UNICEF
ToT Modules on Inclusive Education
Introductory Booklet

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Contents

Introduction

Background and Rationale

Inclusive Education in the CEE/CIS region

The belief that every child has a right to a quality education that respects and promotes her or his dignity and optimum development are at the core of UNICEF's human rights approach to education. To learn more about UNICEF conceptual framework of inclusive education, please see the publication *The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education.* Quality education is a right for every child. The **Convention on the Rights of the Child (CRC)** and the **Convention on the Rights of Persons with Disabilities (CRPD)** both clearly express the aim of guaranteeing quality education for all and the importance of providing the required holistic support to develop each child's potential. Quality education can only be achieved when each and every child, including the most marginalized and excluded children, are in school receiving inclusive quality education that provides them with the learning required for life.

Despite UNICEF efforts and progress with regards to Universal Education the learning gap between children in low/middle and high-income countries remains, with many children not being able to read at the end of 2nd grade, dropping-out soon after primary education, or graduating school while remaining illiterate. It is not surprising that in many countries of the Central and Eastern Europe and Commonwealth of Independent States (CEE/CIS) region, while universal education/Millennium Development Goal 2 is often assumed to be achieved and access to education is progressing steadily, access to knowledge is not. In fact, a 2007 global evaluation of Child Friendly Schools (CFS) demonstrated that a growing number of countries were embedding CFS principles within system reform efforts, but disparities among the most disadvantaged children remained or continued to grow. Furthermore, as CEE/CIS countries started participating in international student assessment, the extremely low quality of education became evident.

In CEE/CIS, the growing concern regarding the quality of education and widening disparities prompted UNICEF to look for the barriers that persisted, despite the successful up-streaming of CFS principles. Many challenges persist in the region, among them: 1) ensuring access and equity; 2) improving learning outcomes; 3) preventing the impact of emergencies on children's access to education; and 4) improving the effectiveness of financing and governance.

In the region, and despite various efforts and the progressive universality of education, children from ethnic and linguistic minorities, children with disabilities, adolescents, children between the ages of 3 and 6, and some girls continued to be marginalized, excluded from education systems and, often, unaccounted for and rendered invisible.

In the last few decades there has been a major transformation of attitudes and conceptual paradigms underlying inclusion of people with disabilities from a medical and protective model towards a social and inclusive one focusing on rights, equal opportunities and full participation of people with disabilities in the social and economic life of the society. In 2008, the UN adopted the Convention on the Rights of Persons with Disabilities (UNCPRD), and many countries in the CEE/CIS Region have signed and/or ratified it, by which each country recognizes the rights of persons with disabilities to family life, education, health, rehabilitation, work and employment, social protection, participation in cultural life, leisure, and sport.

Countries in the CEE/CIS region are increasingly embarking on system reforms related to inclusive education, and teacher education has emerged as the most urgent priority. The former Yugoslav Republic of Macedonia was one of the first countries to start the process of developing in-service teacher training with a goal to systematize inclusive education. The process included development of five modules for in-service teacher training and incorporation of ICF-CY as a framework for cooperation with other sectors.

The in-service Teacher Training series completed in the former Yugoslav Republic of Macedonia in 2014 responded to a need felt across the CEE/CIS region considering that more than half of UNICEF's Country Offices and governmental counterparts have expressed an interest in providing in-service teacher training that is holistic in nature and based upon the bio-psycho-social model of disability.

Thus, the UNICEF Country Office in the former Yugoslav Republic of Macedonia and the CEE/CIS Regional Office engaged in a comprehensive revision of the initial country-level Inclusive Education ToT modules, and made an adequate set of Modules for application at the Regional level. The Training-of-Trainers in now available to all interested Country Offices from the CEE/CIS region, with the view to engage them in teacher preparation efforts in a systemic and sustainable way (pre- and in-service simultaneously).

Inclusive Education in the Context of UNICEF

Inclusive education is a broad concept that includes all groups of children. UNICEF education programming covers all groups of children, paying particular attention to children at risk of being excluded from education.

The good news is that there are effective ways to build inclusive societies in which children with and without disabilities can enjoy their rights, including their right to quality education, on an equal basis with their peers without disabilities. Some of the ways will be touched on in this training and many others will be discussed in the future, but it is critical that physical, attitudinal and political barriers, including negative stigma and discrimination, are addressed and dismantled. For more information, see the UNESCO publication Guidelines for Inclusion.

In line with the CRC and CRPD, and UNICEF's mission, inclusive education is the approach UNICEF employs to ensure every child receives a quality education. Inclusive education as defined in the Salamanca Statement promotes the "recognition of the need to work towards 'schools for all' – institutions which celebrate differences, support learning and respond to individual needs" (pg.2). Inclusive education is a process that values the well-being of all pupils and is not an end in itself.

According to the human rights-based approach (HRBA), ALL children have a right to inclusive education. In line with the CRC, CRPD and UNICEF's mission, as well as the organization's commitment to equity, UNICEF advocates for strengthening education systems to become inclusive to ensure every child receives a quality education. UNICEF often works with governments, donors and civil society organizations to ensure the realization of the rights of children with disabilities to an education in the most inclusive setting. Effective means are available to build inclusive societies in which children with and without disabilities can enjoy their rights equally, including the right to quality education. For more information on UNICEF's human rights based approach to inclusive education, see BOOKLET 1 of the UNICEF Series *A Rights-Based Approach to Inclusive Education for Children with Disabilities*.

Purpose of developing the modules

The purpose of the modules is to provide a foundation for training on inclusive education that is grounded in a human rights-based approach. Teachers are the most important change agents and essential for social inclusion and promotion of participation and learning for all children. The modules are based on the premise that much information, many tools and guidelines are already available and should be used where and when appropriate and useful.

It is not the lack of information available that holds schools and education systems back, but a lack of expertise in making this knowledge actionable. The modules are designed to be adaptable to different training setting, at different points in time of a teacher's professional career. The contents and activities are flexible enough to adjust the modules to be used with teacher students, during the inception phase, for continuing professional development, and for the education of teacher educators or mentors.

To become change agents and promoters of social inclusion, teachers have to build their own and their schools' capacity to work with diverse student populations, ensure participation and promote learning. It is easy to get lost in all the publications, guidelines, good practice examples and tools that are available to promote inclusive education. The main purpose of these training modules is not to add more information, but to help participants to develop an inner map to help guide them on the path towards inclusive education. Participants have to become competent in understanding their own situation and locating identified problems within the larger context of inclusive education. The hope is that being able to orient themselves will give them a better starting point to initiate changes that lead to the intended results – without negative side effects.

The modules were developed using a set of basic premises that are important for inclusive education. These basic premises are applied to the modules wherever possible given the limited time available, the limited set of methods, and a hardly personalised training context. For example, the modules and units are organised as sets of activities to emphasise the importance of active participation. They use the knowledge already available and facilitate peer learning. Knowledge is understood as something that needs to be enriched, shared and interconnected rather than a compilation of different theories, concepts and methods. The modules, therefore, emphasise the introduction and application of common core principles, basic models and procedures that can be used across settings. They are flexible enough to adapt to local needs, but robust enough to maintain a common identity across sites.

The modules try to address the **participants as learners**, as practitioners, and as carriers of knowledge and expertise others can benefit from - **participants as teachers**. Depending on the participants, either learning, sharing experiences or collaboratively developing new knowledge may be in the foreground of their collaborative efforts. Depending on the specific purpose, the trainer will need to enrich the modules by creating customised settings and opportunities.

The modules do not provide a fixed schedule and timeline for the units and activities. The trainer will need to make a judgement with regard to how much time should be spent with each activity. By providing reading material, case studies, bringing the experience and practice of participants actively into the training, and by enriching the models with conceptual information, the learning experience can be expanded considerably for each activity. While references are made to other materials and learning tools, it is up to the trainer to decide what else should be included in each activity, and for which purpose.

Terminology

The modules use concepts and terminology already widely used by UNICEF and its partners to make the contents as accessible as possible. This is also expressed in the basic premises introduced in the next section.

