ Do you have a pet?
 - ☐ Is there something that you have never been able to share with anyone?
 - ☐ Do you like to dream, tell stories, draw, act, or sing?
7. Finish by thanking everyone for their honesty. Give an extra applause for the ones who were not able to share openly something that happened to them.

Group Reflection:

Feel

- How did it feel to go to the other side?
- How did it feel when you realized that you had similarities with others?

Think

- Was it hard to answer some questions? Which ones? Why?
- We tend to think in US and THEM. But sometimes we have more in common with other people than we might think. How can we learn to appreciate each person, and not put others in boxes?

Act

- Can we approach students we teach, their parents and school staff differently, remembering we might have a lot in common?

Session 7: What was I in the Past and what I am Today

Purpose of the activity:

- To understand that one's identity can change over time
- Importance of understanding one's growth

Materials: Piece of paper and pen

Time: 30 minutes

Activity:

1. Discuss the significance of growth in our life.
 - Life is a continuous growth process. We grow physically, intellectually and socially.
 - Growth means change in a positive direction. As we grow, so do our old habits, values, attitudes, interest, beliefs, and perspectives.
2. Ask participants to think about the following questions. Compare your present characteristics with those of the past. Identify five important changes that have taken place during the past years. An example: In the past I had been talkative at home, and in the company of friends. Now I am not so talkative. I try to speak with more sense and circumspection.
3. Divide the participants in pairs and let the participants interview one another, asking the following questions:
 - What is the most significant change you have had during the past ten years?
 - Explain how it happened. What factors have affected that change?
 - What is the pattern of change that you observe in your life?

Group Reflection:

Feel

- How did it feel to talk about your personal change?

Think

- What is the most important thing you have learnt from the activity?
- What were the common changes in the group?

Act

- What factors affect positive changes in people?
- How can we positively change habits, values, attitudes, interest, beliefs, and perspectives?

Session 8: Feelings

Purpose:

- To support students to recognise and acknowledge their own feelings
- Understand why it is important to read a person feelings experienced by others

Time: 15 minutes

Materials: Handout 'Feelings pictures'

Activity:

1. Show the participants the pictures of people experiencing different feelings: angry, sad, disappointed, scared, and curious.

Group reflection:

Feel

- Do you ever feel the emotions you see on the pictures?
- How does your body feel when you have that feeling?
- When was the last time you felt sad? Why?

Think

- How do we read a person's feelings?
- Think about situations, you saw on the pictures. Are you able to express these feelings?
- What is difficult about expressing feelings? Which ones?
- Why is it important to read other's faces and understand their feelings?
- Which emotions do people in your society not usually show?
- Do you have a safe place, and people around you to express all these kind of emotions?

Act

- What is the most important thing you have learned about this activity?
- Do the children in school have safe spaces where they can express emotions and feelings?
- Do you notice emotions within your students?
- How can you encourage your students to express their emotions freely?

Facilitators notes:

To discuss the notion that feelings are neither "good" nor "bad" and are expressions of emotions that can inform people to make appropriate decisions. Participants may be encouraged to keep a diary where they would describe times when they feel those feelings, and write at the same time the answers to the questions above.

Session 9: Recognise feelings of others

Purpose: To support participants to recognise and acknowledge feelings experienced by others

Time: 30 minutes

Materials: Handout 'Feeling Statements'

- Activity:**
1. Give participants a card from the Handout "Feeling Statements".
 2. Ask one participant at a time to silently read the situation that is written on the card; imagine they experience the situation, and when they are ready to show their feeling on their face, without words to the other participants.
 3. Ask other participants to guess what the feeling is and explain why.

Group reflection

Feel

- How was it to see the emotions on the faces of the participants?
- Could you empathise with them?

Think

- What is easy to recognise the feelings?
- Which feeling was difficult?

Act

- Can you think of specific activities you can integrate in your lessons, enabling students to express their feelings and emotions?

Session 10: Lifeboat.

Purpose of the activity: Become aware of, and express your unique personal value

Time: 40 minutes

Materials: Small table

Activity:

1. Ask the participants to close their eyes while you are telling them the following story: Speak slowly and take small pauses after each sentence "Imagine you are on a nice trip with friends on a boat on the ocean. You are enjoying the view... and you laugh with your friends. You see the birds in the air...you see the dolphins swim with you...jumping in the ocean... you feel the wind going through your hair... feel the sun on your face....
2. Then speak with a loud and nervous voice: "But suddenly you hear via the loudspeaker the captain of the boat. He says this is an emergency! We just noticed that water is entering the boat; we have a major defect on the boat. The boat will sink slowly in the next 30 minutes. There are no boats around to save us, and we are too far from the coast to get help. We only have one life boat which has place for 3 people. So you have to decide which 3 people will go in the life boat. You all have to make a difficult choice about life and death...
3. And you all come up with a following decision: Each passenger has 30 seconds to explain to the others why they are worth it to be in the life boat. Remind them again of the fact, that they cannot get rescue. It will be too late to get help as the ship will drown in half an hour. So it is just about *why they personally should be rescued*.
4. Speak fast again, put pressure on them and make them nervous so they don't have much time to think, and their thoughts about their unique value come instinctively. "You have to be quick because the boat is sinking. Hurry up! "
5. Ask each of them to stand up, or climb on a table, and speak about why they need to be rescued. Take quick turns. (If needed take the stopwatch on your phone, to make sure they don't exceed the 30 seconds)
6. After the activity you ask all participants to make two lines. The participants will now choose who should be in the life boat. You give each participants three matches or toothpicks (depends on the numbers of participants 3 for 20, 4 for 30 for example).
7. You give them the following instruction: You are able to give one match to a participant who you think should be in the life boat. (Say not very obvious that they are also able to give yourself one)
8. Each participant walks by every participant, moving the lines and one after and says to every person "well done". But to the one they give their match they have to say out loud the words "I give my match to you".
9. Ask the participants not to show the matches to others and keep their hands closed.
10. After the matches have been divided, ask the participants to sit down in a circle and ask people to stand up "who has more than 3 matches? More than 4 matches? The others have to sit down. Go on by asking who has 5, 6, or 7 matches until 3 people will remain.
11. Ask these 3 people to stand up and go to the middle of the circle.

Group reflection:

Feel

- How did it feel to give the speech about yourself?
- If you gave yourself a match, how did that feel? What was the reason?

Think

- What did the people in the life boat say about themselves that was appreciated by others?

- What do they have in common?
- What did you value in others?
- If you did not give yourself a match, what was the reason?
- Do you value yourself enough?

Act

- What is the most important thing you have learned about this activity?
- What would you do different next time?
- It can boost people's self-esteem to realize which character traits/strengths are valued by themselves and by others. What are the 3 things you value in yourself, that you can show more to others?

Facilitator's note:

Self-esteem is a sense of self-respect, a feeling of self-worth. We have to realize we are all ok. We are all different, but we are all unique. But sometimes we need to become more aware of our own value. Make very clear that people in the life boat are not better than anyone else. These people were just more able to stand up for themselves. And giving yourself a match may not necessarily be selfish, but it may show that you truly value yourself. Treasure who you are. Be proud of who you are. If we don't love and respect ourselves, it is difficult to respect others. Respecting others, starts by respecting yourself. Each person has value and is unique. We are all worth it to be rescued!

Session 11: The Secret of my Success

Purpose:

- To help participants identify positive qualities of themselves, to share these positive qualities with a group and to help them build a sense of power and uniqueness.
- Recognition and acceptance of each other's positive qualities improve mutual respect in a group.

Materials: Paper and crayons or markers

Time: 30 minutes

Activity:

1. Ask participants to group in pairs. Explain that the participants will tell each other a success story. This success story is a story about something that they feel good about or are proud of.
2. Think of three qualities in yourself that you can show more to others? Write these in your logbook.

Group reflection

Feel

- How did it feel to tell others about your success?

Think

- Can you mention a few good qualities? Discuss their meaning, functions and beauty.
- Why is it good to talk about your successes?

Act

- How your qualities can be further developed in oneself?

Facilitator's notes: Remind yourself of your successes at moments that you don't feel good about yourself. Remember your successes and re-live them, let them lift you and encourage you.

Session 12: Meditation as a Classroom Practice

Through meditations, soul appealing and meaningful imaginary experiences could be evoked in children using their natural sense of wonder, curiosity and beauty. Meditation in the conventional sense is an act of awakening to reality or truth. But children have come to reality walking through their veil of imagination. For them it is the stepping-stone to attain reality. Various forms of meditation for children could be developed to use in the classroom as educational tools.

Practising Awareness

Meditation in true sense is an act of establishing awareness, i.e. being aware.

The synonyms for awareness are being alert, mindful, attentive, etc. It is basically a survival life skill. Take for instance, the function of awareness in an act of crossing a busy road. A moment lost of it, may take away one's life. Thus awareness is a basic function of intelligence. Children have to be trained in being aware of dangers in their surroundings. Be it home, school, playground or road. Awareness brings self-control, composure, and sharpening of attention.

The second level of awareness is being mindful of the movement of the body, i.e. how you walk, sit, eat, etc. It develops one's sensitiveness towards the body.

The third level is being mindful of the activity of the mind, that is when you are angry know that you are angry, when you are confused know that you are confused, this is a subtle level of awareness. Awareness helps us to overcome an inherent weakness of the human mind. We are inclined to be carried away by our own desire, anger and illusion. Most of the inner conflicts arise out of lack of self-understanding.

Types of Meditations for Children:

Take the class out to an open air or a quiet place. Let them sit quietly and listen to the sounds in the environment. This helps to develop awareness towards the surroundings.

- Making children sit quietly and to repeat in mind "I am a peaceful soul."
- Watching a tree with a silent mind.
- Sitting quietly and concentrating on breathing in and out.
- Looking at a flower and concentrating the mind on it.
- Imagining a beautiful natural scene.
- Imagining a trip in a strange land or garden.
- Sitting quietly and experiencing the feeling of a noble human quality, such as kindness, and joy.

Apart from experiencing inner calm and beauty of imagination, meditation opens the door to understanding one's own thought process. It is this self-knowledge that brings emotional maturity in us. As educators we have to find effective methods of helping children to understand themselves better.

Peaceful Star Relaxation Exercise

End with the following Relaxation/Focusing Exercise:

Read the following slowly, pausing at the dots. *"One way to be peaceful is to be silent inside. For a few moments, think of the stars and imagine yourselves to be just like them. They are so beautiful in the sky, and they sparkle and shine. They are so quiet and peaceful. Let the body be still . . . Relax your toes and legs . . . Relax your stomach . . . and your shoulders . . . Relax your arms . . . and your face . . . let the feeling of being peaceful emerge*

Module 3: Open-mindedness

How can I learn to appreciate diversity? —Objectives are to: 1) Become conscious of own bias and prejudice; 2) Recognizing sources and transmission of bias; 3) Learn to give and take feedback; 4) Engaging in dialogue: speaking and listening; 5) Active seeking of understanding and learning from differences 6): Appreciating Diversity

Learning outcome: Learners examine and evaluate their own biases and develop an open-minded attitude

Competences: recognizing bias; acknowledge different perspectives; dialogue skills.

Activities:

1. The Sun
2. Children's needs that underlie their behavior
3. Labelling
4. Recognizing Bias and Stereotyping
5. Understanding Stereotypes
6. Gender advantages and disadvantages
7. Do my biases affect my teaching?
8. How to create engaged dialogue
9. Improve questioning and listening skills
10. Practicing open-ended questions
11. Non-judgmental dialogue

Concept of Open-mindedness: An open-minded individual strives to develop a better understanding of the world and is willing to listen to other people's beliefs and opinions, to learn from their insights. He doesn't feel obliged to agree with others, but respects their right to their own convictions, without trying to force his own views on them. They examine their own biases and prejudices and actively seek to learn from difference, by evaluating a range of points of perspectives and are willing to grow from the experience. Being open-minded impacts all areas of our life and is an essential precursor to personal growth.

In education this means that teachers are not prejudiced by their own background, which requires a commitment to questions and constructive feedback. Mindful educators approach students with an open mind and free of stereotypical categorizations of members of cultures that are different from their own. They also strive to see the world from different perspectives. Many people would agree with John Dewey that open-mindedness is one of the fundamental aims of education¹². It is the childlike attitude of wonder and interest in new ideas and it is vitally important because we live in a world that is characterized by constant change.

Education is the process of showing people the way. The thing is, there isn't one way, there are lots of ways. Keeping an open mind and a willingness to learn from other people can go a long way in inclusive education. If you are a teacher you might find your students annoying, but it doesn't mean you cannot learn from them. The whole point of inclusive education is to learn from others, no matter how different your ideas and views are. Recognise that there are infinite possibilities and to look forward to seeing what students know and present. This is open-mindedness. If you are a teacher or a student, recognise your own limitations. You don't know everything. Students may have keener insights into material than teachers may expect. That is a good thing, and not a threat to your authority. Humility and a desire to learn are helpful to all parties in a school community.

¹² John Dewey was a major educational reformer for the 20th century, emphasising issues of ethics and plurality.

Session 1: the Sun

Purpose of the activity:

- Help participants understand that we all experience and interpret the world in a different way
- How to develop skills to be a supportive inclusive educator

Time: 20 minutes

Materials: Board or flipchart and chalk/marker, sheet of paper for every participant

Activity:

1. Explain to the participants that you are going to say one word. Once the word is told, ask them to write at least 5 other words that are associated with that word. For example, if that word were a *chair*, what would that word evoke in you: *table, pens, story, imagination, sky*.
2. The word is: *Sun*. Once all participants have written their 5 words, ask them, one at a time, to read the first word on the list. Write the words on a flip chart. Then, ask them to read the 5th word on their list and write the words on a flip chart.

Group reflection:

Feel

- Is there anything that surprised you about this activity?

Think

- How different are everyone's words? How similar?
- Why are all words so different while we all know what the sun is?

Act

- What does it tell us about students?
- What do we first need to do as students give their answer?

Facilitator's notes:

Human beings tend to believe that everyone shares their experience of the world in exactly the same way. Although people seem to live in the same world, every person has a different experience of the world. This reality has a profound influence on the inclusive educators' role: the inclusive educator to be successful, needs instead of believing to be "right" and the other "wrong", do their utmost best to check whether they truly understand the students' perspectives.

Session 2 : Children's needs that underlie their behaviour

Purpose of the activity:

- Become aware that we all have different needs that underlie our behaviour

Materials: Handout Children's Basic Needs; Pen and pencil

Time: 45 minutes

Activity:

1. Explain the participants what 'Needs' are:
A need defines what is required for people to survive and live. Humans usually act to satisfy their needs. Needs are motivating forces that are often unconscious.

Although people share the same basic needs, each individual chooses to meet them in different ways. When the true self is neglected and needs are not met, people get frustrated, angry, unsettled. Conflicts with children often happen because the child's respective needs are unmet or because the way they choose to fulfil their own needs contradicts the others' needs. One of the teachers' roles is to understand student's needs and to find ways to meet these needs in manners that are acceptable by both.

Abraham Maslow (1960) identified five basic human needs. According to the theory, the focus of a person's attention starts from physical needs and rise to higher needs. E. Waller attempted to identify children's needs, basically following the Maslow model:

Children's needs:

- **Physiological needs:** e.g. food, clothing, house, health.
- **Love and attention:** e.g. encouragement, proxies, physical touch and warmth, support.-
- **Creative expression:** e.g. development of the capacities of sense, creative self-expression, joy, exploring new ways of self-expression.
- **Achievement of cognitive skills:** e.g. learning to know.
- **Social skills:** e.g. acceptance by peers, interaction with others; need to be related to others.

Activity:

1. Share the Handout Basic Needs and ask participants to identify their basic needs.
2. Show the examples below from the Handout, and ask participants *the causes* of the conflicts and *which needs of the different characters are not met*.

- A boy gets angry with his mother because she does not allow him to go to a party and forces him to do his homework instead.
- A boy wants to play football with a group of boys. They never pass the ball to him and he leaves the pitch crying.
- A student falls asleep in the classroom. His baby brother is sick and cries all night.
- A conflict when a student is made to feel stupid by the teacher because she can't understand the work to be accomplished; she reacts angrily because she is shown up in the class in front of her classmates, whereas the teacher feels that she is lazy and rude.
- A conflict between two friends: one tries to persuade the other friend to smoke, he/she does not want to do this.
- A teacher loses her cool. One of her students can't stay still on his chair and interrupts his classmates. She loses her train of thought and can no longer concentrate on her lesson. She raises her voice and asks her student to leave the classroom. They are both upset, the teacher because she lost her cool and the student because he feels humiliated in front of his classroom mate.

3. Pair in groups: Can you share one example of a recent conflict with someone when your needs were not met? What were your needs? What would you like to happen instead?

Group reflection:

Feel

- How do you feel when your needs are not met and people don't understand you

Think

- Can you observe conflict in your school?
- Why is this happening? Whose needs are not met? Looking at the different categories, what kind of needs are not met?

Act

- What have you learned from this activity?
- How can you in your communication be clearer in expressing your needs to others, without causing frustration or conflict?
- How can taking student's needs into consideration, help you in teaching?
- Can you continue writing in your logbook, by describing times when you experienced a conflict in your school with students or colleagues, and share the analysis of the causes of the conflicts and how different peoples' needs were not met?

Session 3: Labelling

Purpose of the activity:

- Understand the negative effect of *labelling* someone
- Develop compassionate feelings for others
- Experiences the feelings involved in caring for people.

Time: 60 minutes

Activity:

1. *Introduce this story: "Malik is sitting at the table with his family, eating lunch. He is leaning forward to get the salt and unwillingly hits his glass. The glass falls and water spills all over the table. His father, who had put so much work in preparing the meal and setting the table snaps and shouts: "you are so clumsy, can't you ever pay attention to what you do? Look at what YOU have done, the meal is spoilt now, go to your bedroom!"*

So much has happened in a few seconds. A happy family meal has been transformed into an apparent disaster that has upset so many. Malik did not spill his glass purposely. His father is upset because he is disappointed that the meal, that he put so much work and love in, seems ruined.

What has upset Malik's father is not Malik. It is the spilt water on the table, yet Malik's father has made **Malik** responsible for his own disappointment, not the water on the table. When his father scolds Malik saying *You are so clumsy, you never pay attention*; it is as if he speaks to the totality of Malik; to his core self; as if it is Malik that is clumsy and that he is *always* clumsy. It is obvious that Malik does not always spill water on tables all the time. To use words like clumsy, stupid, selfish, unkind, etc. is called "*labelling*" someone. Labels stick to people and imply judgments. Labels put people in boxes and it makes them defensive and angry. They want to retaliate and say: *"no I am not clumsy"*. People start arguing with each other trying to justify whether they are *right* or *wrong*. And the spilt water is still on the table! Malik's father could have said that *"spilling water on tables is an accident, let's wipe it"*. Malik could have said sorry and suggested to wipe it off. Malik's father could have also shared that he was disappointed and thereby sharing his *own his feelings*.

2. Ask participants to imagine they are Malik. *"How would you react if you were Malik? What would your feelings be? Imagine you are Malik's father: how does he feel? What makes him feel that way?"*
3. Discuss the notion of labels with the participants and the effect that they have on people and themselves.

Step 2:

1. Ask participants to make a list of labels they hear other people use at school. Write this on a flipchart.
2. Ask them how they would feel if they were called that way?
3. Ask them to go in pairs, and speak about a label someone gave them recently and share how they felt about it.
4. Discuss the effect that labels have on themselves and other people.

Step 3:

1. Sit silently and let your body relax. Be perfectly still and close your eyes, feel at ease and let your mind calm down. Now close your eyes and think of a student (or a child you know) that recently has been labelled by yourself, or anyone else.
2. Keep your eyes closed and now imagine that you care for the child, you cherish it, enjoy your feeling of love and kindness towards him or her...you see the child being happy, you see the child's inner beauty... smiling.... Being loved... (2 minutes keeping their eyes closed while the facilitator slowly and softly mentions some words of love for the child. The participants may open their eyes.)
3. Ask how this influenced your thinking about the child?
4. Think of various ways of caring for your students. In what ways do you care for them? Send, in your mind, your caring waves to them.

Step 4:

1. Describe the unacceptable behaviour instead of labelling the person.
Instead of labelling people, it is suggested to **separate and discern what they have done, the impact of what they have done from the person** who has produced that behaviour.
2. They describe the behaviour and its consequence. In Malik's example, the description of Malik's behaviour could be: *Oh! Malik, you tried to get the salt, you knocked down your glass and the glass fell down. There is water all over the table. It is an accident; let's wipe it off.* This helps people move away from the judgment of the other and start appreciating that it is the effect of their behaviour that they do not appreciate – instead of attacking its *perpetrator*.
3. Go back to the list of labels that participants wrote in the previous activity.
4. Ask participants to think of a recent example when they labelled a student (or own child).
5. Discuss the behaviour behind the label: what did each child do that elicited the label? What were they actually doing? Write the description of the behaviour next to each label. As a next step describe the feelings of the child when it was labelled.

List of labels	Childs' behaviour that elicited the label	Childs' feelings?

Children who have been labelled with a disability, or are perceived as destructive, walk around as if they have a piece of paper plastered to their chest labelling all their deficits. We hear a child is struggling in school, and we assume that child is not very smart or is just lazy. We hear a child has attention deficit disorder (ADD), and we assume he or she will be a troublemaker. We see a disabled child, and we assume that person cannot be included in all activities. And then, we expect all of these children to behave according to our assumptions about their behaviours and their limits. Our expectations often become a self-fulfilling prophecy.

Group reflection:

Feel

- Think of adults/children/students who you have labelled. How would you feel if you were called that way?

Think

- Can you think of examples how you have labelled someone?
- What is the impact that labelling has on people?

Act

- How can you avoid labelling other people/children/students in the future?

Facilitators note:

- **Separate the behaviour from the person** who has produced the behaviour. Become aware of the fact that people react to the **consequence of the behaviour**. Teachers may confuse the student with the label. When we label students by ability, we limit their potential to learn.
- **Negative effects:** Students identified as having problems in school will be unofficially labelled with negative adjectives as "lazy," "unmotivated," "slow learner," or "behaviour problem." The "learning disabled" label can result in the student and educators reducing their expectations and goals for what can be achieved in the classroom. In addition to lower expectations, the student may develop low self-esteem and experience issues with peers. The student will most likely continue to fail in school, and might eventually drop out of school.
- An alternative approach is based **on breaking the myth that intelligence is fixed**. But this depends on teachers expecting that learning capacity can be grown through positive interactions with the students. Such an approach has the potential to be hugely motivating for students as it will enable them to see the benefit of putting effort into their studies.
- **Positive Effects:** The "learning disabled" label allows educators the opportunity to give extra support to the student. Educators can develop an individualized education plan and offer extra learning support and specialized education to help the student succeed in school.
- **Individualized Education Plan:** allows students to receive instruction at their current level of functioning, provides them with specially designed instruction, and creates goals and objectives for them. For example, if a student has been identified as having a learning disability in reading, the instruction can be specifically geared at a suitable level. Receiving instruction based on what students need is crucial in helping them excel and be successful in the future.

Session 4 : Recognising Bias and Stereotyping

Purpose of the activity:

- To get participants thinking about their own beliefs, prejudices etc.
- We need to be aware of our own biases and try to manage these biases and move beyond these when we communicate with individuals from out-groups

Materials: Handout Agree Disagree (for ideas). two prepared signs (see no.1 below).

Time: 30 minutes

Activity:

1. The facilitator places a sign on the wall on one side of the room saying 'agree'. On the opposite side of the room s/he hangs a sign saying 'disagree'. A line (real or imaginary) is drawn between the two signs.
2. The facilitator reads out some statements relating to diversity and discrimination in the country/context in which the training is taking place.

3. After each statement has been read out, the participants have to stand next to the 'agree' or 'disagree' sign – or somewhere along the line between them if they only partly agree or disagree, or do not have an opinion either way.
4. The facilitator asks participants: Why have you chosen this position on the agree-disagree line?
5. Participants explain their decisions, and other participants are encouraged to discuss and offer alternative arguments. Participants are encouraged to move their position if they hear a convincing argument that changes their opinion about the statement that was read out.

Facilitators' note:

The statements cover positive and negative view points, and reflect common stereotypes from your context which you know participants will have heard people say often. There are some that offer extreme view points, and some that offer more ambiguous opinions. The statements cover a range of discriminated against groups (obvious ones like girls and less obvious ones like children who speak a different language at home from the language used in school).

Group reflection:

Feel

- What were the emotions felt when you heard some of the statements
- Where did you feel them in your body?

Think

- How do you think people feel when these types of stereotyping are being used for a group they belong to?
- Do you think certain groups are more subject to stereotyping than others? If so, why?
- How can the media (newspapers, television, movies) help to reduce stereotyping?

Act

- How can you in the future help reducing stereotyping/labelling in the classroom?

Facilitator's note

It is not the purpose of the activity to reach a position where everyone agrees or disagrees with the statements in line with the 'politically correct' point of view. The purpose is to get people discussing the issues and recognising that not everyone holds the same views about certain groups in society. If, however, some views are expressed which you find particularly worrying, and none of the other participants challenges them, you should use your judgement about the best way to intervene to explain why these views are not acceptable.

Finally, the facilitator notes down a few statements where participants had different opinions. You will use these statements in Session 11: Non-judgmental Dialogue, the last activity of this Module.

Session 5: Understanding Stereotypes

Purpose:

1. Understand that assumptions can lead to stereotypes and unfair judgments about individuals and groups.
2. Become aware that stereotypes and biases affect our lives

Time: 50 minutes

Materials: Flipcharts, markers

Activity:

1. Begin by discussing with participants how people often use labels or categories to describe others and how these labels can be based on characteristics as clothing, looks, the way a person talks, or the groups to which he or she belongs. Explain that categorizing people is a natural human inclination; however, people often make assumptions about people they don't even know.
2. Ask the participants to brainstorm categories that are used at school community to group people. Categories could include labels such as "stupid" or "brains." Write each category the group generates onto the board and then have participants narrow that list down to five major categories.
3. Write these major categories onto five separate pieces of flip chart paper.
4. Ask them to list as many stereotypes that are commonly used to describe the category of people written at the top of paper. Give students three minutes to complete the exercise. Emphasize that students should list stereotypes that they have heard, not ones that they necessarily believe to be true.
5. When they are finished, rotate the sheets of paper between groups so that each group works on a new sheet. Have them add any unlisted stereotype adjectives. Rotate every three minutes until every group has worked on every sheet.
6. Post the sheets in class where everyone can see them and give the participants five minutes to read the sheets.
7. When they are finished, ask participants to take a moment and look at the descriptions that the participants have generated under each group heading. Use the following questions to lead a discussion about what they recorded:
 - Do assumptions apply to everyone in a group?
 - Do most people hold the same assumptions about a group? Why or why not?
 - Do assumptions tell us anything definite about a categorised individual?
 - How do assumptions affect your behaviour toward others?
8. Now ask participants to help define the word "stereotype." Explain that when we make assumptions about an entire group of people, those assumptions are referred to as stereotypes. When assumptions and stereotypes influence our attitudes, we may find that making a fair judgement about someone or something is difficult. This influence on judgement is called a "bias."

Assumption: An idea that is taken for granted but not necessarily proven. (E.g. Some people make the assumption that all Asians are smart.)

Stereotyping: When we make an assumption about people and lump them into categories based on those assumptions, we are stereotyping.

Bias: Judgement and attitudes based on an assumptions about someone

Discrimination: Exclusion based on stereotypes of groups of people

9. Take another look at the descriptions recorded and hold a group discussion around the following questions: Do these adjectives describe stereotypes? How can they be unfair or hurtful?

Step 2:

- **Racial Stereotypes**
Begin with a discussion on the concepts of race and ethnicity. Write each word on the board or on a flip chart and ask students to list the attributes that define the terms "race" and "ethnicity." Record their ideas. Next, ask students for the names of five different racial or ethnic groups.

Ethnicity: A way in which people are categorised according to what we believe to be shared such as culture, language, and geographic region

Race: A way in which we categorise people based on what we believe to be shared biological traits such as skin colour, hair texture, and eye shape

- Prepare five large sheets of paper (flip chart paper). Write these major categories onto five separate pieces of flip chart paper and post these around the room.
- Ask the participants to brainstorm and list as many stereotypes that are commonly used to describe the category of people written at the top of paper. Give the participants 10-15 minutes to travel to each posted sheet and write down words related to the category headings. Remind participants that they should only add new descriptions to the list.
- At the top of each sheet, write the name of one of the groups that the participants named.
- Divide the class into five groups and supply each participant in the class with a marker.
- Post the sheets in class where everyone can see them and give students five minutes to read the sheets.

Group reflection:

Feel

- How do the stereotypes recorded by the participants make you feel?
- How do you think people feel when these types of stereotyping are being used for a group they belong to?

Think

- What do you notice about the stereotypes listed? (The participants may have listed good and bad adjectives, many stereotypes for different groups, or the same stereotypes for different groups.)
- Do you think certain groups are more subject to stereotyping than others? If so, why?
- How well do you know these groups?
- Do you have any personal experience? Or have you heard of them, and been socialised about this group through family, school society, media?
- Do you think it is fair to have these attitudes?
- How do you think a stereotype might cause someone to act unfairly toward another person?
- Where have you seen these stereotypes portrayed? Television programs, movies, magazines, books?

Act

- How can you in your school help to reduce stereotyping?

Socializing with in and out groups

We are socialised to interact with people who reflect our ethnic heritage, religion, social class, etc., these are called **in-groups**. The groups with whom we are taught not to associate with, or we don't identify ourselves with, are the **out-groups**.¹³

¹³ Terminology was made popular by Henry Tajfel and colleagues during his work in formulating the social identity theory

In-group attitude to out-group members is passed on to children from adults and reinforced by peer group interaction. Who is a member of an in/out-group may vary according to context and situation.

In-group favouritism: This refers to the fact that under certain conditions people will prefer one's in-group over the outgroup. This can be expressed in one's evaluation of others, allocation of resources and many other ways. Discrimination between in-groups and outgroups is a matter of favouritism towards an in-group.

Psychologists once believed that only bigoted people used stereotypes and discriminate. But these distinctions are made naturally by all societies¹⁴. A study of unconscious bias is revealing the unsettling truth: ***We all use stereotypes, all the time, without knowing it. We have met the enemy of equality, and the enemy is US.***

Link between stereotypes, bias and discrimination:

Negative Stereotype: *Members of Group B are dirty, hostile and lazy*

Bias: *I don't like B's*

Discrimination: *I prefer to avoid B's, as an employer I will not employ A's in my company*

Session 6: Gender advantages and disadvantages

Purpose: Reflecting upon one's gender roles and increase awareness of gender stereotyping

Materials: Newsprint and markers or board and chalk; masking tape

Time: 50 minutes

Planning:

- Keep in mind that many people feel their gender limits, and both women/girls and men/boys feel pressured to conform to traditional notions of what is acceptable to think do and say.
- Help participants become more comfortable with, changing gender roles in families and society. It is important, however, to respect cultural differences. If you have participants in your group whose family and cultural values reinforce traditional roles and reject change, make it clear that they do not need to adopt changing roles, but they do need to be aware of them.

Activity:

1. Write "male" and "female" on flipchart and mention that some of the most damaging stereotypes are related to gender. Ask participants for examples and list them on the board or newsprint. Add any of the following if needed:
2. Males may believe that to be masculine they should:
 - Be in control and appear unemotional
 - Be the dominant partner in a relationship
 - Work in careers that are mechanical or analytical
 - Assume responsibility as the "breadwinner."
 - Achieve status by earning lots of money
 - Take risks to prove their manhood

¹⁴ Ethnocentrism and intergroup attitudes, Brewer and Campbell 1976

- Resolve conflicts with violence
- Avoid traditionally female work in the arts or human services

Females may believe that to be feminine they should :

- Be emotionally sensitive and vulnerable
- Submit to the wishes and demands of a partner
- Have children, regardless of personal wishes
- Meet the needs of others before their own
- Choose careers in the “helping” professions
- Be physically attractive, by someone else's standards
- Avoid non-traditional careers in math or the sciences

3. A first step in overcoming stereotyped thinking is to be aware of these stereotypes
4. Go over instructions for the activity
 - You will form small groups with others of the same gender, and brainstorm the advantages and disadvantages of being a member of the other gender.
5. Form same gender groups (with no more than two groups of each gender). Distribute a flipchart to each group.
6. Allow five minutes for brainstorming what may be some advantages about being the other gender. After five minutes, have groups brainstorm the disadvantages of being the other gender.
7. Allow another five minutes, then bring the groups together and ask each to tape their flipcharts to the walls.
8. Direct everyone's attention to the advantages and disadvantages of being female, as listed by the male groups. Ask the women to add to the lists.
9. Then ask the entire group to recall the definition of a stereotype. (Answer the idea or belief that all members of a certain group are very similar, leaving no room for individual differences.) Do the lists have stereotypes, or are they true characteristics of all women? Draw a line through any the group concludes are stereotypes.
10. Repeat the process with the lists of advantages and disadvantages of being male.

Group Reflection:

Feel

- What did you experience?

Think

- What was difficult in the exercise?
- Give examples of religious or spiritual, social or political teachings that limit gender-roles for women or men.
- What are examples of ways men have been discriminated against? And Women?
- Are there negative consequences for a woman who limits herself to traditionally female roles? Of a man limiting himself to traditionally male roles?
- Which gender has the most advantages? Disadvantages? Why?
- What happens when a woman behaves in ways traditionally thought of as male? What about a man who behaves in ways traditionally thought of as female?
- Men's and women's roles are culturally determined. Can you give examples of cultures in which male and female roles are different than they are in the Afghanistan?

Act

- What did you learn from this activity?
- What message would you give to a younger girl about being female today? To a younger boys?

Session 7: Do my biases affect my teaching?

Purpose:

- Become aware of biases in your teaching
- Provide techniques for re-visioning each child

Time: 30 minutes

Materials: pens, logbook

Activity:

1. Ask participants to write their answers in their logbook on *all* the following questions
2. After they have completed this, reflect on these questions with all the participants in plenary:
 - Have you ever mumbled, under your breath, “Oh, goodness, here comes Muhammad” as a response to an “active” student who frequently disrupts the flow of class? Or “There comes Aisha, as a response to a “slow” learner and coming from a very poor family and you know her father won’t allow her to go to school as of next year.”
 - Have you attached certain labels to particular students, based on your perception of the “ideal” student?
 - Have you considered where your understanding of the ideal student was conceived? Is it founded in privilege of certain groups in your country, or other countries?
 - Have you reflected on having expectations for certain students, whether they are, male or female, able-bodied or with disabilities, have different ethnicities or come from economic backgrounds?
3. Ask participants to think about words to describe children who are seen as difficult or who push everyone’s buttons. Ask participants to write these words on one side of a paper.
4. Read the following quote: Instead of thinking of the child as . . . Think of him or her as . . .
5. Then ask the participants to come up with alternative, more positive words for the negative words (see example), and write them on the opposite side of the paper.

hyperactive	energetic
impulsive	spontaneous
distractible	creative
a daydreamer	imaginative
inattentive	global thinker with a wide focus
unpredictable	flexible
argumentative	independent
stubborn	committed
irritable	sensitive
aggressive	assertive
attention deficit disorder	unique
rude	authentic
bossy	leader

With this activity it is helpful to mention that both the negative and positive words to describe a child are based on assumptions. Therefore, we might as well use the positive assumptions. Ask the participants to think about how they react to someone who is feeling negatively toward them. Children respond to positive caring adults and their behaviour will change as a result. The idea is to find ways to see the child from a more positive perspective so we can respond from a place of caring and love rather than attempting to merely control the negative behaviour.

Facilitators' note:

If you have a child in your school that pushes all of your buttons, or who is so different you do not know what to do with him or her, this is a valuable exercise to do. The exercise can help you see the child from the “positive assumption perspective”, and open up possibilities of meaningful interaction. The exercise can also help you start thinking outside of the diagnostic label’s box of expected behaviours, which focus on deficits rather than the child’s strengths.

It is good to realize that when our buttons are pushed, it is never about the child, it is only about us, it is informing us about what is inside us that causes us to be upset about a child’s behaviour.

Being an inclusive educator, means being willing to drop the labels and assumptions. Being open-minded means accepting the Divine presence of every child – not just the ones who behave well and look like angels, but also the ones that challenge, act out, and sometimes even seem cruel. These activities are a few ways to help re-focus negative descriptions of a child, or to focus on a child’s spirit rather than the unacceptable behaviour. Hopefully the activities will encourage a change in attitude to help alleviate previously difficult interactions with a child.

Make no mistake about it; negative labels stick. Once a child is categorized with intellectual disability, emotional disturbance, or learning disabilities, that information will be forwarded to every new teacher. Along with the label comes the stigma of being considered deficient.

The disadvantages of labelling:

1. Teachers may confuse the student with the label (their behaviour or ability).
2. Labels shape teacher expectations. Studies on teacher expectations have demonstrated that what teachers believe about student capability is directly related to student achievement.
3. All children have some troubling behaviours. Labels can exaggerate a student's actions in the eyes of a teacher. A teacher may overreact to behaviour of a labelled child that would be tolerated in another child that is not labelled.
4. Labels send a clear message: The (learning) problem is with the student. But some students being labelled have nothing wrong with them. They are the unfortunate recipients of ineffective schooling.
5. Labels perpetuate the notion that students struggling with learning are qualitatively different from other children. This is not true. Students with mild disabilities go through the same developmental stages as their peers, although sometimes at a slower rate.

Session 8: How to Create Engaged Dialogue

Purpose: Helps participants to realise that the way they say things, tone of voice and body language, are critical in creating engaged dialogue.