The modules refer to *trainers* and *participants* to clarify their specific role in the activities outlined here since both trainers and participants may well be teachers working in different settings (and/or in a different capacity). Teacher education is used as a generic term for all learning activities across a teachers' professional life. *Training* thus refers to the modules and the modules should be seen as only part of the over-all learning that is needed to become an inclusive practitioner.

Basic Premises of the Modules on Inclusive Education

The following premises should be introduced as they will cut across all three modules, how they should be used, and what else needs to be done – other than deliver the modules – to support inclusive education.

Human rights-based approach

Right to access, participate and achieve

The modules are grounded in the human rights-based approach. All children have the right to gain access, participate and benefit from quality education that is personalised to take into account their life situation, interests and aspirations. *Access* and *participation* reflect the right to access and the right to participating in quality education. *Achievement* or gaining an education reflects the right to an open future and the realisation of one's potential or development of capabilities. Gaining an education and the successful transition into adult life are the results of synergies between respect for individual rights and progressive realisation. For more information, see Booklets 1 and 3 in the UNICEF Series *A Rights-Based Approach to Inclusive Education for Children with Disabilities*.

Respecting individual rights and progressive realisation

The modules' philosophy and contents are based on Convention on the Rights of the Child (CRC) and the Convention on the Rights of Persons with Disabilities (CRPD). Both conventions highlight the importance of participation and empowerment as well the importance of creating enabling environments. To realise individual rights of all children, their rights have to be respected by persons in authority and progressively realised through investments in policies, strategies, structures and processes. This is reflected in the idea of *individual rights and progressive realisation*. Progressive realisation requires the initiation of change processes. The modules on Inclusive Education should be understood as one tool amongst others for progressive realisation. Preparing and empowering teachers for inclusive education is very important, but other actions targeting change processes in schools and communities need to be initiated as well.

Information on rights-based approach

Information on the rights-based approach to education is widely available (see also introduction to this booklet). Of special importance is the UNICEF publication *The Right of Children with Disabilities to Education: A Rights-Based Approach to Inclusive Education* and Booklet 1 of the UNICEF Series *A Rights-Based Approach to Inclusive Education for Children with Disabilities*.

Learning as a social process

Learning is the results of interactions with others and the world

Learning is not something that occurs in isolated minds; learning is always the result of one's interaction with the world, especially with the social world around us. Learning is an active process; it is not the passive reception of information. Young children learn through direct engagement in activities to acquire skills such as walking; the purpose of their activity is to master it and there is an immediate gratification in its realisation. As children get older, they are confronted with learning situations where carrying out activities no longer hold immediate gratification, but contributes towards reaching more abstract and less tangible goals, such as learning to read, calculate or acquiring self-control. These goals are in themselves means to an end; for example, to be able to participate in school, to secure a job, to enjoy poetry. Intentional learning, therefore, requires motivation and volition, the ability to self-regulate and relate to others. In the process, children do not only acquire skills, but also learn about themselves and about others. How children learn and where they learn is as important as what they are learning. For more information on learning as a social process, see Booklet 12 of the UNICEF Series *A Rights-Based Approach to Inclusive Education for Children with Disabilities*.

Learning means to participate in a community

Learning means acquiring knowledge, but I also means to participate in a learning community and to create new knowledge by using one's creativity and potential for innovation. Teachers should create learning environments that encourage these processes. Much depends on teachers' understanding of *learning*, as this will be reflected in the learning situations they create. Are they isolating learners or are they facilitating collaborative learning? Do they believe that learning is mainly the ability to reproduce knowledge exactly as it has been taught? Do they understand knowledge as something that can be written down or something that needs to be enacted? It is therefore important to develop an understanding of learning which is compatible with the goals of a human rights-based approach to inclusive education.

People learn best from people with similar interests

The modules are based on the premise, that *we learn best from people who are different from us, but are involved in the same activities* and share interests or try to solve similar problems. Therefore, diverse groups of learners have a great potential to benefit from each other's experience and knowledge, if a common purpose can be established. This is ultimately also the most powerful argument for inclusive education; it potentially enriches the learning experience of all learners. *Establishing a shared purpose*, and to embark in a common enterprise is one ingredient when creating a community of learners. Another ingredient is *trust* between learners and the confidence that something can be created together. And the third prerequisite to enable groups of learners to become a community is *mutual engagement* - in other words, through collaboration and shared participation. Inclusive education is about facilitating the process of learning and participation and creating enabling environments. It is therefore critical that teachers are able to support learners to become a learning community.

Competencies

| Learning becomes visible through action |

If learning is made visible through actions and is reflected in changes of behaviour (rather than in the reproduction of knowledge, memorised responses and the application of algorithms), teachers have to use different strategies to facilitate learning and to measure learning outcomes. Inclusive education is about creating learning situations where all children can learn something relevant for their lives. Traditional curricula are organised in school subjects and tell teachers which contents should be taught. This approach is rooted in the belief that only some children will achieve to master all set requirements and go on to become the future elite of a country. Education is used as a pre-selection process and not much thought is given to what happens to the children who fail to follow the curriculum. This approach to education is not compatible with a human rights-based approach.

| Developing key competencies for life |

Social justice in education means that the child is in the centre of the teaching/learning process, rather than the curriculum. Education should enable and empower children to become responsible citizens, not to create a small elite and a large group of failed learners. A life-long learning approach helps to anticipate what children should learn to be able to participate in adult life. Clearly, school subjects play a minor role in the life of most adults and contribute little to solving life's problems. This is why a competency-based approach is important. *Competence* is the ability to carry out activities, effectively and efficiently. Competencies are shown in variable situations or contexts, they include knowledge, skills, attitudes and other abilities needed to carry out the necessary actions. Competencies are enactments of knowledge, skills and attitudes made visible in specific situations. Competencies are the result of problem-solving strategies applied to real-life situations.

| Competency-based approach to modules |

Inclusive education requires a competency-based approach to learning and participation. Schools and education systems should provide guidance by defining key competencies. They can be transformed in personalised learning plans to meet the learning needs of all children. The modules use a competency-based approach both, for the learning of students and the learning of teachers. A life-span approach is used both for teachers and children. The modules can be used across teachers' professional development by adapting them to the specific learning requirements of the participants. The profile of an inclusive teacher developed by the European Agency for Special Needs and Inclusive Education provides a common framework that trainers can use. Definitions of teacher competencies are provided in module 1 to reflect on teachers' professional development.
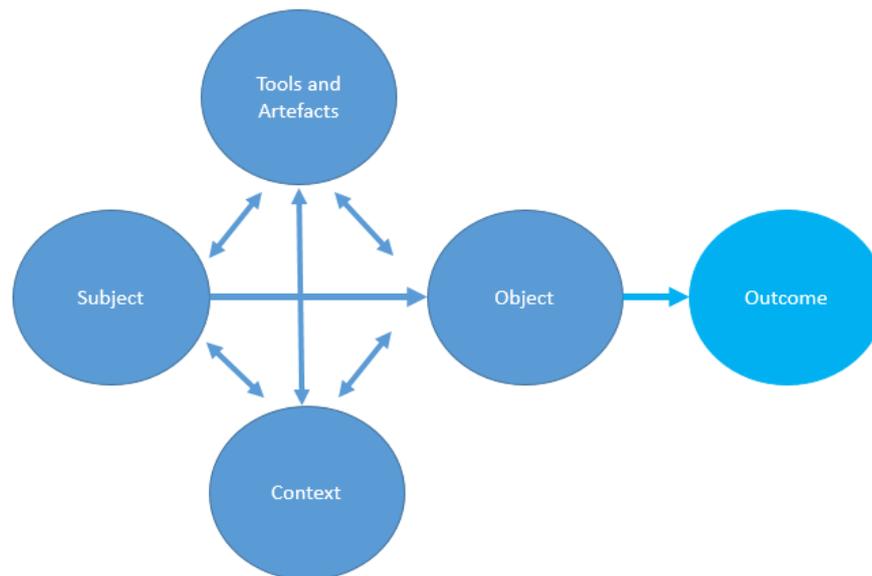
Situational approach

| Competent actions are visible in situations |

Competencies reflect learning and are shown in variable situations or contexts. Learning itself takes place in situations that are always embedded in larger social contexts. Children bring their own life situations to schools; when children's personal life situations and situations created by schools clash, there is a great risk of exclusion. Actions take place in situations, and have to be adapted to situations. To understand the nature of situations and create situations that facilitate learning is vital for inclusive education. The modules, therefore, take a situational approach and seek to sensitise participants and trainer to consider situations in which tasks are carried out, rather than focus on the task alone. This is reflected in the basic structure and organisation of the modules, which is built around activities that

serve a certain purpose and create certain situations in which participants are made to reflect, interact and anticipate.

Activity Theory - Model to analyze situations

As a model to analyse activities carried out in specific contexts or situations, a simplified *activity theory model* is introduced in module 1. The model can be used to describe activities in different situations; it works to analyse a simple action carried out within five minutes, but it also works to analyse the life situation of a child in school. Definitions and further explanations are provided in the next chapter (activity model) and in module 1.

Modules use a situational approach

A situational approach is reflected in the way the modules are laid out; activities create situations, and a purpose is always clearly stated to help the trainer and participants orient themselves in their actions. The modules are based, and use, a simplified activity theory model to help focus on situations. The model is introduced in module 1, and then used in different settings to analyse situations or plan situations. The situational approach is an **organising principle** used again and again to give participants multiple opportunities to develop a situation-oriented way of thinking. If teachers are to create enabling environments, they have to be able to analyse learning situations and adapt them to the learning requirements of their students. This requires *situational awareness* and *problem-solving* skills.

Learning in Schools

**Looking at education through the eyes of children**

Inclusive education means looking at schools through the eyes of children, putting their interests first, ensuring participation and learning. But schools are institutions with conflicting social functions: providing best possible education for all, recreating power structure in a society, differential allocation of life chances and selection. Teachers themselves are confronted with conflicting expectations and motivations that often create dilemmas. These dilemmas are the most strongly felt with children that are perceived to have problems in learning and participation. These dilemmas should be taken seriously, and whenever they arise in the interactions should be given adequate time to discussion. An inclusive teacher is able to balance conflicting goals by making them

explicit and prioritising them within the context of a larger vision, or over-all purpose. The organising principles introduced in these modules and the activities focusing on vision building should help develop the competencies needed here.

Schools as learning organisations

Inclusive education is not only about individual teachers; it is about schools as organisations and communities. To build the capacity of schools to use conflicting goals creatively requires professionals who are able to think about schools as learning organisations, and see themselves as agents of change and development. The modules are organised in a way that facilitates the acquisition of relevant competencies and provide the tools for schools to embark in this process. Becoming a learning organisation requires mastering of five learning disciplines: (1) ability to develop a shared vision; (2) the effective use of shared mental models; (3) self-awareness of all involved; (4) capacity for team learning and problem solving; as well as (5) systems thinking or understanding complex situations. The modules seek to address these capacities and provide opportunities to develop them.

These five disciplines can be represented in the activity model:
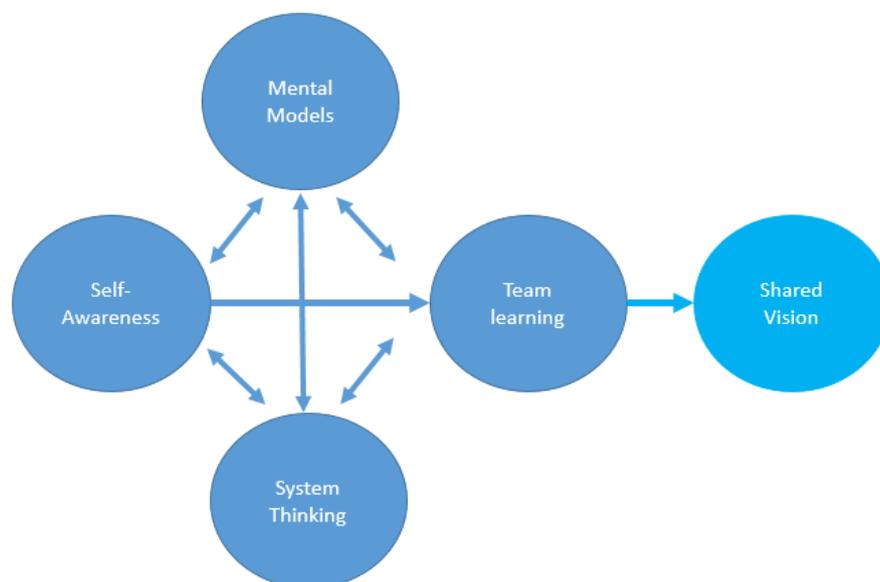
## Organising principles and models across the modules

Life cycle

Educating for life

A *life cycle* approach reflects today's interactions and activities in the context of a persons' development across the life span. It promotes the idea of life-long learning, not only as a necessity, but also as a learning trajectory to which schools need to contribute in a meaningful way. The life cycle approach looks at developmental trajectories, and seeks to influence them positively to ensure sustainability and positive long-term outcomes. To take the life cycle of a student or the professional life cycle of a teacher into account requires the ability to link today's action to outcomes that are far away in time (in the future) and space (social spaces or life domains outside schools). Focusing on key competencies that can be acquired in one setting and applied in other social settings is helpful to achieve this.

Inclusive schools need to develop an understanding of how decisions taken in the "here and now" may have far-reaching consequences for the lives of children and youth. Teachers need to become aware of this in order to be able to reflect on the possible consequences of their actions and, where necessary, develop alternatives. It is their responsibility to keep the future of children open (see rights-based approach) and not limiting their future capabilities by restricting their participation. The purpose of inclusive education is to enable children to achieve to the maximum of their potential (see CRPD). Because no teacher knows that a full and effective participation will entail in the faraway future, these long-term goals and purposes of education need to be broken down into mid-term and short-term goals.
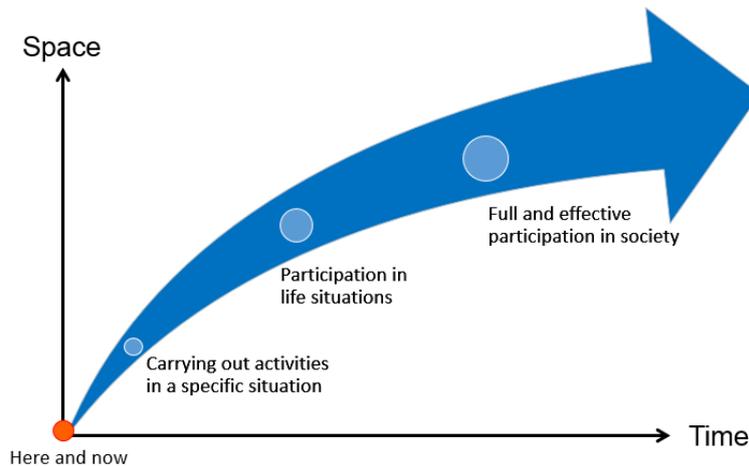
Expand thinking across time and social spaces

The "here and now" is always bound in time and space. But it can be expanded to other situations or social spaces, and it can be expanded across time into the future. Inclusive schools and inclusive teachers are able to consider both, the importance of today's actions and activities for other social settings (transfer and application of competencies) and their importance for the future (development of competencies). This is an issue that teachers are confronted with in their educational planning, but also when developing their schools into an inclusive school:
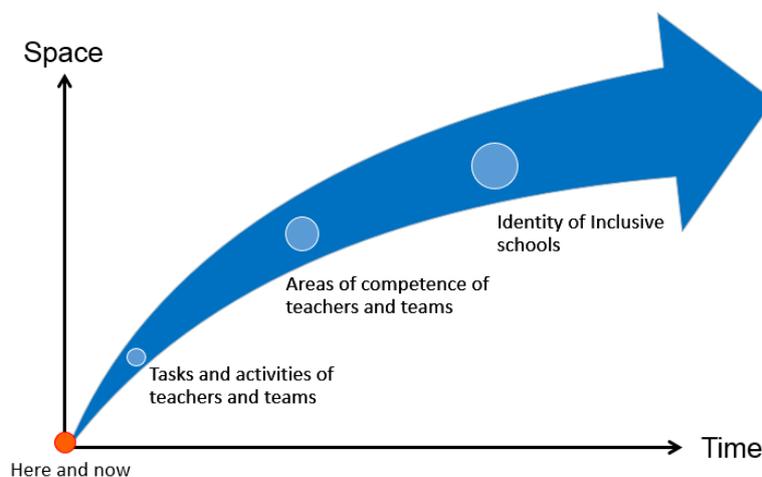
Immediate present and faraway future