Materials: Handout: “ *Offensive or OK?*” Handout: “ *Respecting Sentence Starters* ”

Time: 45 minutes

Activity:

1. When speaking to others about sensitive issues, what are the important things to remember?
Two large sheets of paper, one for best words and one for words to avoid, are placed at opposite ends of the room with a participant in charge of each of them. The class offers words/terms which are then listed on a flipchart. These flipcharts can be used as resource for the rest of the training. Have participants read the *Respecting Sentence Starters* handout afterwards.

2. Hand out copies of the *Offensive or OK?* Worksheet, one for each pair of participants (this resource may require re-working to make it optimally culturally relevant).
3. Ask participants to work with their partner and have a general discussion about a random topic. For example, discuss favourite books, TV programmes, sports teams. Emphasise that this is acting; they should be pretending that they disagree with one another, so they should try to be firm. During the course of this discussion they should try out as many of the phrases as they can.
4. Then ask participants to do some individual reflections: "Consider how these statements feel when they are used towards you..." Participants can also include how it felt when someone used one of these terms to them in the past.
5. Then, working in pairs, participants split the words/ phrases on the worksheet *Offensive or OK?* into sets of phrases. Tick the ones that it would be appropriate to use, cross out the ones that would not, and put question marks next to the ones about which you are not sure. Various points will certainly emerge from discussion, so listen to them as you travel round the room but be prepared to ask questions to elicit these points.
The appropriateness of most of the statements depends upon:
 - The context
 - The tone of voice
 - Body language
6. What could make the phrases take on a different meaning? Say a phrase with inappropriate body language, tone or phrasing. This is an exercise in tone and body language.
7. Participants should role-play some of the phrases experimenting with how they are sitting or standing when saying them or how they are making eye contact or what they are doing with their arms (paired/group or whole class activity). This would work best if the teacher models this with another volunteer from the group before the participants pair off. Then ask each pair of participants to model one example for the rest of the class.

Group reflection:

Feel

- Consider how these statements feel when they are used towards you..."
- How did it feel when someone used one of these terms to them in the past?

Think

- What makes the phrases take on a different meaning?

Act

- What have you learned from this activity that you can use this with your students? How?

Facilitators' note: As an educator you need to keep an open mind, and strive to appreciate even the most marginal of views (in the teacher's mind). It's a struggle at times, as teachers sometimes can have strong views on subjects that may widely diverge from student opinions. But by keeping in mind what the class goals are, teachers usually do a good job by not debating with students, but rather attempting to challenge them, teach them to respectfully dialogue and get them to consider certain value sets. The teacher's role is to facilitate this dialogue, and let the students do it their way.

Session 9: Improve Questioning and Listening Skills

Purpose of the activity:

- Improve questioning skills, particularly by developing participants' ability to ask response questions.
- Improve listening skills by adding subsequent questioning.

Materials: Prepare a topic for the participants

Time: 45 minutes

Activity:

1. Get participants working in groups, ideally of four. Within their groups, participants should know in which order they are going. This is most easily arranged by giving each person a number.
2. Participants are asked questions by their group on a topic selected by the facilitator.

This activity has two key roles:

- **Interviewee:** the person answering the questions. They should be standing up and should answer questions from the rest of their group for **one minute**.
- **Interviewers:** the rest of the group are interviewers. Their job is to keep the questions coming and ensure that the person being interviewed keeps going for the whole time. The questions should be both open and response questions, rather than closed. Explain the differences between open, response and closed questions.

Their questions should be:

Open: encouraging longer, imaginative and personal responses: "Can you tell me more about....?" "How do you feel about...?"

rather than Closed: questions which can be answered with 1 or 2 simple words or short responses: "Are you sad? Do you like cake? Do you feel angry, did you feel terrified?"
These questions will not encourage students' learning.

The questions could be:

Response questions: Building upon what they have already heard from that person.

3. At the end of the minute, encourage interviewers to thank interviewees, then the next person stands up to be interviewed, until everyone in the group has had a turn.
4. When the activity is over encourage participants in pairs to:
 - a. Reflect upon what they've discussed (write down your best 2/5 ideas)
 - b. Share their ideas with a new partner
 - c. Provide positive feedback to their group

Group reflection:

Feel

- What did you experience?

Think

- What was working well?
- What was difficult in the exercise?

Act

- What did you learn from this activity?
- Can you give an example of how open questions can support students learning?
- How can you use open ended questions and response questions in your lessons?

Session 10: Open-ended questions

Purpose of the activity:

- Understand the power of using open ended questions
- Practising how to use closed, open-ended and response questions

Materials: Tool 7 “Open-ended questions”

Time: 45 minutes

Activity:

1. Read the Tool “Open-ended questions” before you start the session and explain the key points.
2. Make groups of three. Ask one participant to share a story that happened recently to them that was frustrating.
3. Let the participant speak for 30 seconds and the 2nd person will ask him/her close-ended questions about the story. Ask a 3rd person to observe the speaker and look at their reaction when you are asking close-ended questions.
4. Then ask them to continue to tell their story and ask them open-ended questions and response questions. Use questions mentioned in the handout. You can write them down on the board. Ask the other participant to comment on what they have observed.

Step 2

5. Ask participants to sit in pairs, with someone they feel comfortable with, preferably with someone they never sat with before. Call them “A” and “B”. “A” describes a situation that they found annoying, frustrating that happened to them. “B” listens in silence with their heart. After 30 secs, “B” asks open-ended questions to “A”, questions to help “A” to open up and get clearer about what they say. After 2 mins, ask “A” and “B” to swap and repeat the exercise.

Group reflection:

Feel

- What did you experience? What was the impact of using close-and open-ended questions?
- What did they notice happened as they were listening to their partner?
- How did it make you feel when you were being listened to?
- How did it make you feel when you were not being listened to?

Think

- What was difficult in the exercise? What was easy?

Act

- What did you learn?
- Can you give an example how you will practice this with your students?

Facilitators’ note:

Read Tool 7 carefully and explain what makes open-ended questions so powerful.

Explain the principles of open questions, and the importance of genuinely showing curiosity about students’ thinking, and to use words that encourage cooperation, and not competition. Write some examples of effective open-ended questions on a flipchart and how these can encourage students’ curiosity and critical thinking.

Session 11: Non-judgmental Dialogue

Purpose of the activity:

- Practicing shared inquiry and non-judgemental dialogue with colleagues

Time: 40 minutes

Activity:

1. Learners actively construct new ideas through shared inquiry and through dialogue.
Explain the concept of shared inquiry and dialogue: Differences shape who we are and what we know. Life, history, society and power cannot be understood from a single perspective; we need multiple viewpoints to truly see the world. Because of this, inclusive classrooms should function as learning communities built on shared inquiry and dialogue. Dialogue is more than conversation. It is also different than debate, in which someone wins and someone loses. Dialogue requires openness to new ideas and collective learning. This is not an easy practice; for students (and teachers) to engage in dialogue, they must build and exercise specific skills:
 - *Listening.* Deeply listening to what others say and to the feelings, experiences and wisdom behind what they say.
 - *Humility.* Recognising that, however passionately we hold ideas and opinions, other people may hold pieces of the puzzle that we don't.
 - *Respect.* Trusting the integrity of others, believing they have the right to their opinions (even when different from your own) and valuing others enough to risk sharing ideas.
 - *Trust.* Building a safe space to explore new ideas and work through conflicts, controversy and painful moments that may arise when talking about issues of injustice and oppression.
 - *Voice.* Speaking the truth as we see it and asking questions about things we don't know or understand, particularly on topics related to identity, power and justice
2. Look back at your notes from session 4 and handout: Recognising bias and stereotyping. Take 3 or 4 statements where participants had very different perspectives.
3. Ask two participants who had different perspectives to engage in a dialogue.
4. Explain the participants that they will practice the principles of ethical pluralism. This is the idea that there can be conflicting moral views, which may be incompatible with your own personal moral norms but these are each worthy of respect.
 - Try to be open-minded when faced with competing viewpoints. Avoid right versus wrong. Analyse issues from several moral points of view before deciding and taking action.
 - It is important to consider your own pre-conceived norms. It is also important to consider which moral norms are motivating you in life, and how those might be challenged by others with differing norms.
 - Use open-ended question, active listening and use open enquiry about beliefs and feelings.
 - Listen with the intention to learn from the other, and understand their perspectives.
 - Let two or three pairs practice dialogue skills for 5 minutes each.

DEFINING DIALOGUE

In a **debate** there is a winner and a loser. One person wins by putting forward a better argument, the other loses. It is intrinsically competitive and is about establishing difference.

In a **dialogue** there are two winners. I learn from you, you learn from me. We may compromise or agree to differ. It is profoundly reciprocal, and acknowledges similarity and difference equally. We can describe dialogue as: *An encounter with those who might have different opinions, values and beliefs to my own, dialogue is the process by which I come to understand the other's lives, values and beliefs better and others come to understand my life, values and beliefs.*

Avoiding right versus wrong

Without this, we fall back to the simplistic view, which is "I am right and you are wrong and you do what I say." Generally, this arises when people are not willing to consider other people's different perspectives as being "valid." This is usually called moral absolutism. This kind of assertion, backed by force, is the basis of authority and it leads to frustration. It turns out not to be the simplest way to live among human beings in the long run, even if it is accepted by small groups (for example a whole family) in the short term.

Right versus right

A simple, practical view is that ethics balances "right versus right": There is no *right or wrong* idea: Everyone's ideas are valid. Each side must have some right on it.

Participants acquire a range of skills, while simultaneously developing greater confidence and self-esteem as their opinions are engaged with respect by their interlocutors.

Group reflection:

Feel

- What kind of emotions did the participants experience while practicing dialogue?
- Did they feel respected? And were they able to respect the other?

Think

- Were participants able to consider the viewpoints of the other person?
- What was difficult in the exercise? What was easy?
- Where you able to notice your own pre-conceived moral norms, and how these are sometimes challenged by others with differing norms?

Act

- What is the most important thing you learned from this activity?
- Can you give an example how you will practice this with your students?

Facilitators' note: Building student's skills necessary to explore multiple perspectives fosters critical thinking, active listening and appreciation for diversity. When practicing this in the classroom it is important for a teacher to show students they are genuinely interested to hear their different perspectives. Because many students experience classrooms that do not value shared inquiry and dialogue, it is important for teachers to create a safe environment before asking students to engage in this work. Safety can be established by discussing principles of engagement, demonstrating the teacher's commitment to collective learning or creating a set of dialogue agreements.

Module 4: Relationship Building

How can I form healthy relationships? —Objectives are to: 1) Develop a genuine interest in others; 2) Communicate clearly; 3) Develop empathy to encounter people with an open mind; 3) Conflict-solving and Reconciliation; 4) Collaboration; 5) Develop meaningful relationships with people different from themselves

Learning outcome: Develop empathy and respect for diversity to form healthy relationships with others.

Competences; Communicating clearly, Empathy; Listening skills, Compassion

Activities:

1. Practicing I-Statements
2. Engaged Communication
3. Positive and negative listening practices
4. Active Listening
5. Paraphrasing
6. Empathic practices in school
7. Experience Direct Encounters

Concept of Relationship building:

The most powerful tool available to teachers who want to foster a favourable learning climate is a positive relationship with their students. Reports underscore that schools are defined by the relationships between staff and students, and show how strong relationships can help students and staff to feel valued and respected.¹⁵ We also know that strong relationships have another critical benefit: they make schools “intellectually safe” for students to learn and thrive.

Unfortunately — as is too often the case — the teachers find it difficult to make connections between what was happening with students in the classroom and in their world. We all want to feel cared for and valued by the significant people in our world. Students are no different. This lack of connection creates problems in the classroom. Understanding the student and his or her personal situations will help teachers establish the relevance of school work to students’ lives.

Teachers understand that relationship-building is essential but say it is one of the most difficult parts of their jobs. One of the reasons is that teachers and students often come from such different socioeconomic or ethnic backgrounds that they lack confidence and strategies to address differences. Classroom relationships are especially challenging for these teachers.

Effective relationship building in a 21st century context refers to the ability to communicate clearly, show empathy and compassion but also emphasises the importance of listening skills.

Empathy and listening are one of the most powerful ways to build positive relationships with students. When actions and words communicate that teachers sincerely care for their students, they are more likely to want to perform well and enjoy coming to school. It is a tragedy when a student mistakenly believes that his teacher does not care for or like him. In most cases, teachers do care but fail to do the things that directly communicate this valuable message.

¹⁵ [Consortium on Chicago School Research](#) at the University of Chicago [Urban Education Institute](#).

Session 1: Practicing I-Statements

Purpose: To give participants the opportunity to practice “I” statements and to experience the value of direct, honest communication

Time: 20 minutes

Materials: Handout “I Statements”, pens/pencils

Procedure:

1. Explain the purpose of using “I” statements. The purposes include: avoiding putting someone else down, expressing feelings honestly, taking ownership of feelings and opinions; and empowering oneself in regard to feelings and opinions.
2. Demonstrate the difference between “you” statements and “I” statements by giving some examples and by asking participants for examples. Point out that using positive forms of communication often takes practice and frequent reminders.
3. Distribute the handout “I” statements. Ask participants to read out the “You” statement. Let the other pair use an I-Statement, starting with “I” and by sharing their emotion or feeling, and what their needs are, without that the other will feel offended. Let the pairs change in the middle of the exercise so both can practice the “I” statement. Ask after each statement of the other really felt the message. If not then adapt the tone of voice into a calm voice and make sure you speak from your heart.
4. As a facilitator you can explain the first example of the Handout in plenary. Also practice first with an excited stressful tone of voice, and then with a calm voice, speaking from your heart.

Group reflection:

Feel:

- How do you feel when someone uses the word “you” when voicing their opinion or a feeling?
- How do you feel when someone uses the word “I” when voicing their opinion or feeling

Think:

- As a receiver, which kind of statements would you prefer to hear? Can you give an example?

Act:

- How can the use of “I” statements help you to communicate better with students in the classroom?

Session 2: Engaged Communication

Purpose of the activity: To identify positive and negative ways of communicating

Time: Session 25 minutes

Materials: Flipchart markers, TV show or Video about relationships (Boy and father arguing)

Activity:

1. Start with this introduction: **“How** many people do you avoid? There are always people you don’t want to talk to. Why is this? Instead why don’t you go out there, try to talk to different people, listen to people. And always be prepared to be amazed. **“**

Interpersonal communication skills are maybe the most important skill nowadays. When you have a conversation and you are with your thoughts somewhere else and you just nod or smile, that is NOT effective.

To have 'engaged' interactions, which means conversations where you feel really heard, you feel really understood, and where you really feel a connection, take effort".

Otherwise we are just shouting out sentences. Try always to be interested in other people, and be prepared to learn.

Activity:

1. Tell participants that one way to learn about communication is to look for positive and negative elements in others' communication. Explain that they are going to view a video (boy and father arguing) and find examples of good and bad communication. As an alternative, participants can also watch a television show at home and come back the next day with their observations.
2. Ask the group to think of communication barriers, things that people say or do that prevent understanding. List their responses under "Barriers" and add any of the following that the participants do not suggest:
 - Not listening
 - Yelling or talking loudly
 - Getting angry
 - Not saying honestly how you feel
 - Sulking or pouting
 - Lying
 - Being sarcastic
 - Criticising or putting people down
 - Name calling
 - Negative nonverbal messages (for example, frowning, rolling eyes)
 - Interrupting
 - Accusing or blaming.

Step 2:

3. Now ask the group for a list of communication bridges, things that people say or do that help engaged communication. List their responses under "Bridges" and add any of the following that participants do not suggest:
 - Listening carefully
 - Letting the sender know you are listening through body language or making encouraging movements or noises, such as, "Yes" or "oh."
 - Choosing a good time to talk
 - Making eye contact
 - Trying to understand how the other person feels
 - Saying how you feel, using "I" statements
 - Repeating what the speaker has said
 - Clarifying what has been said to make sure you understood correctly.

Group reflection:

Feel

- How does it feel when you have a conversation with someone, and you feel the other is not really listening, and that there is no real connection?

Think

- How can you improve engaged communication with others? What can you do?

Act

- How can you improve the communication with your students? How can you improve the communications among students and their classmates?

Tip box for Active Listening

1. **Don't multitask, be present. Be in the moment, don't be half in in it.**
2. **Don't go in with your own opinion but enter the conversation with the intention to learn, setting aside your personal opinion. True listening is setting aside of oneself, setting aside of your opinion, then you become more vulnerable and more likely to open up.**
3. **Everyone you meet, knows something you don't know!**
4. **Use open ended questions: what was that like, how did that feel, when? Instead of: Did you feel angry, or did you feel terrified?**
5. **When listening, different thoughts come up and you are determined to say that (you remembered that you met the governor on the street, but don't say this now). Let these stories in your mind come and go. Listen and have a dialogue.**
6. **If you don't know, say you don't know.**
7. **Don't equate your experience with theirs. Don't tell them that you have the same problem. If they tell you how much they hate their job, don't say you also hate your boss. That does not help them! It is not about you. It is not about how much you have suffered about something.**
8. **Remember it is never the same as what you have experienced, and it is not about you.**
9. **Stay out of details, otherwise they will stop listening. They care about you and what you have in common.**
10. **Listen! Listening is the most important one skill, and the good news is, this is a skill that you can develop.**

Session 3: Positive and Negative Listening practices

Purpose:

- To identify positive and negative listening practices
- Let participants experience being listened to them non-attentively.
- Improve their positive, active listening skills

Time: 40 minutes

Materials: Leader's Resources, "Instruction for Listeners" and "Positive Listening Skills" cards; box for cards. For use in Step 2, make cards if the instructions in handout Instructions for Listeners. Make enough cards for two-thirds of the participants. Use instructions more than once, if necessary. Fold the cards and place them in a container.

Activity:

1. Remind participants that they have been exploring how people send **clear** messages. Say that the group will now look at **communicating positively** – the skills involved in being a good listener. Explain: Listening is as important as speaking. Just as speaking, one has to learn and improve listening. Let us learn to listen to others attentively.
2. Form participants into groups of three. Ask the people in each group to count off: one, two, three. Then review the activity:
 1. All "ones" will be speakers; "twos" and "threes" will be listeners.
 2. Speakers are to talk for three minutes about a **recent problem**, one that is not too personal. For example, they might talk about a disagreement in their family or with a friend or romantic partner or with a teacher or supervisor.
 3. Listeners will select a card with instructions. Start listening to the speaker and after a little bit, begin to do what it says on the card.
3. Be sure the "ones" understand that they must speak for three minutes. Then have the "twos" and "threes" draw an index card with a listening behaviour. Be sure they understand what they are to do.
4. The groups begin with the "ones" speaking and the "twos" and "threes" listening.
5. After a few minutes, bring the entire group together and ask the "ones" how they felt about their friends' listening skills. Ask the speakers which listeners made them feel the less well heard or unheard.
 - Listening inattentively and carelessly.
 - Changing the topic of speech, before the other person finishes what he / she has to.
 - Making use of the topic to boast about oneself / to relate one's own experiences.
6. Ask the speakers which listeners made them feel better heard. Have those listeners read the instructions on their cards.
7. List the listening behaviours on the board and add listening skills from the Handout "Positive Listening Skills".
8. Ask the speakers which listeners made them feel not really heard, and list negative listening behaviours on the board

Group reflection:

Feel

- How do you feel when you tell someone something and they don't listen carefully?