This graph highlights the linkages between the immediate present and faraway future, and gives a mental model to think of different social spaces (environments). This idea is also picked up in the model of teacher competencies presented in the modules. In addition, it provides focal points to identify levels at which situations can be analysed using the activity model:

Space

Life domains in which the child can live a good and self-determined life

Participation domains of children and youth

Tasks and activities the child is able to carry out

Time

Here and now
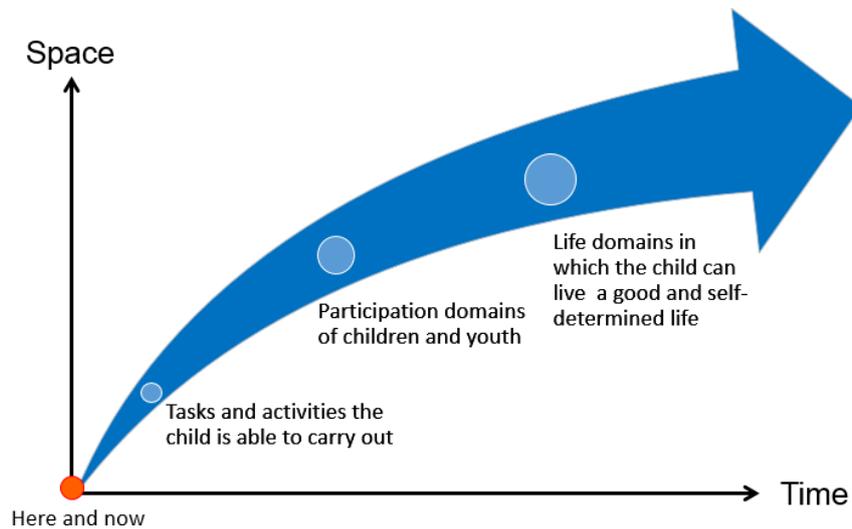
New approaches to time and space

Traditional schools have a standardised approach to time and space; time is chunked in units of approximately 50 minutes, and space is divided in equally sized classrooms generally organised in rows of desks. Inclusive schools will need to reconsider these arrangements and reflect on the design of learning situations that can facilitate diverse learning experiences to accommodate all children and youth.

Problem-solving

Learning is solving problems

Creating an inclusive school is solving a set of problems and overcoming barriers and difficulties by finding new solutions. Learning is, essentially, problem-solving; acquiring information is only a first step in this process. Because problem-solving is such an important activity, a common model to be used across the modules is introduced here. First, a situation has to be understood or a problem identified (situation, problem). This is generally followed by a sequence in which additional information is sought, different perspectives or opinions of different people collected (measuring, collecting). This information then needs to be analysed and understood, there must be a sequence of sense-making events to integrate the information, and possibly develop a better understanding of the problem (analysing, understanding). As a next step, different solutions and scenarios to address the problem are developed (planning, deciding), and finally one is selected and put into action (acting, implementing). As a final stage of the problem-solving cycle, the outcomes are assessed and evaluated against the intentions and planned outcomes (controlling, evaluating).
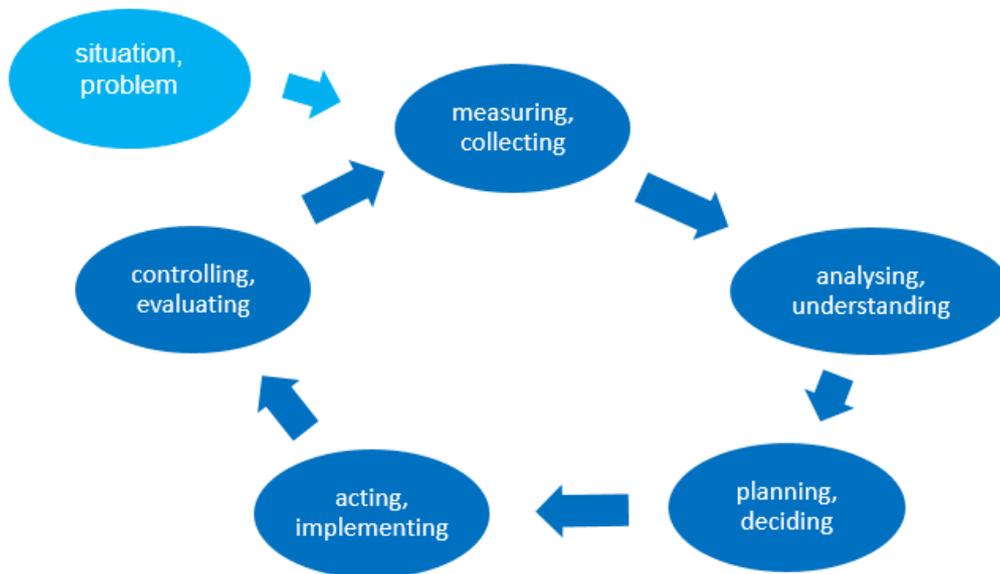
Expansive Learning

Expansive learning is essentially nothing else than enhancing one's problem-solving skills to be effective and fulfilled in one's life. Unfortunately, many students spend much time with defensive learning, building up defence mechanisms and learning to avoid challenges in order to maintain their self-esteem or a sense of identity. This leads students into the vicious cycle of learnt helplessness or negative interactions with teachers and peers.

Problem-solving as a principle of modules

The problem-solving cycle is used across the three modules to help structure and plan learning processes (learning cycle). It can be applied to student or teacher learning and problem-solving. Learning should be understood as the full problem-solving process; it can also be linked to the five "E" teaching principles: Engage (make problem or challenge visible), explore (explore problem, observe or obtain more information, create new knowledge), explain (ensure comprehension and understanding), extend (apply what was learnt in situations) and evaluate (assess learning). The problem-solving cycle can also be linked to Boom's Taxonomy and to the various action cycles that are applied to policy development, or other changes professes.

Three tier model of support systems

Concept of "response-to-intervention"

Inclusive education systems ensure a good standards-based instruction to all children, but make provisions for certain groups of children that may require targeted interventions or support, as well as for individual children who require intensive interventions or support to ensure their participation and learning. Within the concept of "response-to-intervention", a helpful graph ("intervention triangle") has been developed to visualise these three groups in one model:

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        Intensive
       Interventions
         (+/- 5%)

      Targeted Interventions
            (+/- 15%)

      Standards-Based Instruction
              (100%)
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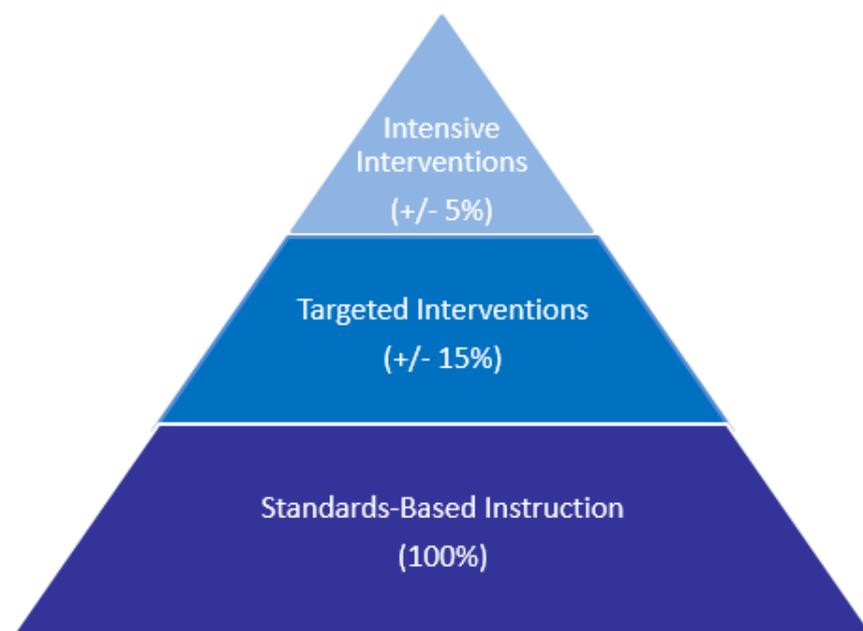
Common language

The "intervention triangle" helps to talk about different groups of children, their need for targeted support, the percentage of identified (special education needs and/or children with disabilities) children one would expect in any education system, as well as the settings that schools need to create in order to ensure enabling environments for all children. The model can also help schools to evaluate their support systems, and see whether they have access to support which enables them to successfully include all children and youth.

Talk about differences between countries or educational settings

Groups of children that fall into the second tier ("Targeted Interventions") may differ from country to country. Disadvantages that need to be addressed may rise from not speaking the language of instruction, belonging to a socially marginalised group, being a slow learner, or being a first-generation learner. Children that fall into the third tier ("Intensive Interventions") are generally children with disabilities who require intensive assistance, special equipment, expert support or other measures to ensure their participation in inclusive education settings.

Teacher competencies

Four areas of teacher competency

Another organising principle that runs across all three modules is the concept of teacher competencies. Four areas of teacher competencies are used to highlight the profile of inclusive teachers (see European Agency for Special Needs and Inclusive Education, "Profile of Inclusive Teachers"): 1) Valuing learner diversity; 2) supporting all learners; 3) working with others; and, 3) personal professional development. While this is helpful to discuss clusters of competencies, it does not provide much guidance on how these competencies may be built up over time and across the professional life cycle.

Modes of cognition to guide action

To talk and share ideas about how problem-solving and professional learning contribute towards building competences and enhancing the capacity to create inclusive classrooms and schools, a different mental model is required. Problem-solving in the "here and now" happens instantly based on pattern recognition, followed by a reflex response enacted through routine actions and monitored by situational awareness (operations, like adjust voice to noise level in classroom). If problems persist, a broader perspective is taken to understand a situation, and act accordingly (actions like telling a student to be quiet). If problems cannot be solved by addressing the activities that are executed in a situation, the situation needs to be addressed (activities like improving interactions with peers). These different modes of cognition and practice are represented in the follow table (Eraut 2009, adapted from 2007):

Type of Process	Mode of Cognition		
	Instant/Reflex	**Rapid/Intuitive**	**Deliberative/Analytic**
Assessment of Situation	Pattern recognition	Discrimination Rapid interpretation	Prolonged diagnosis, Consultation, discussion and analysis
Decision Making	Reflex response	Recognition primed or intuitive response	Deliberative analysis or discussion
Overt Action	Routinised actions	Routines punctuated by rapid decisions	Planned actions with periodic progress reviews
Meta-cognitive engagement	Situational awareness	Implicit monitoring Short, reactive Reflections	Monitoring of thought and activity, reflective learning Group evaluation

Ability to link three modes effectively

Effective teachers are able to rely on their instant pattern recognition and almost automated response to maintain a classroom atmosphere that is supportive of learning. But, if difficulties arise, teachers have to be able to interrupt their routines actions, make rapid decisions and adjust their behaviour. This may still not be enough to address persisting problems that need to be tackled over a long period of time, possibly involving several people in the problem-solving process.

Moves, patterns and abstractions

Drawing on the idea of a life-cycle approach, teachers have to be able to link their immediate actions or "moves" to create learning situations or establish "patterns" that help students be effective participants in specific life situations. But to plan for *far-away* participation in society, teachers need to see the big picture and work with "abstractions" which are needed to link different learning situations to the over-all life situation of a child. Saphier, Haley-Speca and Gower (2008) have organised teacher knowledge and skills accordingly. Very often, this is also a progression of knowledge and skills acquisition across the professional life cycle of teachers:

	Moves	Patterns	Abstractions
Management	Attention Momentum Discipline	Space Time Routines	
Instruction	Clarity Principles of learning	Models of teaching	
Motivation	Expectations Personal relationship building	Classroom climate	
Curriculum			Curriculum Design Objectives Planning Learning Experiences Assessment Overarching objectives

Participation

Participation as a key concept

A definition of participation, and a basic model to understand participation restrictions, are introduced in module 1 and used again in module 2 and 3. "Participation" refers to the process component of inclusive education, while "access" focuses on inputs, and "achievement" on the outcomes of education. Participation is also a key term to a rights-based approach. *Present participation is a strong predictor of future participation*: if children are not able to participate in all relevant life situations now, it is much less likely that they will be able to do so in the future, unless adequate support is provided or the situation altered to make it more participatory.

Definition for participation

Participation as being engaged… as *"behavioural engagement"* (positive conduct, involvement in learning and academic tasks, participation in school-related activities). Showing and experiencing competence (e.g. cognitive, communicative, manual, emotional, etc.); *"mental engagement"* (self-regulation, flexibility in problem-solving, coping strategies); showing and experiencing autonomy (e.g. direct attention, self-regulate behaviour to carry out complex actions, taking decisions on one's life, self-determination) and as "emotional engagement" (affective reactions such as interest, happiness, identification with teachers and peers); showing and experiencing belonging (e.g. show interest in others, be motivated to consider suggestions of others, feeling accepted and welcomed) *in typical routines in typical settings that are directed towards personally or socially meaningful goals.*

All children can learn and participate

The basic premise of inclusive education is that all children can learn and, therefore, participate in learning. It is the responsibility of schools to ensure that students learn something meaningful, for themselves as well as to society. Because participation always takes place in situations, it is necessary to develop an understanding of situations, and to provide tools to analyse situations (see Activity Model). Participation can be analysed across all life areas of a child (e.g. education, school life, family life, leisure).

Four perspectives on participation

If participation is a key concept for inclusive education, a model should be provided to understand participation restrictions. In module 1, four perspectives are introduced for this purpose: *"developmental perspective"* (life-cycle approach); *"relationship perspective"* (person and system approach), *"curricular perspective"* (competence approach); and *"health perspective"* (health and well-being approach).

Health perspective has been predominant

Education systems traditionally have support systems for participation restrictions that arise in the context of health and well-being. Inclusive education has emerged from the efforts to ensure participation of children with disabilities and health problems. This is why special support systems have a long tradition, in many countries, that in some instances has led to an over-representation of children (i.e. with migrant backgrounds or from ethnic/linguistic minorities) in special education settings. The medical model driving these specialised, often segregated settings, has been criticised and in the last ten years, a new model to understand participation restrictions in the context of health has emerged (WHO 2001, ICF–Model conceptualising the current understanding of the dynamics of functioning and disability in the context of environmental and personal factors):
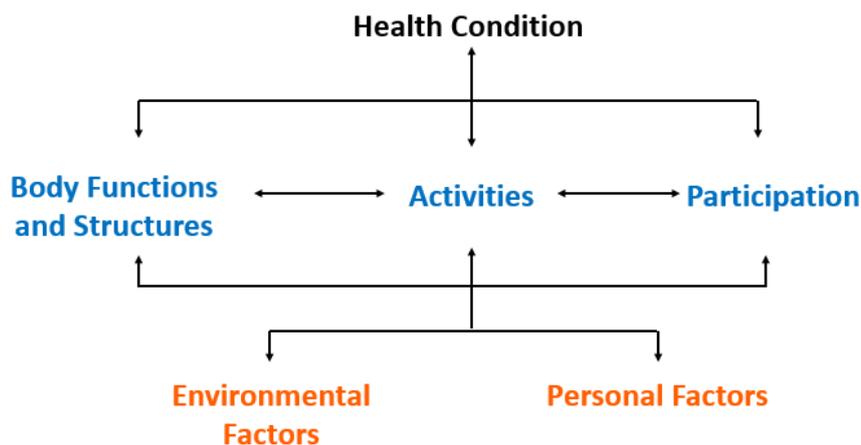
Developmental perspective

Another tradition in most education systems is to group children according to age. The expectations of teachers is, therefore, that all children are at the same point in their development and can be expected to have reached the same developmental level across all areas. Given such expectations, diversity with regard to development can lead to participation restrictions of students who develop "atypically". Due to life circumstances but also genetic disposition, developmental trajectories are very diverse even amongst children in the same age group (often even within the same genetic pool). Considering the life-cycle perspective can help understand these development trajectories and respond to developmental differences.