Think

- What made it difficult to listen?
- What made it easy to listen?
- Can you think of a time when you used negative listening skills? Describe the situation and what happened.
- If someone starts talking to you about something serious when you are feeling sleepy, distracted, or worried, what can you do? (Answers include, but are not limited to: be honest and say how you are feeling; ask when the two of you can arrange a better time to talk.)
- What are the ways by which you can draw the attention of the listener?

Act

- Which of the positive listening skills do you think you can use regularly?
- How is really listening giving respect?

Session 4: Active listening

Purpose:

- Understanding the importance of, and effects of empathic listening

Time: 40 minutes

Materials: Leader's Resources, "Instruction for Listeners" and "Positive Listening Skills" cards; box for cards. For use in Step 2, make cards of the instructions from the handout "Instructions for Listeners". Make enough cards for two-thirds of the participants. Use instructions more than once, if necessary. Fold the cards and place them in a box.

Activity:

1. Explain: Active listening is a way of hearing and responding to another person that requires the listener to stop thinking about his or her own ideas and focus on the speaker. Active listening behaviour includes asking good questions, listening without judgment and paraphrasing. These behaviours can be modelled. Short practice activities can strengthen active listening skills.
2. Form groups of three participants. Ask them to count off 1, 2, and 3.
3. For Round 1: Person 1 will be the talker, Person 2 the listener, and Person 3 the observer.
4. Each group sits keeping enough distance from other groups so as not to be disturbed.

	Person 1	Person 2	Person 3
Round 1	Talker	Listener	Observer
Round 2	Observer	Talker	Listener
Round 3	Listener	Observer	Talker

5. For Round 1, 2, and 3, each "Talker" is to share something positive that happened to her/him.
6. Do this again, this time asking each Talker to share something that is important to her/him or something that makes her/him feel peaceful.
7. Do the three rounds again, this time asking each Talker to share something that he or she feels angry or sad about.
8. After each round, each listener should express his or her honest feelings experienced while listening to the speaker.

Example: Suppose the speaker says how he/she felt when their house was burgled. Having listened to him each one in the group has to feed back her or his empathetic feelings to the speaker, e.g. “We were shocked to hear what happened to your family! We can understand how sad it had been to all of you. At the same time we appreciate your courage in bearing it out.” They have to invent new phrases. Then the second one starts to relate his incident. The activity continues until everyone in the group has finished telling his story followed by empathetic feedback.

During each round, the listener should be encouraged to listen, occasionally reflecting the emotions of the talker, or restating or paraphrasing the content of the message. The observer in each round can provide feedback.

Group reflection:

Feel

- How did you feel when someone really listened to you?
- Did anyone notice that anger automatically started to decrease when the person was genuinely listened to?

Think

- What made it difficult to listen?
- What made it easy to listen?
- What are the ways by which you can draw the attention of the listener?
- How can we speak interestingly?

Act

- How is really listening giving respect?

Facilitator’s note:

Listening is probably the most central skill for good dialogue but it is something that many people think of as a passive activity; it’s important to get them thinking of it as something **active**.

When you talk to somebody, hundreds of thoughts are coming to your mind, and you tend to respond immediately. Or you share something that happened to you as well. **Most of us listen with the intention to answer, not to understand.**

We all have experienced the burning irritation when someone isn’t listening to you. When there is something in the eyes of the person you’re talking to that says they’re not really here. The person is waiting for you to stop talking, so they can say what they are thinking. Their eyes are flickering between you and the person next of you, or the screen of their phone. They even go to the extent of saying, “one sec I just have to send this quick message.” And by the time the other is bored of the people around and whatever’s going on their phone, they’ve lost me and my respect.

How many of us are just waiting for a stimulating dialogue which leaves us feeling good and challenged and inspired? I am. What’s probably wrong with us is that we’re so used to running behind things and people, that the ones in front of us seem invisible. We attend to those sitting miles away and ignore the one sharing air with us. Strange truth.

The solutions are simple. Listen. Don’t wait for your turn to talk. Ask questions, don’t give answers all the time. What’s in front of you is the most real thing. Nothing is more interesting and inspiring than that. **Remember that EVERY very person knows something you don’t. Just listen...**

Session 5: Paraphrasing

Purpose: Help participants learn how to listen and summarise salient words or paraphrase

Time: 30 minutes

Materials: Handout Paraphrasing

Activity: 35 mins

1. Ask participants to summarise and paraphrase the first statement of the handout *listen and paraphrase* and then ask them practise the next statements.
2. Ask participants to sit in pairs, with a child they feel comfortable with; if possible with another child than in the previous activity. Call them "A" and "B". "A" tells a simple story: something that happened to them that was frustrating or annoying; an issue; a problem they have encountered or share "one thing I believe is true about me that you probably don't know". B listens to A during 1 minute in silence with their heart and builds rapport with "A". The only thing they can say is mmm! Or nod with their head. "B" pays attention to what A says, how they say it. After one minute, ask "B" to either repeat in his/her own words or paraphrase what "A" said. "B" then checks with "A" how well they have figured out what "A" said. "A" can then rectify what they said by saying it in a different way.
3. After one minute, ask them to swap: the listener becomes the speaker and the speaker becomes the listener.

Feel

- How did they feel as the listener or as the speaker?

Think

- What was easy? What was difficult?
- What did they notice happened as they were listening to their partner?

Act

- What have you learned that you can apply in your classroom?

Session 6: Empathic practises in school

Purpose of the activity: Experiencing being empathic

Time: 45 minutes

Activity:

1. Explain: When we put ourselves in another person's shoes, we are often more sensitive to what that person is experiencing and are less likely to tease or bully them. By explicitly teaching teachers and students to be more conscious of other people's feelings, we can create a more accepting and respectful school community.
2. Think of a time—maybe during an argument with a friend or when the boy or girl you liked hurt your feelings—when you wished that someone understood how you felt? When we try to relate to what another person is going through, we're being *empathetic*.
3. Do you think you're an empathetic person? Respond to each statement on with "yes" if it describes something you do or "no" if you don't do what is described.
4. Read out the following 5 statements below, and ask participants to write in their notebook "yes" if the statement describes you or "no" if it does not.

1. I often think about other people's feelings.
2. I don't make fun of other people because I can imagine what it feels like to be in their shoes.
3. I listen to others about what they're going through.
4. I try to understand other people's point of view.
5. I am aware that not everyone reacts to situations the same way I do.

If you answered mostly "yes," you probably do a good job of showing empathy toward other people. The statements you answered "no" to are things you could do to be more empathetic. One way you can try to imagine what it feels like being in someone else's shoes is to ask yourself, "How would I feel in this situation?" How else can you try to understand how others feel? When you listen to others, making eye contact, not interrupting the speaker, and asking follow-up questions can show that you're making a genuine effort to understand what they're going through. What other behaviours might show someone that you are being an empathetic listener?

5. What can you do to be more attuned to other people's feelings? For instance, when you talk to your friends, how many "you" questions do you ask compared to the number of "I" statements you make?
6. Now you are going to practice what you've learned about being empathetic. Pair up with another participant. Tell your partner one of the following: an embarrassing moment, a time you were scared or something that made you sad. Your partner should practice being empathetic as he is listening to your story. Then, switch roles: Practice being empathetic as your partner tells you what he experienced.
7. With your partner, discuss how she showed empathy toward you, how it made you feel and what you wish she had done differently. Use statements like, "I could tell you were really listening to me because you maintained eye contact with me during the entire conversation, and that made me feel like you care."
8. Everyone in the class should now stand. Go around the room, sharing something you learned about practicing empathy, sitting after you share. If someone else shares your thought, sit down. Continue around the room until everyone is sitting.

Step 2:

Ask the participants to make groups, and come up with examples from the Tool 8 (strategies for strong powerful relationships with your students). The groups write their ideas on a flipchart.

1. Have groups present their findings, and the facilitator list these on a flipchart.
2. Complement their examples with the following strategies from Tool 8, and explain:

Session 7: Experience Direct Encounters

Purpose: Experience to embrace diversity through direct encounters with people they don't know

Time: 90 minutes

Materials: Pencils, Notebook

Activity:

1. Explain the participants that they will engage in an experience to meet people outside the training room.

2. The participants will leave the training facility and go outside to find a person they do not know and start a dialogue. Make clear that this is an individual activity, so the participants should not stay in groups.
3. They are requested to use active listening skills with the intention to learn from the other person, as well as non-judgemental dialogue skills.
4. The following questions will be used as guiding questions for the encounter.
 - What has been one of the biggest challenges in your life?
 - What are you most proud of in your life
5. Make sure this is NOT seen as an interview but as a genuine encounter. So they should remember these questions by heart. If helpful, they can mention they take part in a training. Ask them to return in 45 minutes.
6. Upon their return, ask them to stay silent and write in their notebook what they have experienced.
7. Then ask a few participants to share their experiences.

Group Reflection:

Feel

- What did they experience? Did they experience any feelings or emotions? If so, what kind?
- Did they experience a personal connection?

Think

- Was there anything that surprised you?
- Did you have anything in common with the other person?
- Did you learn something from the other person?
- What did they notice happening with the other person using active listening and dialogue?

Act

- What have learned from this experience?
- How can you apply this learning in your classroom?

Facilitators' note:

Through this mutual interchange participants not only grow in their direct understanding of other individuals in their own community, but they also develop an open mind-set; learning to embrace diversity as a positive aspect of contemporary global society. Participation in dialogue drives students to acquire and practise higher level thinking skills and to honestly and respectfully engage with a range of viewpoints. Through direct encounters with those who are different to themselves, participants become empowered to overcome prejudice, and are armoured against those (such as religious extremists) whose narrative seeks to divide the world into a simple dichotomy of 'Us/Good and Them/Bad'. In addition, participants acquire a range of skills, while simultaneously developing greater confidence and self-esteem as their opinions are engaged with respect by their interlocutors.

Module 5: Ethical Decision making

How can I make decisions based on ethical standards and respecting others? — Objectives are to:

- 1) Recognising one's responsibility to behave ethically
- 2) Become familiar with decision-making/problem-solving process;
- 3) Strengthening reflection, critical inquiry and analysis skills
- 4) Able to make ethical choices, by respecting the perceptions of others, and considering the consequences of your actions
- 5) Contributing to the well-being of self and others

Learning Outcome: Learners make decisions based on consideration of ethical standards, respect for others, contributing to the well-being of self and others.

Competences: Critical Thinking skills and Analysis skills, Reflection

Concept of Ethical Decision making: Ethical decision making in schools requires a review of different options, and choosing the best ethical alternative to reduce social injustice and inequality faced by students¹⁶. An ethical decision demonstrates responsibility, fairness, caring and creates trust.

Providing a framework for making ethical decisions is not about teaching a set of values.

Rather, it is about teaching a *process* of analysing and understanding behaviours and *teaching respect for the perception of others*.

We all know that to become an inclusive educator, we need to demonstrate a sets of values and competences such as love, respect, empathy, emotional intelligence, conflict resolution, and care. But what makes inclusiveness difficult to practise, are the situations where we experience conflict, lack of clarity, inner tension, or stress; the situations that “press our inner buttons”. Making the right choice is not easy; it demands courage, willingness and determination. It requires an understanding of the perspectives of others, and an awareness of interconnectedness to go beyond self-centeredness. It encourages people to anticipate and think about the consequence of their choice on themselves and others.

School communities face a large number of ethics concerns. Some of these concerns include:

- Equality and protection for students' rights to a quality education and academic integrity;
- Educators' inappropriate relationship with students;
- The need for improved processes for data-driven teacher evaluations as opposed to subjective teacher's interpretations of performance.

School staff needs to be able to use a clear ethical compass to guide them in their decisions.

Following the set guidelines of the school policy is usually not enough. They also need to do what is right for the child. “Some students need extra tutoring time. Others need special support because of socio-economic circumstances, others need support for equity reasons such as transport ... In case of high levels of poverty we sometimes need to alter our values to meet their needs and having social justice principles is really important. “

Activities:

1. Looking at student's behaviour through a values-lens
2. What is your ethical behaviour?
3. Everyone is responsible for the choice they make
4. Practicing reflection in Ethical Decision Making
5. Practising Critical Inquiry

¹⁶ Josephson Institute of Ethics (2002). *Making Ethical Decisions: Process*. Retrieved February 10, 2017

Session 1: Looking at student's behaviour through a values-lens

Purpose:

- How can teachers look different at student's behaviour in classroom, taking inclusive values into consideration

Time: 40 minutes

Materials: Paper, pen or pencils, flipchart

Activity:

1. Ask participants to picture themselves in a circle of relationships with different people. Ask them to draw a small circle with themselves in the core. Think of 5 different persons who you are closely related to. The persons reflect different level of relationships (e.g. parent, neighbour, child, and niece). A requirement is that one of the relations needs to be the students in your classroom.
2. Draw a line of different distances between yourself and this relation. Some may be closer than others.
3. Then ask participants to think of one specific value that guides this relationship. Write this under the line.
4. Once ready ask participants in plenary to mention all the different behaviours of students that irritate them about their students, and how it makes you feel.
5. Write this on a flipchart.
6. Then ask participants to go back to the value that guides your relation to the student. Look again at the list of behaviours that irritated you.
7. Can looking at this value, influence your perception of the students' behaviour differently? If so, how?

Group Discussion:

Feel

- What kind of emotions did you differentiate, when reflecting on the various relationships?

Think

- What kind of emotions did you feel when speaking about student's negative behaviour?
- Did your emotions change, when looking at the values that guide your relation you're your students?

Act

- How can inclusive values help you to look differently at your students' behaviour?
- How can you learn to look with more compassion at your students' behaviour?

Facilitators' note:

We all know that to practice inclusiveness, we need to demonstrate a sets of values such as, love, respect, empathy and competencies such as emotional intelligence, conflict resolution, and care. What makes inclusiveness difficult to practise, are situations when parties experience conflict, lack of clarity, inner tension, or stress - situations that "press our inner buttons". In this activity we aim to reframe the teacher's perception of student's behaviour by looking at it with a values-lens. This can result in a mind-set shift of teachers. For example, we hope teachers will come up with examples such as: "now we can see how children are victims of the circumstances instead of the being the actual perpetrators".

Session 2: What is your ethical behaviour?

Purpose:

- Become aware of your ethical behaviour

Time: 30 minutes

Materials: Paper, pen or pencils, flipchart

Activity:

1. Read out the following questions and ask participants to honestly answer their responses in their logbook:
 - You are a teacher and arrive late in the classroom and all the students are waiting for you, what would you do? What would be the short-term and long-term consequences for you?
 - Your student Ali breaks a window without any one seeing him do this. What do you expect he will do, when you mention it in the classroom? What would be the consequence of his choice on him and his family? What would be the short term and long term consequences of his behaviour?
2. Ask the participants to give their own examples of situations in school that require them to make ethical choices, considering respect for others, and the consequences of their actions. Write these on the flipchart. Ensure you have a list of examples concerning school staff, as well as students.
3. Ask the participants to sit in pairs and discuss two of the situations that were raised by the group and discuss again what they would do, and what would be the short term and long term consequences of their behaviour would be.
4. How can school staff act more ethically? How can students act more ethically?

Group reflection:

Feel

- What kind of emotions did you experience when discussing these examples?

Think

- Was it hard to make the 'right' decision for you? Why?
- Can you say one thing you have learned from this activity?

Act

- How can you, being a role model, use these learnings in the classroom with your students?

Facilitators' notes:

Teachers' ethical dilemmas and conflicts can be clustered around the following themes:

1. Cultural Differences and Situations of Conflict Concerning Race, Gender, Ethnicity:
2. The need to adequately address the behaviours connected with conflicts stemming from these differences;
3. Decisions that have to be made in immediate situations without the benefit of reflection.

Session 3: Everyone is responsible for the choice they make

Purpose of the activity: To practice inclusive decisions aligned with personal values

Materials: Handout Ethical dilemmas; Flipchart and markers or board and chalk

Time: 40 minutes

Activity:

1. Explain that teachers are faced with difficult situations and have to make decisions. Paying attention to values can help someone make the decision that's best for them.
2. Divide the participants into seven groups and give each group a scenario from the Handout.
3. Have one person read the scenario aloud. Then ask the participants to reflect on which needs are conflicting? And which values conflict in this situation? What would be the consequence of their choice on them and their family? How they would deal with these situations and how they make the choice in these situations?
4. Examples:
 - ✓ a teacher in a classroom: a student acts in an unacceptable way
 - ✓ you are a female, and a cousin from abroad needs to stay in your house
 - ✓ a teacher notices another teacher is being discriminated
 - ✓ parents don't send their girls anymore because incidents of harassment
 - ✓ a teacher noticing that a student is bullied
 - ✓ a head teacher needs to confront one of their teachers who are discriminating students from poor families during the exams. The Shura has noticed this and asks the head teacher to take action
 - ✓ Students working in group work: have to work with other students they do not like

Group Discussion:

Feel

- How do you feel in this situation? Can you describe the emotions, tensions, reactions?
- Where do you feel it in your body?

Think

- Are these examples familiar? Which ones?
- What happens in one's inner world (tensions, emotions, reactions) when you are confronted with conflicts or emotional challenges?
- What leads to making the choice they make?
- How do they know that it is the correct choice for them in that situation?
- How easy is it to make the right choice?
- What could stop them making the "right" choice?

Act

- How can you give the message assertively and politely without "judging" the person while in conflict with that person?
- What kind of language would you use?
- How would you deal with your assumptions?
- How would you find an acceptable solution that is acceptable by all parties

Session 4: Practicing reflection in Ethical Decision-Making

Purpose: Practicing reflection in the process of Ethical decision-making

Time: 40 minutes

Materials: Handout “Practicing Reflection in Ethical decision making”

Activity:

1. Explain : The Role of Reflection in Ethical Decision-Making:
 “Many of the dilemmas school staff face in today’s educational context are difficult to address on an emotional level and require intentional self-reflection and interaction with others to process the situation. A process for ethical decision-making can be follows: “Don’t make decisions fast. Take time. Listen to what your heart, mind, and emotion are telling you and process your emotions, so it won’t control you. Conflict is challenging. Not everyone has the same values or the same ideas. Try not to be authoritarian and always meet with staff and discuss the concerns to them. Then use each other’s ideas, and work together to change things, based on what you have learned through listening to yourselves and your emotion as a guide. Process that emotion in productive ways rather than letting it become a stressor for your team. If you don’t have the answers for all the dilemmas you face, keep an open mind and remember that being judgmental doesn’t help improve students. School staff’s main role is to understand and be aware of the backgrounds of all our students and incorporate the differences in our school so that all are being enriched through education.”
2. Provide the Handout with the following example :
“Here in our district, the school management committee represent the male population and the same for teachers, administrators, and counsellors. We only have one female secondary teacher who is a vice principal. We need more female principals and more females in the district office. So to use this example, I do my part by reflecting on how I can make up for this leadership vacuum and be inclusive and be accountable in my leadership and decision-making. Do I bring in more parents into the school? Do I pressure central office with their hiring practices? ”
3. Ask participants to read and discuss the example. What would they do? Describe the steps you would take in in this process.
4. Think of issues of concern related to injustice in your school? Which issues are you facing in school that require ethical decision making? Discuss this with your pair, and describe the steps you would take in the decision making process?
5. Ask participants to share examples and list them on a Flipchart.