Relationship perspective

Most countries have, in the past, catered to a culturally homogenous group of children. Conceptions about homogeneous groups, made interactions easier, since parents had the same expectations, beliefs and value system as teachers. Relationship patterns were not questioned, and children were expected to submit to adult authority. To understand participation restrictions caused by lack of nurturing and supportive relationships (see sections on "learning as a social process"). A model or approach is needed that can help schools understand the personal situation of children and analyse the social situation created by schools. In module 1, a model is introduced to look at systems and how the relationships they create influence the participation of children. The model is explained in the next section and should be used to understand participation restrictions that are due to lack of nurturing relationships (see section on Systems and Persons).

Curricular perspective

Last but not least, children may be restricted in their participation because they have not yet had the opportunity to learn and acquire the competencies that are set as prerequisites for participation by the teacher, or the school. Many countries still have inflexible curricula, sometimes even stating what needs to be taught in which week of the school year. Focusing on broad competencies (see section on competencies) can help building personalised learning plans.

Systems and Persons

Bringing systems and persons together

Inclusive education is about bringing systems and people together in ways that promote participation for all. Traditionally, the focus was on individual students and how they can fit into education, in the beginning of the inclusion debate, this logic was turned around: the focus was then on education systems and how they can be made to fit the needs of all children. In reality, it is never just one or the other and the contribution of people and the contribution of systems to inclusion or exclusion may differ from situation to situation. Therefore it is important to provide tools and models to bring together the participation of persons and the inclusiveness of education systems.

Understanding social systems

The requirement to think both with a person and system perspective is also reflected in the human rights-based approach (see respective section): it is always about respecting the rights of the individual, and progressive realisation through the development of systems and organisations. Teachers and schools, therefore, need to be given tools to think about systems (see also section learning in schools). The model introduced here to understand relationships and the systems they create has been developed by Uri Bronfenbrenner:
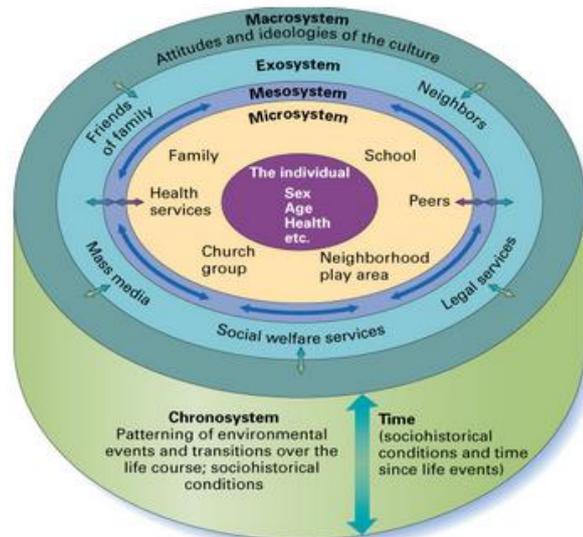
There are many approaches to describe social systems, and another can be selected according to the preferences of the trainer. But the model should be able to capture the individual at the center of the system, surrounded by the circles of relationships created in a society. The model is introduced in module 1, and used again later to highlight the complexity of the life-situation of a child.

People as part of institutions

The help understand the way systems and persons can be brought together within the context of the education system, a matrix is used to bring together both perspectives (person/ system), the levels of the education system, and its processes (input, process, outcome). This model is helpful to identify practices in education systems (classroom level, school level, policy level) and how to change them to help develop inclusive schools.

		Chronological Perspective				
	School as.....	Measuring Collecting	Analysing Understanding	Planning Deciding	Acting Implementing	Controlling Evaluating
Systems Perspective	Policies					
	Schools					
	Classrooms					
Participatory relationships link settings/systems to person						
Participation of Person (Children, Teachers, Parents)						

European Agency for Development in Special Needs Education, 2011

The arrows show the two entry points to promote rights in education: person to system and system to person. In real life situations, the enactment of rights always needs to be negotiated between persons and systems. This model helps to consider the different entry points and where rights can be realised.

The matrix also integrates the problem-solving cycle, which was introduced earlier. This will help to integrate procedures developed to solve specific problems (for example creating personalised education plans) with the over-all processes at work in a school. Inclusion is not about implementing certain methods, tools or materials; it is about developing the system in response to the needs of all people involved. Schools therefore have to be empowered to think in systems.

Activity Theory Model

Need for coordinated actions

Making inclusive education a reality is all about people joining in coordinated actions. with the shared vision of creating inclusive schools and inclusive classrooms. Inclusion and exclusion are the results of human actions, both actions in direct interaction with children, or indirect actions that create barriers to participation. The activity theory model is introduced in module 1, and used whenever participants are asked to explore, reflect or anticipate (problem-solving and learning) activities. The model has been developed from Yrjö Engeström, a Finnish Educator, based on the work of Vygotky and Leontiev. For the purpose of these modules, the concepts of "rules", "community", and "division of work" to describe the context of an activity, have been pulled together into "context":
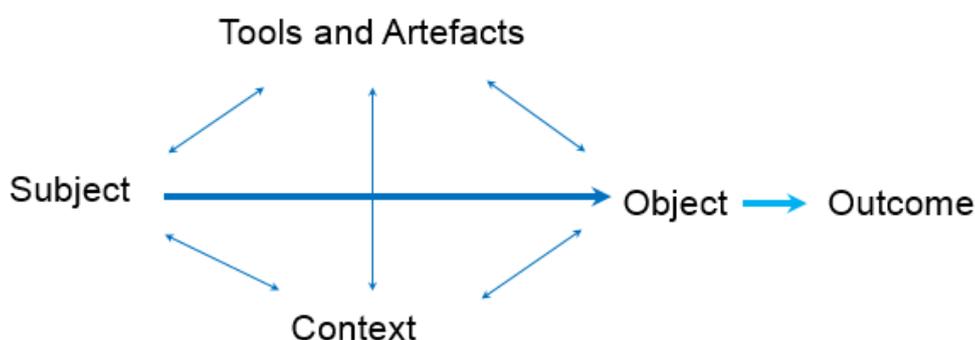

Definitions of the components

In the diagram above, *«Subject»* refers to the person or persons that is/are carrying out the activity. The activity is understood and analysed from his/her perspective (e.g. teacher). The *«Object»* refers to the focal point of the activity, and defines what the activity is directed towards. This can be another person, a problem, a topic or any object. The object is constructed by the subject, and focuses on the aspects that are relevant to carry out an activity (e.g. mathematics, student behaviour). *«Outcome»* refers to all wanted and unwanted results or impacts, that are created as a result of carrying out an activity (e.g. achievement, disappointment). *«Tools and Artefacts»* are physical and cognitive tools that are used to carry out the activity (e.g. text book, learning strategies, language). *«Context»* refers to the characteristics of the social setting or environment in which the activity is carried out. This could refer to social values, beliefs, norms or rules, but also the climate in the classroom, and the support given by peers.

The model remains vague when thought about in abstract terms, but it becomes concrete and structured when applied to concrete activities. The components can have different meanings in different settings, but the structure is strong enough to make them recognisable. The model provides a way to think about activities as having a specific intention, or using specific tools in a certain context. For example, a boy may fail to solve a mathematical problem, because he has not yet mastered the relevant algorithm (mental tool), because he is afraid of failure (outcome) and therefore does not engage in the activity (object), or because he is being teased by his peer (context). The failure of a teacher to implement inclusive practices may be due to her value and beliefs (subject), a lack of effective methods and adequate material (tools and artefact), a lack of understanding of inclusive education (object), a lack of motivation or intention to support all learners (purpose), or lack of support from her head teacher, inspector or supervisor (context).