Group reflection:

Feel

- What kind of emotions did you experience when discussing these examples?
- How could you process that emotion in productive ways rather than letting it become a stressor?

Think

- Was it hard to reflect on the situations?
- What are the main issues of concern related to injustice in your school?
- What the obstacles you are facing your school in trying to reduce social injustice and inequality faced by your students?

- Is it easy for you and your colleagues to make decisions based on ethical standards in school?

Act

- Can you say one thing you have learned from this activity?
- How can you, being an inclusive educator, use these learnings to reduce inequality and injustice in school?

Facilitators' notes:

Reflecting on the ethical issues means practicing *ethical* leadership and *decision-making* to reduce social injustice faced by students. It also means making sure you can provide an appropriate education for all regardless of behaviour, disability, socioeconomic needs – and taking ownership of student outcomes. From a social justice and ethical leadership perspective, the principal can engage staff in a form of shared leadership, while also recognizing the value of his/her own emotion as a signal regarding differences in ethical principles and how the situation could be resolved.

Decision-making/problem-solving process: Give the group a quick overview of the steps involved in the decision-making/problem-solving process. The easiest way to introduce this process to participants is by example. Ask participants to think of something they want to change or make a decision about.

The steps involved in decision-making/problem-solving:

1. Define the problem or the decision to be made.
2. Consider all the possible options/alternatives to solve the problem or decision.
3. Write down all the positives and negatives for each option/alternative.
4. Weight all the positives and negatives for each option.
5. Select the best alternative.
6. Implement the solution.
7. Monitor progress.
8. Review and learn from your experience

Benefits: Participants learn a structured process to assist with decision-making and problem solving.

Session 5: Practising Critical Inquiry

Purpose:

- Become aware of the basic method of inquiring.
- Encourage participants on inquiring a given issue

Time: 60 minutes

Materials: --

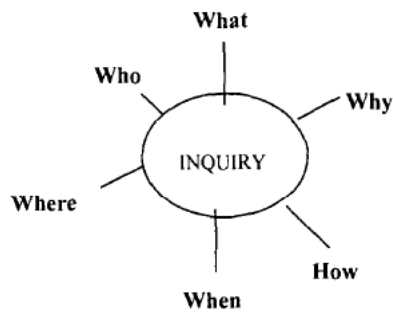
Activity:

1. Write on the board the following 'six' words:
* what * why * how * when * where * who*.
2. Explain the following: Constantly people press us to accept or believe what they tell us. By accepting others' ideas without inquiry, we may go wrong. Now let us learn practising critical inquiry, using the words given on the board.

3. Let one of the participants make a simple statement like, 'I saw a car'. The participants should ask the person questions using those words, e.g. what kind of car was it? Why did you look at it? When did you see the car? Where was it? Who were in the car? Encourage creative questions on these statements.
4. Some other examples for such statements you can try:
 - I don't like travelling by bus.
 - The moon affects the earth.
 - Crimes are daily reported in the town.
 - The police are on the watch for lawbreakers.
 - Astrologers say: Planets influence our life.

Step 2:

5. Write down the following model of the board.
6. Tell the participants that they can use the model for inquiry in organizing their descriptive answers, essays, etc.
7. To demonstrate your statement take the topic: "The food we eat". You can develop the theme in the following manner



What:

What kind of food do we eat?

What kind of food do people eat in different countries?

What are the basic foods? (Carbohydrates, fats, etc.)

What are the good habits of eating?

Why:

Why do we eat?

Why we should choose right food?

How:

How is food produced?

How can we select right food?

How much should we eat?

How can food get unsuitable to eat?

Where:

Where do we get our food?

When:

When should we eat during the day?

When do we need to eat, different basic foods. More?

Who are the people involved in producing and preparing food?

Step 3:

1. Give a topic for analysis, e.g. Environmental Pollution
2. Ask participants to divide in groups, and organize their description using the six types of questions
3. Review their presentations and suggest improvements.

Group Reflection:

Feel

- Did you like this activity?

Think

- What did you learn from the activity?
- What was your difficulty, if you had any?

Act

- How are you going to use critical inquiry in your classroom?
- Can you start your lesson with it? How can you use it during your lesson?

Facilitators' note: *Inquiry*-based teaching focuses on moving students beyond general curiosity into the realms of *critical* thinking and understanding. Encourage students to ask questions and support them through the investigation process, understanding when to begin and how to structure an *inquiry activity*.

Module 6: Acting Ethically

How can I act ethically? — Objectives are to: 1) Develop a moral courage to act constructively; 2) Collaborate with people different from oneself; 3) Experiencing a sense of belonging to a common humanity; 4) Model pro-active inclusive behaviour; 5) Develop Inclusive Lesson Plans; 6) Practice inclusive teaching practices and strategies;

Learning Outcome: Learners experience a sense of belonging and act ethically towards achieving an inclusive and sustainable society.

Competences: Collaboration with people different from oneself; Teamwork; Sense of belonging

Activities:

1. Acting upon Discrimination
2. How to support the development of an inclusive whole-school approach
3. Inclusive Teaching strategies
4. Monitor Student Achievements using Individual Lesson Plans
5. Develop an Inclusive Lesson plan and Micro-teaching
6. Excluded children
7. You are not alone
8. Develop an action plan

Concept of Acting Ethically:

Acting ethically requires that *educational* staff have the knowledge and ability to promote the success of all students by *acting* with integrity, fairly, and in an *ethical* manner. They practice *ethical* leadership to reduce social injustice faced by members of a school community. Ethical behaviour involves demonstrating respect for key moral principles and values that include honesty, fairness, equality, dignity, diversity and individual rights. Making ethical choices can often be difficult for school staff, but is necessary especially when it comes to inclusion and non-discrimination of students. Obeying the school policies is mandatory, but acting ethically goes beyond mere compliance with those policies. It means acting responsibly in those grey areas, where right and wrong are not defined.

Perhaps as important as anything else done in the classroom, school staff must model ethical behaviour in the entire school. In schools, universal values such as tolerance, integrity, respect, and genuineness should be practiced by all school members. This ability to “walk the talk” validates instructional guidance offered during classes and outside the classroom.

At the core of an understanding of ethics lie an appreciation for, and a willingness to consider the perceptions of others. Inclusive education is therefore putting a greater focus on the moral aspects of schooling. Schools have a special responsibility to all school members to be ethical and capable moral agents who can develop and lead inclusive schools, whereby children from diverse backgrounds are welcomed.

This requires collaboration and the ability to learn from and contribute to the learning of others, and demonstrate empathy in working with diverse others. This type of collaboration does not just happen, but is a product of many factors. Understanding how effective diverse groups draw their strengths from internal dynamics such as co-operation and ethical behaviour is critical in strengthening inclusive education.

Session 1: Acting upon Discrimination

Purpose of the activity: To learn how discrimination feels and to identify strategies for combating it

Time: Session 1: 40-50 minutes; Session 2: 40-50 minutes

Materials: Flipchart, markers or board and chalk. Write the questions for Step 2 on flipchart.

Activity:

1. Remind everyone that discrimination takes many forms. Ask participants to brainstorm about examples of discrimination. List answers on newsprint or the board. Include any ones of the following they omit teasing, name calling, excluding from activities, ignoring, denying requests, laughing at, attacking verbally or physically, treating unequally in education or the workplace and public places.
2. Group in pairs. Ask participants to think of a time when they, or someone close to them, were treated unfairly or unequally because they were members of a particular group.
3. Choose three words to describe how you felt during or after this situation.
4. Talk to the other person in your pair. You may choose to tell them the details of the situations you have written about. But if you prefer not to discuss the details, that is fine.
5. Share with each other the three words you chose to describe your feelings or emotions during or after each situation. Have you written similar words, or words that convey similar emotions?
6. Discuss with each other how you responded to the situation, and to the people involved in the situation.
7. Ask volunteers to share experiences and to answer the questions displayed on the flipchart:
 - Have you, or has someone close to you, ever been discriminated against? If so, what happened”.
 - Did anyone help you? If so, how?
 - If not, what would you have wanted someone to do?
8. Record the main idea of each experience on a flipchart. (You will use these in Session 2.)
9. Once participants have given their stories, ask how participants feel about these incidents. Could they have helped if they had witnessed the discrimination? Continue the discussion until the session ends. Tell participants you will come back to their stories at the next session.

Step 2:

1. Review the situations from the last session. Have participants recall the feelings people shared about being the subject of discrimination.
2. Ask what techniques they could use to confront and combat similar discrimination, if it occurred today.
3. Help them identify effective techniques, including the following, and list them on the board:
 - **Speak up.** Use “I” language to point out the discrimination and say it is wrong. (For example, “I don't like it when you kick the girls out. I think it's wrong.”)
 - **Refuse to participate in discriminatory behaviour and say why.** (For example, “Those jokes about being fat make some people feel bad. I won't stay here and listen to them. They aren't funny.”)
 - **Take action to remedy discrimination.** (For example, “It isn't fair that Silvia can't come to school just because she can't walk. We need to make the school accessible for her so that she can reach.”)

4. Explain that the group will work on ways of confronting and combating the discrimination they have experienced. Divide into groups of four or five and assign each group one of the posted discrimination situations. If necessary, add one or more situations of your own.
5. Go over instructions for the activity
 - Decide as a group what an appropriate response would have been to the discrimination in your situation.
 - Practice role-playing that demonstrates your response. Allow them 10 minutes
6. When groups have finished, have them present their role play. Invite other participants to make additional suggestions for confronting and combating discrimination, and add your input as necessary.
7. Suggestions from the audience
 - How would you react?
 - Not advisable
 - Possible
 - Good advise

Group reflection:

Feel

- Have you discriminated against an individual or group of people, knowingly or unknowingly?
- How do you feel about it now?

Think

- Can you think of a situation involving you or someone you know where discrimination is happening currently? What will you do about it?
- Is it easy or difficult to speak up when your friends are discriminating against someone and you are present? Why?

Act

- What did you learn from this activity?
- Are children in your school are discriminated against by teachers or bullied by peers, and what would you do to prevent and combat this?

Session 2: How to support the development of an inclusive whole-school approach

Purpose of the activity: Identify activities to support an inclusive whole-school approach

Time: 45 minutes

Materials: Flipchart, markers or board and chalk. Write one of the following five categories on a flipchart 1) Teaching and learning; 2) Curriculum; 3) Extra-curricular activities; 4). Student Participation; 5) Parents and community engagement . Read the section ‘Effective Approaches to support an inclusive whole school approach” before this session.

Activity:

1. Facilitator will Divide the participants in five groups and give each group a flipchart with a category.
2. Ask the groups to think for 15 minutes about the activities that will support the development of an inclusive whole school approach.
3. Ask one representative of each group present their work in plenary.
4. The facilitator will complement where needed and highlight core interventions from the section ‘Effective Approaches to support an inclusive whole school approach” .
5. Use the flipcharts again for session 8 (Develop an action plan)

Session 3: Inclusive Teaching strategies

Use the suggested inclusive teaching strategies (Tool 1) to enhance your teaching and support teaching according to the individual needs of students. Give each strategy a few weeks to work, and keep trying different methods until you master all the strategies. While some children have strengths that allow them to thrive in a standard education classroom, other children respond better to more varied approaches.

- 1) Discuss with the child to see what he/she feels would be helpful
- 2) Ask the child's parents to see if they have any insight to what would help their child learn better
- 3) Try to look at the student's different talents and try to use these (for example, drawing)
- 4) Evaluate whether the strategies are making a difference for the child, and try new strategies as necessary
- 5) Do not assume that different children will respond in the same way to different strategies. Even children with the same learning challenges will not necessarily need the same support.
- 6) Do not use all of the strategies for each child – experiment with 1-2 at a time, rather than over-adapting
- 7) Be sure to document your findings and communicate them with the child's parents so that effective practices can be used consistently in both the school and home environment.

Session 4: Monitor Student Achievement

Use the following template from Tool 2, to keep track of useful information about your student's learning challenges and strengths. Be sure to update this template quarterly and communicate findings with the child's parent/guardian so that effective practices can be used consistently in both the school and home environment.

STUDENT INDIVIDUAL EDUCATION PLAN	
STUDENT INFORMATION	
Student Name	
Parent/Guardian Name	
Age	
Community	
School	
STUDENT LEARNING INFORMATION	
Student Goal for Trimester (students have to be able to)	
Key Strengths	
Key Challenges	
Under-Achieved Competencies	
Successful Strategies to Address Learning Challenges	
Other Comments	

Session 5: Inclusive Lesson planning and Micro-teaching

Purpose:

- design a lesson plan reflecting inclusive teaching practices
- demonstrate micro-teaching using inclusive teaching practices

Time: 90 minutes

Materials: Tool 3 “Lesson Plan Inclusive Education”; Tool 4 “Classroom Quality Observation Tool”

Activity:

- Learning Plans reflect backward design, combining the Inclusive Teaching Strategies, Think/Feel/Act and critical inquiry questions and demonstrate living values. The result is a comprehensive values based inclusive lesson plan that is both rigorous and relevant.
- Divide the participants in 4 groups, who will during 20 minutes, design a lesson plan with concrete steps and teaching activities, according the following subjects and demonstrating a value:

Dari	Empathy
Social Studies	Peace
Math	Honesty
English	Tolerance
Biology	Respect

1. Give the groups in plenary the following additional Instructions:
 - a. Use some key strategies to promote inclusive education, (Handout strategies to support inclusive education)
 - b. Use the concepts of feel/think/act to encourage social-emotional learning
 - c. Use open and critical inquiry question to encourage critical thinking
2. One representative of each group will deliver the micro-teaching during 10 minutes. Tell the ‘teachers’ to mainly focus on **teacher’s inclusive behaviour** and **positive classroom climate**, and not so much on explaining lesson objectives, reviewing homework, or assessments.
3. Two groups will sit on the floor and act as the students. 2 or3 participants will put a post it on their chest, to indicate they are students who face some difficulties with learning.
4. One group will be the Observers. They sit on chairs around the teacher and students, and receive the Classroom Quality Observation Sheet and assess the teaching according the criteria.
5. Take turns so each group has demonstrated a lesson.
6. After each micro-teaching reflect with the group on the delivery of the micro-lesson:
 - Ask first the observers for their observations and reflections.
 - Secondly, ask the students how they experienced the teaching, let them relate to the teachers’ behaviour and the classroom climate
 - Then ask the teacher how he/she experienced the lesson, and ask for a personal reflection on the lesson
7. Use some of the group reflection questions as guidelines

Group reflection:

Feel

- How did it feel to be in the classroom?
- Did the students feel that a conducive, safe positive classroom climate established?

Think

- What could the teacher improve in his/her teaching? Do you have suggestions for improvement?
- How were key strategies used for inclusive teaching? Can you mention some examples?
- Did the teacher engage the students with learning disabilities? How?
- Did the teacher use open-ended question, to enhance critical inquiry?
- Was it clear which value was being taught?
- Did the teacher inquire about students' feelings and emotions?

Act

- What did you learn from this activity?
- How can you start implementing these lessons?
- Do you feel confident to deliver such a lesson? If not, what kind of additional support would you need?

Session 6: Situation Analysis - Excluded children

Purpose:

- Review the activity from Module Inclusive Education on the first day.
- Identify new strategies you can use for out-of-school children and for children with different learning needs.
- Consider this part of a pre and post-test, to assess what have you learned during the training.

Time: 45 minutes

Materials: Tool 6, pencil, pens, flipchart, marker,

Activity:

7. Ask participants to find the tables below in their logbook (from day 1).
8. Ask participants to check their tables again and add strategies that they have learned during the training.
9. Add one column: Action plan.
10. Fill out the tables below and develop an action plan with relevant strategies.
 - What can you do to support children who are not enrolled in, or attend school, or who have problems with learning? Explain individual tasks, and tasks with SMT, Shura and parents.
 - What can the community do in their attitudes to increase student's attendance?
 - What can you do in the next month?

Action plan 1: How to support girls and boys to enrol in and attend school.

Develop an action plan for out of school children. Can you think of an individual action plan at school level and community level for a child with disabilities or boys have to support their households? What are the needs of this child? What can be the responsibilities of teacher,

parents, shura's? You can adapt this plan each 6 months. Who can you engage to support you getting the out-of-school students back to school?

Also keep in mind that boys are not being supported as much as girls, with some younger boys unable to travel to government schools and poor boys who must work to support their households perceived to be the most disadvantaged¹⁷.

Action plan 2: How to support children with different learning needs:

Develop an action plan for students with different learning needs. What can you do in case of children having difficulties with reading? Or in case of bullying, what can you do, who can you engage?

Table 1: Out of school boys and girls

Which children are not in school?	Why	How to support girls and boys to enrol in and attend school
x Girls	Safety	
x Girls	Attitude about girls' education	
x Boys and Girls	Distance	
x Boys and Girls	Helping parents in home tasks (Harvesting etc.)	

Table 2: Boys and Girls with different learning needs

Which children have different learning needs?	Why	What can I do to support these children?
Name	Dyslexia	
Name	Poor parents who are not stimulating their children to study	
Name	Bullying	

Group Discussion

Think

- What can the community do in their attitudes to increase student's attendance?
- What can you as teacher do to support students who are struggling with learning?

Act

- What can you do in the next month to support children that do not attend school, or that have problems with learning? Explain individual tasks, and tasks with SMT and parents.

Session 7: You are not alone

Purpose

- To help participants think through the formal and informal networks and partnerships they have which may help them take forward their diversity, non-discrimination and special needs work.
- To facilitate direct contact and sharing between people who could help each other.

Time: 40 minutes

Materials: pens and paper, 'post-its'.

¹⁷ Endline study STAGES I, 2017

Activity:

1. The facilitator gives these instructions:

It is important to remember that you are not alone in your efforts to achieve inclusion and combat discrimination in your work – even if it sometimes feels that way. Brainstorm in groups a list of the people (organisations/individuals) *you already work with* (formally as partners, informally as networkers, etc.) whom you know have theoretical knowledge or practical experience with special needs, or exclusion. What are your links? What inclusion issues could these contacts be helpful with, or have they already been helpful with?

4. After a few minutes the facilitator gives these instructions:

Make a list of individuals/organisations that have special needs knowledge and/or experience with whom you *do not yet* work or network? Is there any potential to do so in future?

5. Can you think of referral systems for children with special needs? Can you develop an action plan for these children in the community, with specific strategies and actions to support them? Also discuss the principles of Child Protection Action Network (CPAN) and if in your region you can connect to a District CPAN or Provincial CPAN?
6. The facilitator then gives these instructions: In your groups draw a diagram to demonstrate the networking links you already have and those they want to pursue in future.

“We needed support of all kinds, not only funding and materials, but also access to wider information and knowledge than was available here.”

Parents of disabled children, Romania.

Source: EENET (2002) ‘Family Action for Inclusion in Education’.

7. Participants should find a way to represent the networking visually, so that it shows the different levels of networking (community, local/regional, national regional/intercountry, international).
8. Participants are given some ‘post-it’ notes or pieces of paper. The facilitator places two large sheets of paper on the wall. One is headed “I can offer... I can share...” the other is headed “Can you help with... I would like... I need...”
9. Participants should then write down the things they most need help with in their school in order to tackle discrimination and take forward a diversity approach. For example:
 - “contact names of people working with disabled peoples organisations”
 - “information about minority ethnic groups in this country”
 - “examples of research or policy from other NGOs working on special needs and non-discrimination”.
10. Participants should write their names on each piece of paper. There should be time allowed at the end of this session (or during a break) for people to look at the sheets to see if anyone is offering the skills they need, or if anyone is asking for something they can help with.

Facilitators’ note: The facilitator should remind people that it is important to find ways to support disabled children, or children with special needs. Although we are all busy, we have to pool our knowledge and experience, and make an effort to communicate and share, as that will offer the most effective way of support these children, and tackle discrimination and promote inclusion. We have to find and work with people who can offer us new insights – be they stakeholders (children and adults), policy makers, NGO staff, etc.

Session 8: Design an Action Plan

Purpose

- To help participants think about activities they can develop t

Time: 40 minutes

Materials: pens and paper

Activity:

1. Start by mentioning that this Manual has asked you to think about the ways in which your school already is inclusive and learning-friendly, and has helped you to explore ways in which your school can become more inclusive and learning friendly.
2. Divide the participants in groups, preferably pertaining to the same school (max. 6 people per group).
3. Have them look again at the flipcharts of session 2 (develop an inclusive whole school approach)
4. Now ask yourself, "What changes can I make directly in my classroom and school tomorrow?"
5. Come up with three personal targets and compare and discuss them with your colleagues.
6. After one or two weeks, compare how you are progressing.
7. For long term planning, use the following guiding questions for your action plan:
 - What do you want to achieve?
 - What type of activities will you engage in?
 - Which materials will you be using and when?
 - How will you implement the learnings of this training? (where, when, how often)
 - Who will be involved? (Who will perform which activity?)
 - How will you determine if your inclusive education practices have been successful?
 - How will you engage you colleagues and principal of the school? And the parents?

What	Who	How	When	Monitoring

8. Conclude how and when you discuss how you are progressing? This can be during a staff meeting, Teaching Learning Cycle or a Mentoring meeting.

SECTION 3

HANDOUTS

TRAINING ACTIVITIES

Section Three: Handouts

Handout 1: Find Someone Who Can Say Yes

Print this questionnaire for all participants

1. Do you have older sisters or brothers?	
2. Have you competed or helped in a sports event, such as a soccer game? If yes, what was it?	
3. Do you wish you were a different age? If yes, what age?	
4. Do you have a favourite singer or rap artist? If yes, who?	
5. Do you think it is hard to say No to your friends	
6. Do you love a special someone? If yes, who is he/she?	
7. Do you live with someone who has to travel as part of her/his job?	
8. Do you live with extended family – such as aunts, uncles, grandparents, nieces or nephews as well as your parent(s), brothers, and sisters?	
9. Have you ever worked as a volunteer?	
10. Have you had a paying job?	
11. Is there something you love to do? If yes, what is it?	
12. Do you have any friends who became parents before age 20?	
13. Do you know anyone who has or had a really serious illness?	
14. Have you ever had a broken bone?	
15. Have you ever taken care of a baby or toddler or someone else?	
16. Do you know what you want to do with your life? If yes, what?	
17. Do you have a pet? If yes, what kind?	
18. Do you to camp?	
19. Do you play a music instrument?	
20. Do you like to dream, tell stories, draw, act, or sing?	

Handout 2: His Highness the Aga Khan Quotes on Pluralism

"Instead of shouting at one another, we must listen to one another and learn from one another. ...The replacement of fear by hope is probably the single most powerful trampoline of progress. When hope takes root, then a new level of tolerance is possible, though it may have been unknown for years, and years, and years. "

H.H. Aga Khan Tutzing Evangelical Academy, Germany; May 20, 2006

"Pluralism implies a readiness to listen to many voices—whether we agree or not—and a readiness to embrace a rich diversity of cultures. When our diversity divides us, the results can be tragic. But when we welcome diversity—and the debate and dissent that goes with it—we sow the seeds of stability and progress. "

H.H. Aga Khan International Press Institute's World Congress, Nairobi, Kenya; May 22, 2005

"Tolerance, openness and understanding towards other peoples' cultures, social structures, values and faiths are now essential to the very survival of an interdependent world. Pluralism is no longer simply an asset or a prerequisite for progress and development, it is vital to our existence. "

H.H. Aga Khan New Delhi, India; April 15, 2003

"[...] the centrality of pluralism as a way of thinking in a world which is simultaneously becoming more diversified and more interactive. Pluralism means not only accepting, but embracing human difference. It sees the world's variety as a blessing rather than a burden, regarding encounters with the "Other" as opportunities rather than as threats. Pluralism does not mean homogenization- denying what is different to seek superficial accommodation. To the contrary, pluralism respects the role of individual identity in building a richer world. Pluralism means reconciling what is unique in our individual traditions with a profound sense of what connects us to all of humankind." **H.H. Aga Khan** Graduation Ceremony of the University of Alberta; June 9, 2009

"Pretending that our differences are trivial will not persuade most people to embrace pluralistic attitudes. In fact, it might frighten them away. People know that differences can be challenging, that disagreements are inevitable, that our fellow-humans can sometimes be disagreeable. As Madame Clarkson has famously said, and I am quoting her here: "the secret to social harmony is learning to live with people you may not particularly like" [...]

Who am I? We all must pose that question. Answers will grow out of basic loyalties – to family, faith, community, language, which provide a healthy sense of security and worth. But if the call for pluralism seems to dilute those old loyalties, then that new call may not be effective. Embracing the values of Global Citizenship should not mean compromising the bonds of local or national citizenship. The call of pluralism should ask us to respect our differences, but not to ignore them, to integrate diversity, not to depreciate diversity."

H.H. Aga Khan Prize for Global Citizenship, Toronto; September 21, 2016

"A pluralist, cosmopolitan society is a society which not only accepts difference, but actively seeks to understand it and learn from it. In this perspective, diversity is not a burden to be endured, but an opportunity to be welcomed. " **H.H. Aga Khan** Jodidi lecture at Harvard University; November 12, 2015

"Pluralist societies are not accidents of history. They are a product of enlightened education and continuous investment by governments and all of civil society in recognizing and celebrating the diversity of the world's peoples." **H.H. Aga Khan** "Democratic Development, Pluralism and Civil Society" speech at the Norwegian Nobel Institute, Oslo, Norway; April 7, 2005

Handout 3: Convention on the Rights of the Child (CRC)

Preamble The Preamble sets the tone in which the 54 articles of the Convention will be interpreted. The aim of the CRC is to set standards for the defence of children against the neglect and abuse they face to varying degrees in all countries every day.

Definition of a child Article 1

A child is recognized as a person under 18, unless national laws recognize the age of majority earlier.

Non-discrimination Article 2

All rights apply to all children without exception. It is the State's obligation to protect children from any form of discrimination and to take positive action to promote their rights.

Best interests of the child Article 3

All actions concerning the child shall take full account of his or her best interests. The State shall provide the child with adequate care when parents, or others charged with that responsibility, fail to do so.

Implementation of rights Article 4

The State must do all it can to implement the rights contained in the Convention.

Parental guidance and the child's evolving capacities Article 5

The State must respect the rights and responsibilities of parents and the extended family to provide guidance for the child being appropriate to his or her evolving capacities.

Survival and development Article 6

Every child has the inherent right to life, and the State has an obligation to ensure the child's survival and development.

Name and nationality Article 7

The child has the right to a name at birth. The child also has the right to acquire a nationality, and as far as possible, to know his or her parents and be cared for by them.

Preservation of identity Article 8

The State has an obligation to protect, and if necessary, re-establish basic aspects of the child's identity. This includes name, nationality, and family ties.

Separation from parents Article 9

The child has a right to live with his or her parents unless this is deemed to be incompatible with the child's best interests. The child also has the right to maintain contact with both parents if separated from one or both.

Family reunification Article 10

Children and their parents have the right to leave any country and to enter their own for the purpose of reunion or the maintenance of the child-parent relationship.

Illicit transfer and non-return Article 11

The State has an obligation to prevent and remedy the kidnapping or retention of children abroad by a parent or third party.

The child's opinion Article 12

The child has the right to express his or her opinion freely and to have that opinion taken into account in any matter or procedure affecting the child.

Freedom of expression Article 13

The child has the right to express his or her views, obtain information, and make ideas or information known, regardless of frontiers.

Freedom of thought, conscience, and religion Article 14 The State shall respect the child's right to freedom of thought, conscience, and religion, subject to appropriate parental guidance.

Freedom of association Article 15

Children have a right to meet with others, and to join or form associations.

Protection of privacy Article 16

Children have the right to protection from interference with privacy, family, home, and correspondence, and from libel or slander.

Access to appropriate information Article 17

The State shall ensure the accessibility to children of information and material from a diversity of sources, and it shall encourage the mass media to disseminate information which is of social or cultural benefit to the child, and take steps to protect him or her from harmful materials.

Parental responsibilities Article 18

Parents have joint primary responsibility for raising the child, and the State shall support them in this. The State shall provide appropriate assistance to parents in child-raising.

Protection from abuse and neglect Article 19

The State shall protect the child from all forms of maltreatment by parents or others responsible for the care of the child and establish appropriate social programmes for the prevention of abuse and the treatment of victims.

Protection of a child without a family Article 20

The State is obliged to provide special protection for a child deprived of the family environment and to ensure that appropriate alternative family care or institutional placement is available in such cases. Efforts to meet this obligation shall pay due regard to the child's cultural background.

Adoption Article 21

In countries where adoption is recognized and/or allowed, it shall only be carried out in the best interests of the child, and then only with the authorization of competent authorities, and safeguards for the child.

Refugee children Article 22

Special protection shall be granted to a refugee child or to a child seeking refugee status. It is the State's obligation to cooperate with competent organizations which provide such protection and assistance.

Disabled children Article 23

A disabled child has the right to special care, education and training to help him or her enjoy a decent life in dignity and achieve the greatest degree of self-reliance and social integration possible.

Health and health services Article 24

The child has the right to the highest standard of health and medical care attainable. States shall place special emphasis on the provision of primary and preventable health care, public health education and the reduction of infant mortality. They shall encourage international cooperation in this regard and strive to see that no child is deprived of access to effective health services.

Periodic review of placement Article 25

A child who is placed by the State for reasons of care, protection or treatment is entitled to have that placement evaluated regularly.

Social security Article 26

The child has the right to benefit from social security including social insurance.

Standard of living Article 27

Every child has the right to a standard of living adequate for his or her physical, mental, spiritual, moral, and social development. Parents have the primary responsibility to ensure that the child has an adequate standard of living. The State's duty is to ensure that this responsibility can be fulfilled, and is. State responsibility can include material assistance to parents and their children.

Education Article 28

The child has a right to education, and the State's duty is to ensure that primary education is free and compulsory, to encourage different forms of secondary education accessible to every child and to make higher education to all on the basis of capacity. School discipline shall be consistent with the child's rights and dignity. The State shall engage in international co-operation to implement this right.

Aims of education Article 29

Education shall aim at developing the child's personality, talents, and mental and physical abilities to the fullest extent. Education shall prepare the child for an active adult life in a free society and shall foster respect for the child's parents, his or her own cultural identity, language and values, and for the cultural background and values of others.

Children of minorities or indigenous populations Article 30

Children of minority communities and indigenous populations have the right to enjoy their own culture and to practice their own religion and language.

Leisure, recreation and cultural activities Article 31

The child has the right to leisure, play, and participation in cultural and artistic activities.

Child labour Article 32

The child has the right to be protected from work that threatens his or her health, education or development. The State shall set minimum ages for employment and regulate working conditions.

Drug abuse Article 33

Children have a right to protection from the use of narcotic and psychotropic drugs, and from being involved in their production or distribution.

Sexual exploitation Article 34

The State shall protect children from sexual exploitation and abuse, including prostitution and involvement in pornography.

Sale, trafficking and abduction Article 35

It is the State's obligation to make every effort to prevent the sale, trafficking and abduction of children.

Other forms of exploitation Article 36

The child has the right to protection from all forms of exploitation prejudicial to any aspect of the child's welfare not covered in articles 32, 33, 34 and 35.

Torture and deprivation of liberty Article 37

No child shall be subjected to torture, cruel treatment or punishment, unlawful arrest or deprivation of liberty. Both capital punishment and life imprisonment without the possibility of release are prohibited for offences committed by persons below 18 years. Any child deprived of liberty shall be separated from adults unless it is considered in the child's best interests not to do so. A child who is detained shall have legal and other assistance as well as contact with the family.

Armed conflicts Article 38

States Parties shall take all feasible measures to ensure that children under 15 years of age have no direct part in hostilities. No child below 15 shall be recruited into the armed forces. States shall also ensure the protection and care of children who are affected by armed conflict as described in relevant international law.

Rehabilitative care Article 39

The State has an obligation to ensure that child victims of armed conflicts, torture, neglect, maltreatment or exploitation receive appropriate treatment for their recovery and social reintegration.

Administration of juvenile justice Article 40

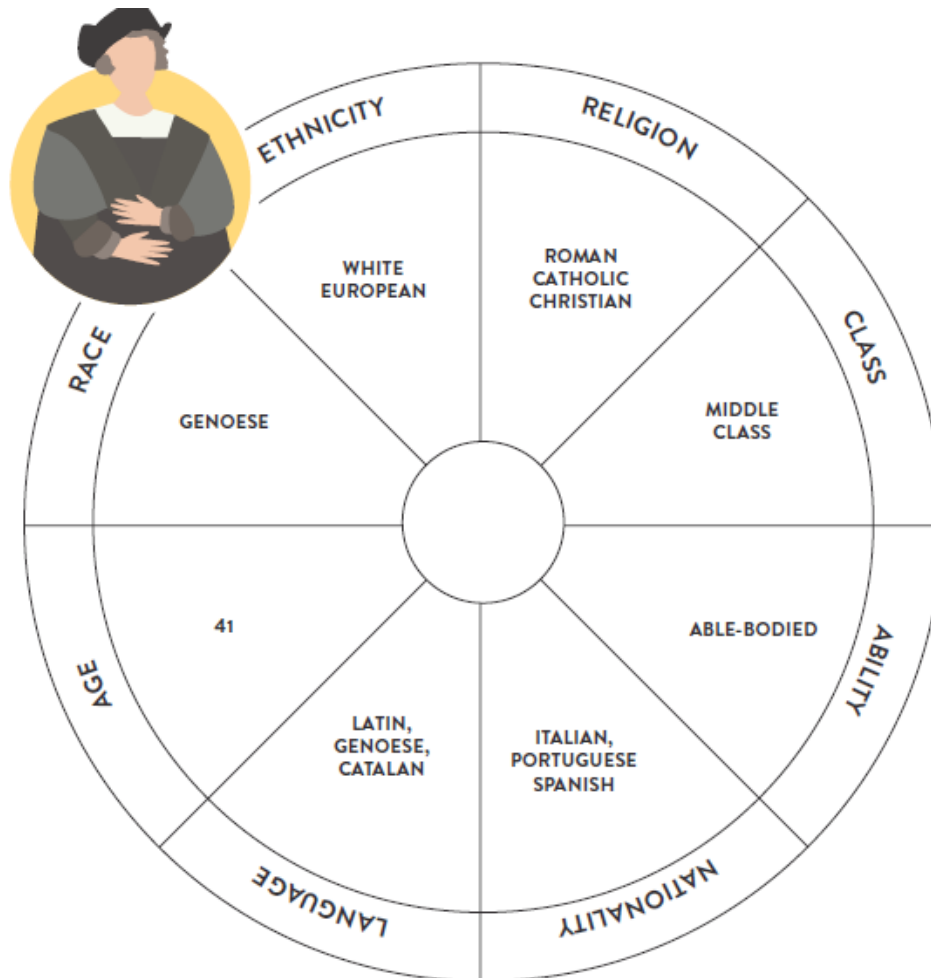
A child in conflict with the law has the right to treatment which promotes the child's dignity and worth, takes the child's age into account, and aims at his or her reintegration into society. The child is entitled to basic guarantees as well as legal or other assistance for his or her defence. Judicial proceedings and institutional placements shall be avoided whenever possible.

Respect for higher standards Article 41

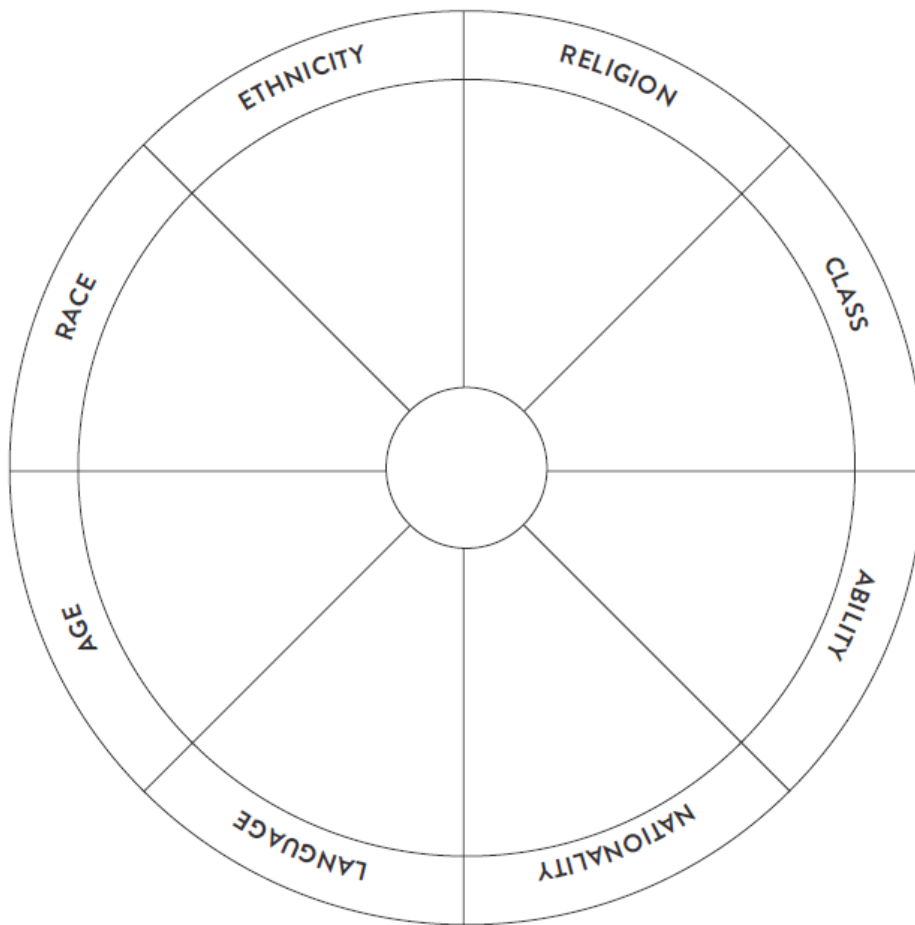
Wherever standards set in applicable national and international law relevant to the rights of the child are higher than those in this Convention, the higher standard shall always apply.