Communities of practice

Realising inclusive education requires coordinated activities of many people across situations and time. Inclusive schools and inclusive education systems are not created once and forever; they have to be developed and maintained as an on-going process. To understand schools as learning communities or communities of practice with a shared vision of inclusive education that is realised through ensuring participation for everyone involved, the following adaptation or interpretation of the model can be used:
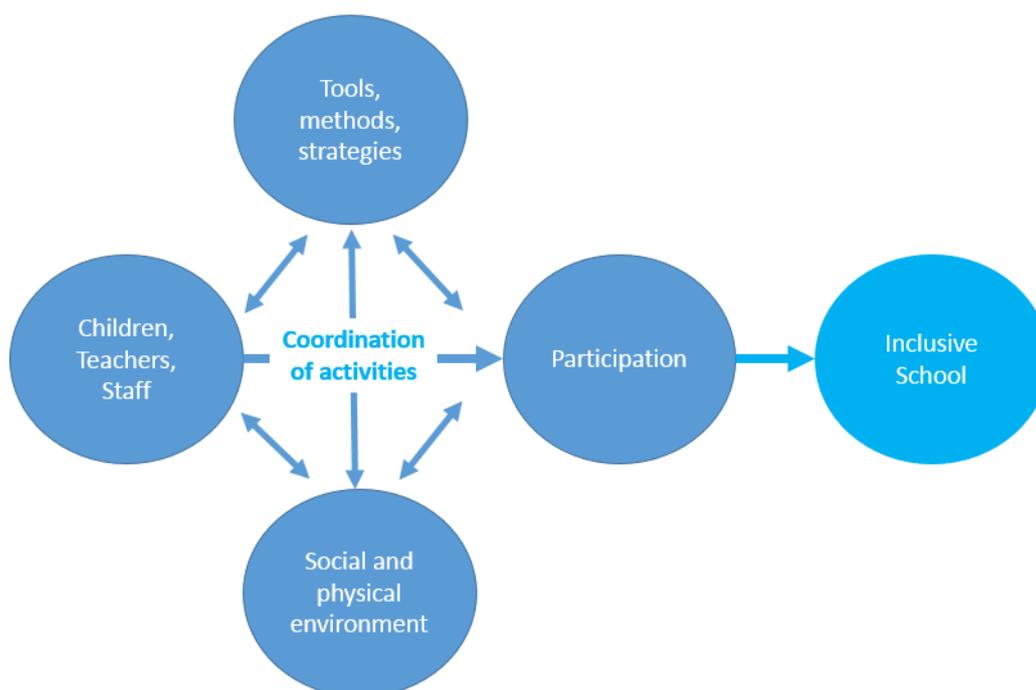
Overview of the Three Modules

Module 1: Inclusive Education – Vision, Theory and Concepts

Unit 1.1: Introduction to Inclusive Education

Purpose of the Unit:
- Develop an inclusive learning community within the training space;
- Develop a common situation analysis: where are you coming from;
- Clarify expectations (where are you going to) and provide motivation;
- Clarify understanding and develop a preliminary definition for "Inclusive education";
- Understand role of teacher as a change agent.

Unit 1.2: Personal Professional Development

Purpose of the Unit:
- Understand the importance of professional development for Inclusive Education;
- Get to know a definition of teacher competencies for inclusion;
- Become aware of the biases that influence our actions;
- You know some of the differences between Novice Teachers, Experienced Teachers and Expert Teachers;
- Develop your vision of an inclusive teacher.

Unit 1.3: Valuing Student Diversity

Purpose of the Unit:
- Understand the in-group – out-group bias (in-group favouritism) and how it links to labelling;
- Get to know the most important dimensions of diversity;
- Understand the cycle of oppression and draw your own cycle of empowerment;
- Consider the importance of Human Rights for valuing student diversity;
- Think about ways this knowledge could be relevant for your school.

Unit 1.4: Supporting all Learners

Purpose of the Unit:
- Consider your own ways to think about learning and achievement;
- Get to know a model that can help understand learning situations;
- Consider learning as the outcome of participation (not only as achievement);
- Understand and organise the different settings/organisation of provision;
- Think about ways this knowledge could be relevant for your school.

Unit 1.5. Working with others

Purpose:
- Consider the inclusiveness of your community and your school and use this information to consider actions;
- Build a vision of inclusive education – so that you can plan actions on with your colleagues, students, parents or community;
- Review the contents of the module;
- Identify need for more information or clarification.

Module 2: Working together to create Inclusive Schools

Unit 2.1: Communication to build relationships

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

Unit 2.2: Understanding participation restrictions

Purpose:
- − Develop a deeper understanding of participation restrictions;
- − Use different perspectives to analyse participation restrictions;
- − Develop strategies that can be used to explore participation restrictions.

Unit 2.3: Collaborate to overcome participation restrictions

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

Unit 2.4: Building teams and coalitions for inclusion

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

Module 3: Enabling environments for Personalised Learning

Unit 3.1: Analysing learning situation of children and youth

Purpose:
- Apply what you have learnt so far to analysing learning situations;
- Learn to analyse a situation from the teacher's and students' perspective;
- Practice to focus on situations rather than learner characteristics.

Unit 3.2: Developing effective goals

Purpose:
- Apply the life-cycle approach to goal-setting;
- Build capacity to develop effective short-term, mid-term, and long-term goals;
- Use statements of goals, or purposes, to provide meaningful feedback.

Unit 3.3: Adapting situations to learner requirements

Purpose:
- Learn to link goals to learning situations;
- Get to know ways in which participation can be improved in the classroom;
- Apply what you have learnt so far to develop personalised learning plans.

Unit 3.4: Develop practice to support all learners

Purpose:
- Develop collaboration strategy to implement in your school;
- Develop draft tools and methods that you can implement in your school;
- Develop strategies to move towards achieving inclusive education.

Using the modules

What trainers need to consider

Adult learning

The modules on Inclusive Education are to be taught by adults to adults, in most cases even by teachers to teachers or other professionals who work in educational settings. The training modules can be adapted to different settings and audiences. Trainers and participants bring their specific experiences of teaching and learning to the training; when used in a positive way, these experiences can enrich the learning experience of everyone involved.

Teachers are knowledge workers

Teachers are "knowledge workers". They like knowledge and like to learn new things that are beneficial for their work. Participants in the activities will most likely be outcome oriented, and want to be taught something useful. It is important to discuss and clarify the purpose and relevance of the modules and the activities participants are made to engage in. Therefore, all modules, units and individual activities state their purpose to help trainer and participants be self-directed in their actions and facilitate discussions on these matters.

Teachers are autonomous

While knowledge workers like to acquire new knowledge, they also tend to be protective of their knowledge, as this is their professional capital. Because teachers identify so much with what they know, they may be sensitive to "criticism" or what they perceive as "attacks" on their autonomy in the classroom. Many teachers are used to work in isolation; they may not appreciate their practice being questioned, or collaboration requested in the context of inclusive education. It is therefore important to bring their knowledge to the training. This can be done through practical assignments or tasks that reflect their personal interests and serve an immediate purpose to enhance their practice. Such assignments can be planned parallel to the modules.

Meaningful context for modules

Whenever possible, the modules should be part of a larger endeavour that participants are motivated to embark in. This could be, for example, a larger reform project directly linked to make their school or community more inclusive. Such a context gives direction to their activities and sets the scene for the activities. The trainer should be fully aware of the larger context within which the modules fit, and work as a facilitator to enable participants to learn, explore problems and work towards their own goals. This is best achieved by applying a participatory approach that is respectful of knowledge, learning styles, and learning preferences of participants, and addresses problems that participants understand and are motivated to work on.

Inclusive education to guide training

In summary, it can be said that the philosophy and principles articulated in these modules should also guide the trainer's own practice. It will help participants to learn about these if they are given the opportunity to experience them. Trainers need to be competent inclusive teachers, and thus be able to ensure access, participation and achievement for all participants. Please refer to the organising principles described in this booklet.

| Creating enabling environments | Trainers also have to give some thought to how they create an enabling environment. They should consider the context in which the training is set, and ensure that this context is facilitating and motivating for all |

participants. There are several factors that contribute to an enabling environment:

– Purpose of the modules reflects real needs of the participants;
– Expected achievements and intended actions towards creating more inclusive schools are supported and valued by schools, local authorities and policy makers;
– The wider community affected by changes towards inclusive education is adequately engaged (e.g. parent representatives or inspectors participate in training and inform their peers);
– The setting created for the training facilitates participatory learning (e.g. room arrangements, materials used, atmosphere created, trainer-participant relationship).

For more information on adult teaching/learning and an overview of learning methods, see some of the information readily available on-line on sites such as Wikipedia.
http://en.wikipedia.org/wiki/Category:Learning_methods.

Here you will also be directed to detailed information on some of the methods referred to in the modules, such as:

– Mind mapping: http://en.wikipedia.org/wiki/Mind_map
– Concept mapping: http://en.wikipedia.org/wiki/Concept_map
– Adult education: http://en.wikipedia.org/wiki/Adult_education
– Collaborative Learning: http://en.wikipedia.org/wiki/Collaborative_learning
– World Café: http://en.wikipedia.org/wiki/World_Café_(conversational_process)
– Jigsaw Method: http://en.wikipedia.org/wiki/Jigsaw_(teaching_technique)
– Decision game: http://en.wikipedia.org/wiki/Decision_Game

Methodology of modules

| Promote learning and participation | The modules reflect the principles and philosophy of inclusive education, and should be used in this spirit. Inclusive education is understood as the process to promote learning and participation for all children and youth, |

to ensure access, participation and achieve positive outcomes. To ensure this, the following questions should be asked at each planning stage:

Key planning questions for using the modules, units and activities:

What? What should be learnt? (Objectives)

Why? Why should it be learnt? (Purpose, Values)

Who? Who should be involved? (Commitment)

How? How should it be learnt? (Tools, Strategies)

Where? Where should it be learnt? (Enabling Environments)

When? When should it be learnt? (Planning coordinated actions in situations)

Using the Activity Theory Model, these questions can be asked and discussed with participants to ensure motivation, help direct activities and achieve meaningful outcomes:
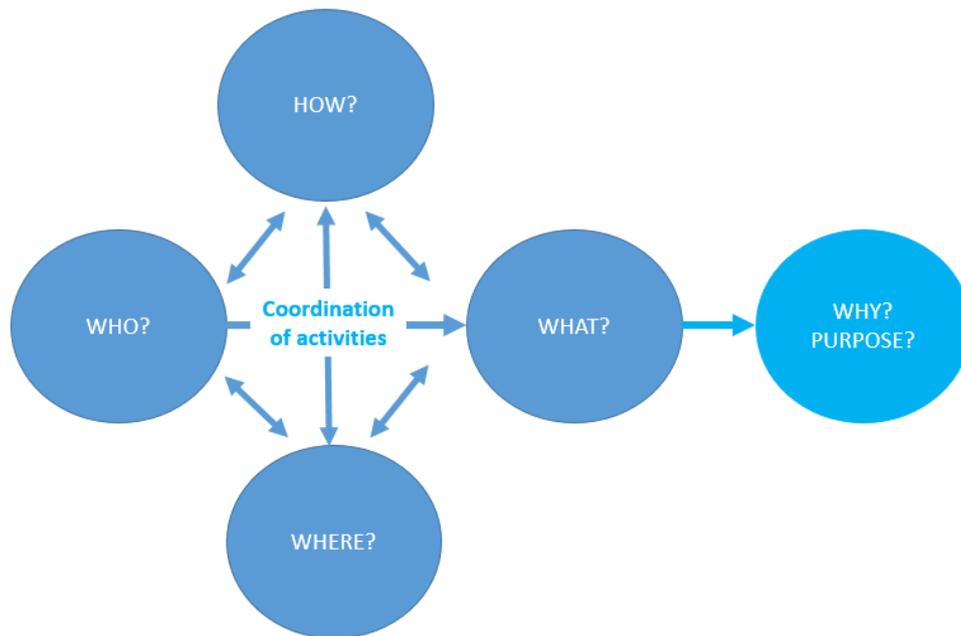
| Trainer has to clarify the following: | The modules are organised to help clarify these points wherever possible. Because the specific context in which the modules will be used cannot be predetermined, the trainer will need to clarify these questions with |

respect to the specific situation in which the modules are used:

- What should the participants be working on, focusing on, or learning? (Learning activity);
- Why should they be involved in this activity? (Purpose of engaging in learning);
- Who should be involved and how can involvement be ensured? (Preconditions to learning);
- How should participants learn? (Tools, strategies, methods to facilitate learning);
- Where should participants learn? (Enabling environments, community);
- When should participants learn? (Sequence of learning, creating synergies to promote learning).

| Make activities visible by using activity model | It will help participants to optimise their learning experience if these points are addressed during discussions on reviewing modules and activities, as well as for considering ways in which what has been learnt |

can be used for their own practice. Learning is not about adding information to one's memory; learning is about creating a better understanding of the world and oneself, in order to become a competent and effective teacher. Learning is made visible in changes in behaviour, values, beliefs and understanding.

| Apply the organising principles | The organising principles and models described in the introduction can be applied both to the training itself and to the practice of teachers who are participating in the training. They are common representations that can |

be used across different social settings. They can adopt different meanings in different worlds, but the structure is common enough to make them understandable. Sharing such common models and principles is the key to collaboration across social settings. For example, the *Activity Theory Model* can

be used in any setting to analyse and describe activities. Teachers can use the model to think about their own activities in the classroom, or they can use it to talk to students about the same activity from their perspective. Head teachers or principals can use it to think about the activities of their schools. Trainer and participants can use it to clarify their expectations and to evaluate training activities.

Participatory approach The key to enacting a participatory approach is to focus on the engagement or involvement of participants. To facilitate such an orientation, the modules are based on activities around inclusive education rather than on content alone. The principles and purpose of activities is made as explicit as possible to facilitate adaptations without losing the core idea and purpose of the activities. The moderation methodology has been kept as simple as possible to ensure easy application of the modules. The methods described in the activities can be expanded and altered according to the preferences of the trainer and participants.

Need for more learning opportunities The modules provide the core learning experience for participants. Using other materials, many of which have been developed by UNICEF and their partners, can expand this learning experience. Cross-references to the most recent and relevant materials have been made where possible, and reference to the core readings can be found in this introductory booklet and in the remaining 3 modules. The main readings/resources can all be found at:

- CEE/CIS Regional Portal on Inclusive Education: http://www.inclusive-education.org/
- UNICEF's E-Learning Platform Agora: https://agora.unicef.org/

Structure of the Activities

Structure follows Activity Theory Model All activities are presented using the same structure to facilitate orientation for the trainer. First, an overview is provided using the structure of the Activity Theory Model:

- Purpose (Why?): Gives objectives of the activity, names expected outcomes;
- Focus of Activity (What?): Clarifies what the activity is about, which issues it seeks to address or what is important about the contents of the activity. It seeks to describe the problem space that should be worked on;
- Materials and Methods (How): Provides information about the tools or strategies to work;
- Additional information / alternatives: Provides additional information on the activity or alternative activities.

Who and where to be clarified for module Questions about the participants (Who) and about the context of the learning (Where?) should be addressed for the entire module and not for individual activities. The participants will remain the same for all activities and, most likely, the context cannot be substantially altered from one activity to the other. Nonetheless, the questions about "Who" and "Where" may still be important to ensure motivation and the highest level of engagement of all participants. As part of the rubric, "methods" information is provided on modes of interaction or collaborative learning, the proposed social settings need to be adapted to the preferences of the participants.

Background information for trainer

Each activity also gives background information for the trainer. This section should help the trainer to connect a specific activity to the over-all module, and help with orientation. Information is given on the reasons why this activity was selected and, where adequate, provides information on the theoretical background or underlying premises. Subsequently, the sequence of the activity is described in detail. To facilitate orientation on the learning modes, the following pictograms are used:

Plenary – either introduction or reporting back

Large group work

Individual work with emphasis on reflection

Partner work

Written individual work

Power Point Presentations

Parallel to describing the sequence of the activity, the respective slide from the accompanying PowerPoint Presentation is provided for orientation. The trainer will need to go through the slides carefully to make sure that the contents are understood. Some slides depict the solution or results to individual and group work; these slides should only be included in the presentation version, but not in the hand-out version for the participants.

Adjusting Modules to Country Context

This section will be completed after consultation with the country delegation during the workshop. It will include information on the following issues:

- Information on the course format – what is possible, what is effective?
- Examples of application (e.g. with schedule, programme, extra activities etc.);
- Models of implementation (e.g. cascading model);
- Tools to build a national plan that includes activities beyond the modules;
- Adjusting for cultural differences;
- Adjusting for different audiences;