Handout 4: Social Identity wheel example

Example: The wheel has been filled in for Christopher Columbus



SOCIAL IDENTITY WHEEL



1) Use an example (possibly an historical character, there is an example one for Christopher Columbus) to demonstrate the way that the wheel should be filled in. Then ask students to fill in the wheel for themselves.

2) Record some information to answer the questions under the wheel:

- What did you learn about yourself?
- Which parts of the wheel were easiest to fill out?
- Which parts of the wheel were the hardest to fill out?
- Are there important aspects of your identity that don't fit on the wheel?
- Were you surprised by any of the categories on the wheel?

7. Complete the following sentences with relation to your ethnicity:

One thing I love about being _____ is:

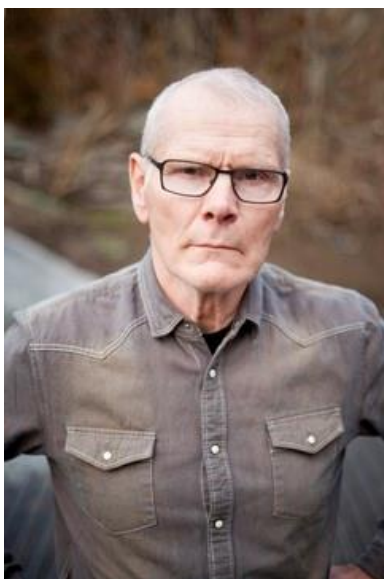
One thing that is hard about being _____ is:

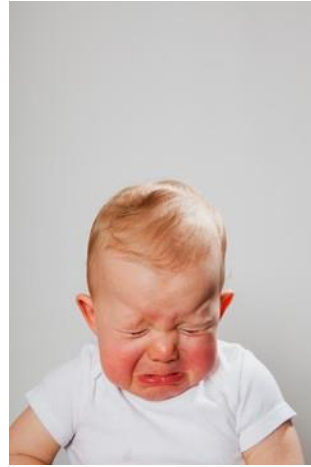
One thing that I want others to know about being _____ is:

One thing that I never want to hear again about being _____ is:

Handout 5: Feelings pictures

What are the feelings that people feel in each picture? How do you know they feel that way? In which situations do you feel that way? What would happen next?





Handout 6: Feelings statements

Make separate cards of the following statements:

Someone has just broken your smartphone
You realize one of your friends is speaking about you behind your back
You hear that a dear member of your family is taken ill at the hospital
You just saw a terrible accident
You have cut your finger peeling a piece of fruit
You just heard you have passed your exam

Handout 7: Children's Basic Needs

(Adapted from Maslow's hierarchy of needs)

Needs can be organised in different categories:

1. **Physiological needs:** need for food, drink, breathing, sleeping
2. **Safety, Security and Clarity needs:** need for stability, clarity, safety, fairness and predictability
3. **Love, Relationship, Belonging:** need to be accepted by others, to have positive relationship with friends, family and community
4. **Esteem:** need to feel important, confident, respected, to have a sense of achievement, to feel in control and capable
5. **Self-actualisation and spirituality:** need to reach one's potential, to have a sense of self in relation to the physical and spiritual worlds, to be autonomous, to be free, creative, to have a meaningful life and pray.

How I meet my basic needs

1. **Physiological needs:**

2. **Safety, Security and Clarity needs:**

3. **Love, Relationship, Belonging:**

4. **Esteem and recognition:**

5. **Self-actualisation and spirituality:**

Children's needs, basically following the Maslow model:

Children's needs:

- **Physiological needs:** e.g. food, clothing, house, health
- **Love and attention:** e.g. encouragement, proxies, physical touch and warmth, support
- **Creative expression:** e.g. development of the capacities of sense creative self-expression, joy, exploring new ways of self-expression
- **Achievement of cognitive skills:** e.g. learning to know
- **Social skills:** e.g. acceptance by peers, interaction with others and need to be related to others

What could be the specific needs of the different characters in the examples? What is important to the characters when this happened?

A boy gets angry with his mother because she does not allow him to go to a party and forces him to do his homework instead.

A boy wants to play football with a group of boys. They never pass the ball to him and he leaves the pitch crying.

A student falls asleep in the classroom. His baby brother is sick and cries all night.

A conflict when a student is made to feel stupid by the teacher because she can't understand the work to be accomplished; she reacts angrily because she is shown up in the class in front of her classmates, whereas the teacher feels that she is lazy and rude.

A conflict between 2 friends: one tries to persuade the other friend to smoke, he/she does not want to do this.

A teacher loses her cool. One of her students can't stay still on his chair and interrupts his classmates. She loses her train of thought and can no longer concentrate on her lesson. She raises her voice and asks her student to leave the classroom. They are both upset, the teacher because she lost her cool and the student because he feels humiliated in front of his classroom mate.

Handout 8: Agree – disagree statements

1. Blind children cannot look after themselves and need to be cared for all the time.
2. Access to employment/education should not be based on ethnicity.
3. It is natural for men/boys to be leaders and for women/girls to be followers.
4. Disabled children do not need education because they can't do anything with their education.
5. Pastoralists/travellers should be made to settle in one place.
6. Girls are born to become wives and mothers.
7. Children choose to leave school and start work because they are not very clever.
8. Children with learning disabilities cause disruption in a mainstream classroom and should be dealt with separately.
9. Refugees cause increases in poverty and crime.
10. I would be happy for my son/daughter to marry a disabled spouse.
11. Gentle boys won't grow into real men.
12. I could not be friends with someone of another religion
13. We have to prioritise 'normal' children in our schools.
14. Children have a contribution to make to society (while they are still children).
15. Sign language should be treated as a separate language in its own right.

Handout 9: Offensive or OK?

I HATE...
DO YOU HONESTLY BELIEVE THAT?
CAN YOU SEE IT FROM MY POINT OF VIEW?
YOU MAKE AN INTERESTING POINT
THANK YOU FOR YOUR OPINION
I DISAGREE...
THAT'S RUBBISH
YOU'RE WRONG
CAN YOU EXPLAIN THAT TO ME AGAIN?
WE'LL HAVE TO AGREE TO DISAGREE
THAT JUST DOESN'T MAKE SENSE
YOU MUST BE JOKING?
THAT IS SILLY
I SEE IT DIFFERENTLY
I CAN'T UNDERSTAND WHAT YOU ARE SAYING

Handout 10: Respecting Sentence Starters

THANK YOU FOR YOUR OPINION...

I AGREE WITH YOUR POINT ABOUT...

I CAN SEE THAT...

A STRENGTH IN THAT ARGUMENT IS...

I LIKE THAT IDEA BECAUSE...

ARE YOU SAYING THAT...

ANOTHER WAY OF LOOKING AT IT IS...

MY FAITH TEACHES ME THAT...

I'M NOT CONVINCED THAT...

WHAT MAKES YOU HAVE THE OPINION THAT...

WHAT BELIEFS UNDERPIN...

A WEAKNESS IN THAT ARGUMENT IS...

I DON'T THINK THAT WOULD WORK BECAUSE...

Handout 11: I-statements

Negative Messages	I-Statements
1. To an old friend who moved away <i>"You never call me."</i>	I wish you'd call me more often <i>"I miss talking to you."</i>
2. To a students <i>" You always fight with him!"</i>	
3. To a friend who wants to do something dangerous <i>"That's a stupid idea!"</i>	
4. To family at dinner time <i>"Nobody cares how hard I work."</i>	
5. To your students; <i>You're always late!</i>	
6. To older sister <i>"Don't yell at me!"</i>	
7. To friend telling a racist joke <i>"You're a jerk for telling jokes like that."</i>	
8. To an adult you want to talk to <i>"You're probably too busy to talk to me."</i>	
9. To your child who really isn't listening <i>"You never listen to what I have to say!"</i>	
10. To a romantic partner who is always working " <i>you never have time for the children"</i>	

Handout 12: Instructions for Listeners

Copy these instructions into cards. Make enough cards for two-thirds of the participants. Fold the cards and place them in a container.

1. Give advice, even if you aren't asked for it. Say something like "You should ... " or "If I were you ..."
2. Interrupt the speaker while she or he is talking.
3. Try to top the speaker's story with a better one of your own.
4. Ask questions to clarify what the speaker is saying. For example, "Are you saying ...?" or "I'm not sure I understand, could you tell me more about that?"
5. Put the speaker down by criticizing her or his behaviour, saying things like "That's dumb!" or "Why would you do that?"
6. Compliment the speaker with statements such as, "I really like the way you handled that!" or "It sounds like you are really trying to deal positively with this."
7. Change the subject to something unrelated to what the speaker is talking about.
8. Lean over and start whispering to someone else while the speaker is talking.
9. Listen carefully at first, and then begin to look bored: gaze around the room, sigh, look at your watch, and roll your eyes.
10. Look right at the speaker, make eye contact and every now and then nod as if in agreement or say something that "says" agreement, such as "Yes" or "Uh huh."
11. Disagree with the speaker: repeatedly challenge what he/she is saying and say what you think she/he should be doing.
12. Reflect the speaker's message back. Say something like "I think you are saying ..." or "It sounds like...."

Handout 13: Positive Listening Skills

Copy these instructions into cards. Make enough cards for two-thirds of the participants. Fold the cards and place them in a container.

- Give the speaker your full attention. Stop doing other things. Eliminate distractions, such as the television. Turn to face the speaker.
- Lean towards the speaker.
- Make eye contact with the speaker (unless that would be rude in your culture or theirs).
- Nod or shake your head in response to the speaker's comments.
- Make sounds that let the speaker know you are listening, such as “uh huh,” “yes,” and “go on.”
- Change your facial expression to reflect the appropriate emotion, such as concern excitement, or worry.
- Check out what you are hearing. Say, “I think you are saying ...” and ask if you understand correctly.
- Try to figure out what the speaker is feeling and check to see if you are correct. “You must have felt so excited?” “You sound so sad ...” Let the other person respond with how she/he is feeling.
- Do not interrupt unless time is an issue and you have to be somewhere else or do something. In that case, apologize and ask to finish the conversation at another

Handout 14: Paraphrasing

Paraphrase each statement by stating the facts.

1. “My father never let me do what I want and he won’t let me play football with my friends. I hate him”

Paraphrase: Your father won’t let you play football and you do not like it

2. I was just joking when I told Karim that his favourite football team is the worst in the league. I did not know that it would upset him

Paraphrase:

3. “Aisha is just a liar! Nothing she said about me is true”

Paraphrase:

4. “Arif and Zul forced me to give them all my money otherwise they would beat my sister. I got so scared that I told my teacher about it”

Paraphrase:

5. “They have started telling everyone on facebook that I am gay before I helped Nazir with his homework, and now my parents will know about it.

Paraphrase:

Handout 15: Ethical dilemma's

Have one person read the scenario aloud. Ask the participants to:

1. Reflect on which needs are conflicting.
2. Which values conflict in this situation?
3. How they would deal with these situations and how they make the choice in these situations?
4. What would be the consequence of their choice on them and their family?

While you are teaching, some boys in the back act become very loud and are interrupting your lesson. You get upset. What is your reaction?

Your husband works abroad and your cousin from the United States is visiting you. This makes you very happy and you want to give him all the hospitality he deserves. He wants to visit other family as well but is too late to go today so he asks if he can stay at your home. What do you do?

You sit with your colleague teachers and they start talking bad about another teacher who belongs to another community and/or ethnicity. They laugh about him. You also notice that your head teacher always treats him bad when you have teacher meetings. What do you do?

Some girls have been harassed by boys on the way to school and now some parents don't send their girls to school any more. What do you do?

In your school are children of very poor families in the community. You see that some of your fellow teachers give them lower grades for their exams. The Shura has noticed this and asks the head teacher to confront one of their teachers who are discriminating students from poor families during the exams. What do you do?

You notice that students in your class don't want to sit next to Hamid a boy of a very poor family because he is filthy. They are bullying him on the playground and you can see this makes him very sad. Do you notice this and what will you do?

In your class you ask the students to do group work and ask fast learners to sit with students who need more support. You notice that some students not like to work with the learners that need support. What do you do?

Handout 16: Practice Reflection in Ethical decision making

Have participants read and reflect on this individually. Ask them to write the answers in their notebook.

The Role of Reflection for Processing Ethical Decision-Making

Many of the dilemmas school staff face in today's educational context are difficult to address on an emotional level and require intentional self-reflection and interaction with others to process the situation. A process for ethical decision-making can be follows:

"Don't make decisions fast. Take time. Listen to what your heart, mind, and emotion are telling you and process your emotions, so it won't control you. Conflict is challenging. Not everyone has the same values or the same ideas. Try not to be authoritarian and always meet with staff and discuss the concerns to them. Then use each other's ideas, and work together to change things, based on what you have learned through listening to yourselves and your emotion as a guide. Process that emotion in productive ways rather than letting it become a stressor for your team. If you don't have the answers for all the dilemmas you face, keep an open mind and remember that being judgmental doesn't help improve students. School staff's main role is to understand and be aware of the backgrounds of all our students and incorporate the differences in our school so that all are being enriched through education."

Reflecting on the ethical issues means making sure you have provided a free and appropriate education for all regardless of behaviour, disability, socioeconomic needs - and taking ownership of student outcomes.

Example:

Here in our district, the school boards represent the male population and the same for teachers, administrators, and counsellors. We only have one female secondary teacher who is a vice principal. We need more female principals and more females in the district office. So to use this example, I do my part by reflecting on how I can make up for this leadership vacuum and be inclusive and be accountable in my leadership and decision-making. Do I bring in more parents into the school? Do I pressure central office with their hiring practices?

- 1) What would you do? Describe the steps.
- 2) Which other issues are you facing in school that require ethical decision making?
Describe the steps required in the decision making process.
- 3) Discuss both with your pair.

Handout 17: Evaluation of the Training

Evaluation Inclusive Education Training

Which activities you liked best and why?

What were some of the main learnings of the training for you?

What skills have you developed through these learning experiences?

Have you observed a change in the group with regards to understanding and tolerance and respect towards each other? If so, how?

What different emotions have you felt about the learning experiences, and why have you felt that way?

What new understandings do you have about yourself as learner?

What are the next steps to develop yourself as an inclusive educator?

Recommendations:

THANK YOU!

SECTION 4

TOOLBOX

Section 4: Toolbox

Teachers' Tool box:

The toolbox has been developed as a companion to this *Inclusive Education Trainers Manual*, a document that focuses on key learning strategies designed to support teachers to develop inclusive schools, where students feel that they belong, and diverse perspectives and abilities are considered to enrich the school community.

Engage teachers in creating content for the toolbox:

In reality, an effective *teacher* is the expert. The idea is that teachers will create new content by experimenting with these tools, and complement the toolbox with new ideas and practices. Teachers are encouraged to continuously keep adding new tools to the toolbox. For example, if they practice with an inclusive lesson plan, they will surely come up with new lesson plan ideas during the lessons and will create new formats. This will be shared with colleagues and program staff during the Mentoring and Teacher learning Cycles sessions and program staff will document this and add it to the toolbox. Good tools aim to make the job easier, which can be a huge benefit to a teacher in the midst of the daily grind. Together with the teachers, a stronger and more effective toolbox will be developed, so the inclusive strategies are contextualised and relevant to the teacher's reality.

Mentoring and Teaching Learning Cycles: Creating an inclusive safe conducive classroom climate takes time and work. Inclusive strategies require a lot of practicing and feedback, and therefore intensive mentoring will be critical. Besides these tools being used by teachers to support their teaching, and for self-reflection, the tools will have a key role in guiding the Mentoring and Teaching Learning Cycles sessions.

In this section, you will find the following 3 tools, strategies, tips and techniques for applying them.

Inclusive education tools:

Tool 1: Student Individual Education Plan

Tool 2: Sample Inclusive lesson planning

Tool 3: Use open-ended question

Tool 1: Student Individual Education Plan

To be used by teachers quarterly

Use the following template to keep track of useful information about your student's learning challenges and strengths. Be sure to update it quarterly and communicate findings with the child's parent/guardian so that effective practices can be used consistently in both the school and home environment. At the end of the year, if applicable, share the completed Information Sheet with the student's future teacher(s).

STUDENT INFORMATION	
Student Name	
Parent/Guardian Name	
Age	
Community	
School	
STUDENT LEARNING INFORMATION	
Student Goal for Trimester (students will be able to...)	
Key Strengths	
Key Challenges	
Under-Achieved Competencies	
Successful Strategies to Address Learning Challenges	
Other Comments	

Tool 2: Sample Inclusive Lesson Planning

Grade: 7

Topic: renewable energy

Area: Science, environment

Values: responsibility, respect

Competencies: collaboration, relationship building

Learning outcomes: by the end of this lesson, it is expected that the students:

- Recognize fossil fuels and discuss its consumption advantages and disadvantages
- Recognize the renewable energies and discuss how to use them
- Develop respect and responsibility towards their classmates and environment.

Lesson plan:

Pedagogy	Activity	Competency	Value
Greetings	Teacher greets students using positive phrases (my dear, good students, etc.)	Communication	Respect
Review	Previous lesson will be reviewed. Students will review previous lesson in a circle.	Communication	Respect
Introducing new lesson	Teacher asks both closed ended and open ended questions to warm up the session. Then, he/she presents the new lesson.		
Group work	Teacher forms groups of students. Students are grouped with mixed abilities and competencies. Students will discuss advantages and disadvantages of consumption of fossil fuels. Each group will present their work to the class. Girls and students with different abilities will be given more chances to present.	Cooperation	Respect
Strengthening the students' learning using open-ended question	Teacher allows members of other groups to ask the presenting group open-ended questions.	Communication	Respect
Group work	Teacher explains how to write a letter. Then, teacher ask the same groups to write a letter to the president take serious measures against air pollution which is caused by the too much consumption fossil fuels. The will provide recommendations to the president.	Cooperation	Responsibility, respect to environment
Strengthening students' learning	Teacher asks each group a few open-ended questions.		
Reflection and assignment	Teacher encourages reflective thinking using the (Feel, Think, Act) model. Assignment will be explained.		

Instruction:

1. Work in groups
2. Develop a lesson plan and use the following Learning area and value:

Dari	Empathy
Social Studies	Peace
Math	Honesty
English	Tolerance
Biology	Respect

3. Use examples of the strategies to promote inclusive education
4. 1 Person will deliver the micro-teaching

Tool 3: Using Open-Ended Questions in your Classroom

Questions that have more than one right answer, or ones than can be answered in many ways, are called open-ended or divergent questions. This way of asking questions stimulates more language use, acknowledges that there can be many solutions to one problem, affirms children's ideas, and encourages creative thinking.

Open-ended questions open up conversations. When you ask an open-ended question, you don't know what the child's answer is going to be. Close-ended questions usually limit conversation to a one or two word response, and sometimes they end the conversation.

Examples:

Close-ended question: "What color is this?"

Open-ended question: "You used a lot of blue on your painting. What does it remind you of?"

Close-ended question: "How many teddy bears are on the block?"

Open-ended question: "What are those teddy bears thinking about?"

Close-ended question: "What's your doll's name?"

Open-ended question: "Your baby is so beautiful! Tell me about her."

A child has been using finger paint on the art table, mixing together orange, blue, and yellow. A teacher approaches.

Close-ended question: Teacher: "What colors are you using?"

Child: "Orange."

General open-ended question: Teacher: "Tell me about what you are doing."

Child: "Mixing colors."

Targeted open-ended question: Teacher: "Wow! How did you get this color? What did you do first?"

Child: "First I stuck my hand in the blue paint, then I stuck my other hand in the orange paint. I made the paint squeeze through my fingers. It felt yucky. Then it started changing colors!"

Types of Open-ended Questions

Making predictions - *What do you think will happen if you ...?*

What do you think will happen if you keep adding blocks to your tower?

Stretching thinking - *What would happen if ...?*

What would happen if there were no cars, trucks, buses, planes, or boats? How would we get around?

Considering consequences - *What would happen if you ...?*

What would happen if you left your drawing outside and it rained?

Assessing feelings – How would you feel if ...? *How did this make you feel?*

How would you feel if that happened to you? How do you think Habib feels?

Thinking about similarities and differences

How are these the same? How are they different? What makes these things go together?

How are these two blocks the same? What makes these things go together?

Applying knowledge to solve a problem

What could you do to ...? How would you...?

What could you do to keep the paint from dripping on the floor?

Evaluating – *How do you feel about what you did? What could you do differently? How would you do it next time?*

What made you decide to pick this book to read? How did this make you feel?

“Never ask a child a question you already know the answer to.”

David Weikart, former president, High/Scope Educational Research Foundation



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Inclusion and Equity

Universal Design of Learning for Effective Classrooms

Dr. Anupam Ahuja
Professor, DEGSN and Head IRD
NCERT

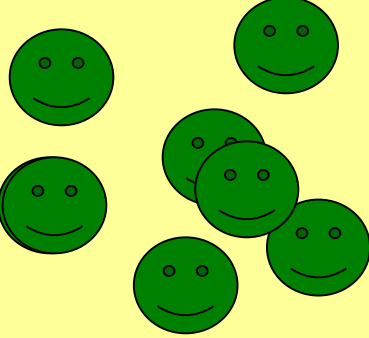
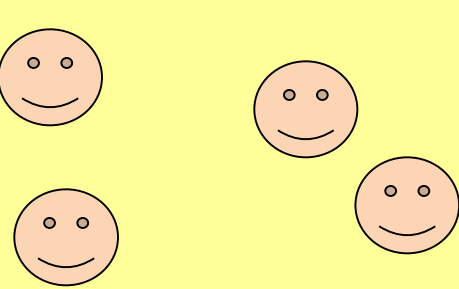
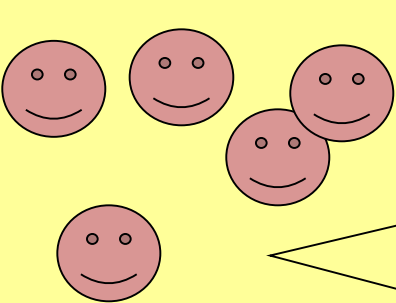
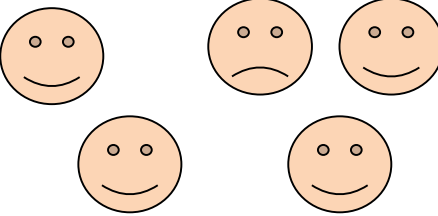
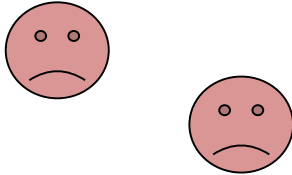


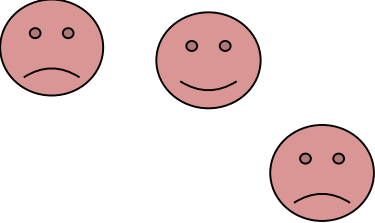
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Towards Accessible Textbooks for All : Adapted Stories and
Poems from NCERT Textbooks



NEP- 2020: Inclusion and Equity

Regular Schools				<ul style="list-style-type: none">• Diverse classrooms• How to address this Diversity?
Special Schools				
Out of school children				
	Children from different backgrounds	Children with disabilities	Children from disadvantaged homes	

- Out of school children need to be in school (3.2 crore in the age group of 6-17 years) (NEP-3.1)
- Children with disabilities to fully participate in the regular schools (NEP- 6.10)

How to address Diversity in the classroom?

- Children have varied background, strengths, needs, and interests



I learn when I see pictures

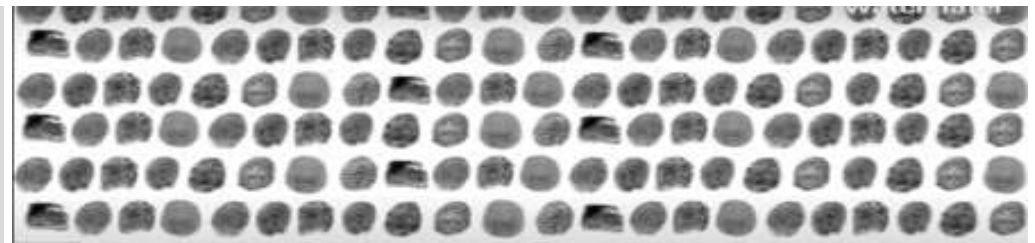


I learn when text is read loud



I learn when I conduct experiments

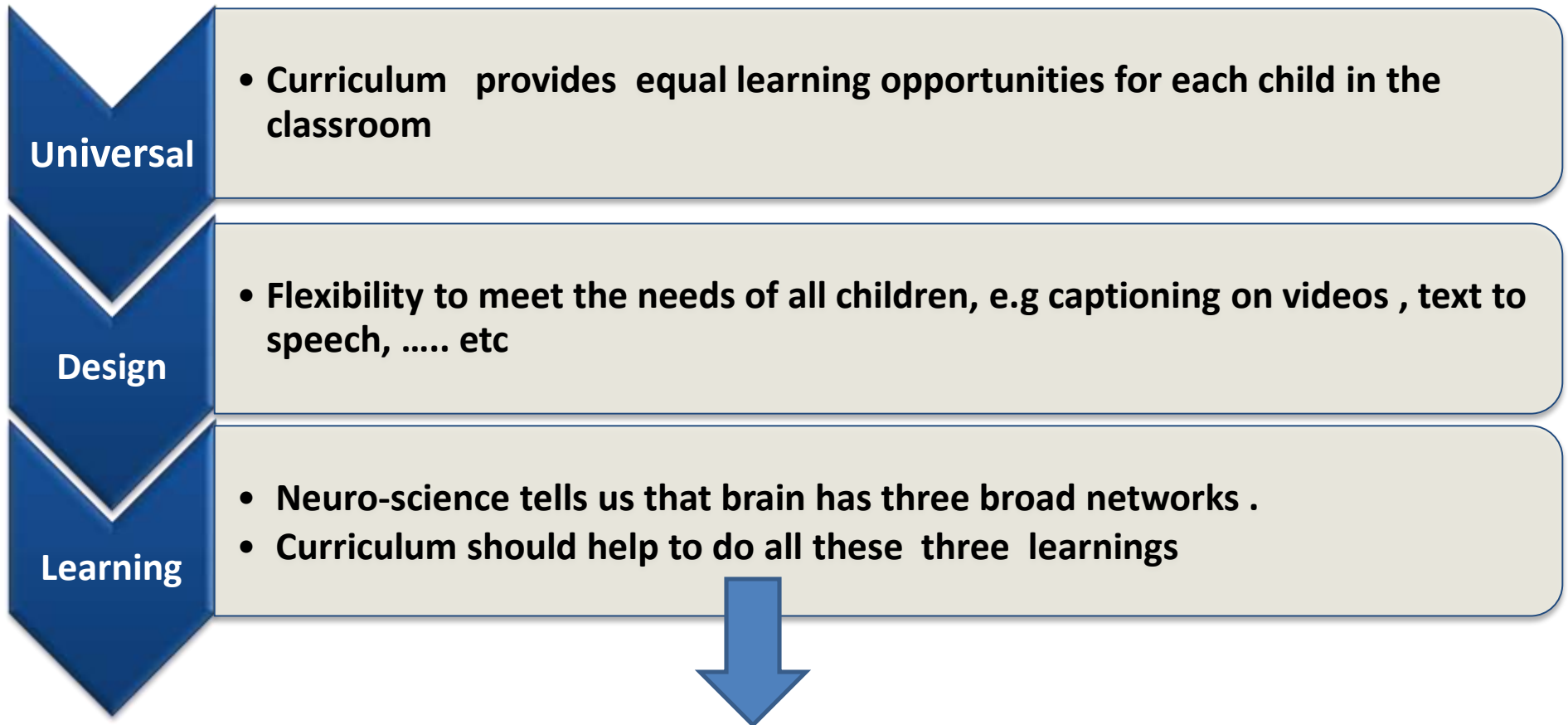
- The way the children learn is as unique as their fingerprints
(research based evidence)



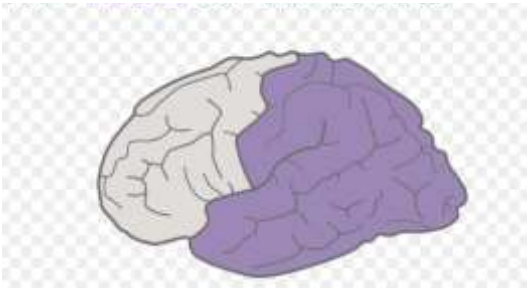
- Universal Design of Learning (UDL) is an approach to address diversity in classroom
- UDL minimises barriers and maximising learning of each student



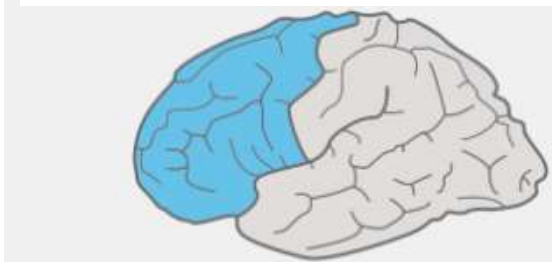
Universal Design of Learning (UDL)



1 Recognition- The **what** of learning



2. Skills and Strategies-The **How** of learning



3 Caring and prioritising- The **why** of learning



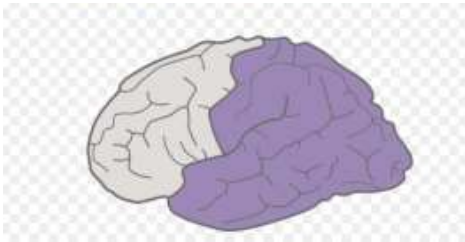
UDL Principles

Provide Multiple means of Representation

Present content and information in multiple forms

- ✓ Print
- ✓ Braille
- ✓ Digital text with options for-text enlargement, screen background colour and contrast
- ✓ Text to speech
- ✓ Videos with captions,
- ✓ Audio with transcripts,
- ✓ Audio books
- ✓ Sign Language

Recognition- The **what** of learning

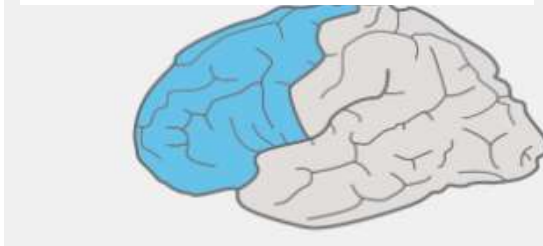


Provide Multiple means of Action and expression

• Give students multiple options of expressing what they know

- ✓ Assignments
- ✓ Painting
- ✓ Video
- ✓ Comic strip
- Optimise access to assistive technologies
- Provide feedback

Skills and Strategies-The **how** of learning

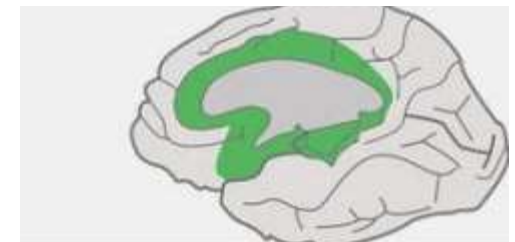


Provide Multiple means of Engagement

• Give option that engages all students

- ✓ What fires one student won't fire up another!
- ✓ Give students choices to fuel their interests and autonomy
- ✓ Help students risk mistakes and learn from them. If they love learning they will persist through challenges

Caring and prioritising- The **why** of learning



Exemplar material developed by NCERT based on the Principles of **UDL**



“Barkhaa Series” to “**Barkhaa Series for All**”

- ❑ Department of Education of Groups with Special Needs (DEGSN) of NCERT developed a set of **forty illustrated story booklets** based on UDL principles
- ❑ **The journey involved:**
 - ✓ National level workshops with multi- disciplinary teams
 - ✓ Research based additional features
 - ✓ Field Try-out
- ❑ **Available in both:**
 - ❑ **Print and**
 - ❑ **Digital formats**

Barkhaa Series for All - Key Features of Print Format

Text and Braille on same page-Providing every child in a classroom with a book that looks, feels and is the same in all aspects



Poly Braille is used:

- Invisible, Much longer shelf life than Conventional Braille
- Can be used on both sides of the paper and imposed on printed text making it accessible to all including non sighted.

All children read 'one book'- true inclusion

Barkhaa Series for All - Key Features of Print Format

Developed Visuals in **Tactile form** (embossing and computerised texturing- visuals and Illustrations accessible to ALL children



Embossed Face outline

Computerised texture of objects and characters (curtain and turban of Jeet)

12

जीत ने नाज़िया को चादर के पीछे ढूँढ़ा।

All children read 'one book'- true inclusion

Barkhaa Series for All - Key Features of Print Format

Picture window with real images of key words (in print and Braille)- To focus on key words and make them accessible to ALL children



● बबली अलमारी के पीछे मिल गई। ●

All children read 'one book'- true inclusion

Barkhaa Series for All - Key Features of Print Format

To ensure children focus on the important events of the story- **Key visuals** on each page in the book are made in **high resolution**

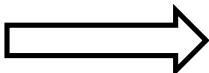


● उस दिन जीत की बारी थी। ●



All children read 'one book'- true inclusion

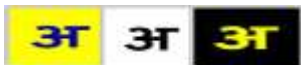



Barkhaa Series for All - Key Features of Print Format

- Black border on all four sides to bring focus to the illustration and text
- Green dot and red dot to indicate beginning and end of the sentences
- Arrows that indicate turning of page 



All children read 'one book'- true inclusion

Barkhaa Series for All - Key Features of Digital Format

- *How to Use' page* – with simple steps to follow for using the digital version
- Content can be viewed in 3 different background colour combinations (especially useful for low vision children) 
- Option to increase size of text and image (especially useful for low vision children)
- The introduction of each story in regular and sign language video formats- Helps to arouse curiosity and make reading interesting (especially useful for children with Hearing impairment)
- Visuals in high resolution (especially useful for low vision children) 
- Black border on all four sides to bring focus to the illustration and text (especially useful for low vision children)
- Green dot and red dot to indicate beginning and end of the sentence
- Arrows that indicate next page 
- Picture windows with real pictures of difficult words in text and Braille 
- Promotes reading for all in inclusive settings and sensitizes on accessibility concerns during the foundational years
- A note for parents and teachers on how to promote good reading habits

All children read, listen and view 'one digital book'- true inclusion

Innovation based on Tryout of Print and Digital Versions

Feedback Tryout analysed and incorporated in both Print and Digital Versions



Try out of the Digital booklet at
Saksham , Delhi



Try out of the Digital
booklet at **Umang,**
Jaipur, Rajasthan



Try out at **Maharani Gayatri Devi Girl's**
School, Jaipur, Rajasthan



Try out at **Blossoms School,** **Bhubaneswar**

Accessible Textbooks for All

❑ Stories and poems from NCERT Textbooks of Class I to V adapted into multi-media modes:

- Sign language videos with:
 - ✓ Illustrations,
 - ✓ Audios,
 - ✓ Sub titles and
 - ✓ A teacher using sign language

- Allows learners and educators to choose from amongst multi-media .
- Counters the idea that printed textbooks are the only medium for the reading process
- Fills in a crucial gap by going beyond the "one-size fits all approach"



Accessible Textbooks –Features of Audio track

- **Two type of audio tracks**

- i. **“Audio track with highly dramatic story telling”**- dramatization, voice modulation, and sound effects that enhance the effect and emotion of the story.
- ii. **“Audio track with fluent reading”**, paced and without sound effects. Students can listen to the story while reading the text on their own
- Option for students to choose either of above audio tracks to suit learning style
- **Introductory Section** - to arouse curiosity, build interest, and scaffold the story or poem
- **Concluding Section** : Open-ended question on the story/poem- based on the students individual thinking.
- **Glossary of difficult words** and difficult signs appended to each story and poem.



Click on the action button on the left to view one example of poem **“Koi La Ke Mujhe De”** from NCERT’s Class IV Text book- Rimjim ” on You tube (poem begins after 14 minutes 36 seconds from start of video)

Stories and Poems from class I to V NCERT Textbooks adapted under the Accessible Textbooks for 'All' initiative.

National Anthem

- Jana Gana Mana

Stories and folktales

- Bahadur Bitto
- Ek Din ki Badshahat
- Who will be Ningthou
- Idgah
- Chuskit Goes to School

Poems

- Chakai ka Chakdum
- Hathi Challam Challam
- Purane Bachche
- Koi Laake Mujhe De



All children read, listen and view 'one digital book'- true inclusion

International collaboration for accessible textbooks

- Collaborative project between NCERT and National Institute of Special Education (NISE) Republic of Korea(RoK)
- Adapting key stories and poems from textbooks that have been enjoyed by generations of readers and form the backbone of literary curriculum in the country.

AIM

- Work towards revolutionising reading material on the principles of Universal Design for Learning and promote Inclusive Education

Universal Design for Learning

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**Celebrate
Differences!**

**Enable schools to
Welcome All learners**

**Learning
Opportunities
for All**

Thank You

