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Inclusive Education Toolkit | Armenia

Inclusive Education

Toolkit

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> " The UN estimates that disabled people are two to three times more likely than non-disabled people to live in poverty. "

Did You Know?.....

- There are 42 million disabled people in the European Union (EU), of whom 51 percent are women.
- On average, between 4 and 10 percent of any country's population may be described as disabled. However, in South Africa the figure is nearer to 13 percent, and in the U.S. the figure is 20 percent.
- Worldwide, 20 million people who need wheelchairs do not have them.
- In some countries, 90 percent of children with learning difficulties do not live beyond their fifth birthday.
- Throughout the world, most so-called 'public' transport is inaccessible to disabled members of the public.
- In Sweden, which has some of the most enlightened housing policies in Europe, of those disabled people who do not live in institutions, approximately 85 percent live in housing with difficult access.
- Worldwide, access to communications and information, especially for those with impaired sight or hearing, or learning difficulties, is limited (and often non-existent).
- In some hospitals in Europe, the medical records of disabled people who are not dying contain the phrase, "Do not resuscitate in the event of heart failure."
- Of disabled people living in developing countries, 98 percent have no access to rehabilitation services.
- In Hong Kong, 52 percent of disabled children do not receive any education.
- In India, 98 percent of disabled boys do not receive any education.
- Only 0.3 percent of disabled children in the UK succeed in entering higher education.
- In Tunisia, 85 percent of disabled adults are unemployed.
- In the U.S., 67 percent of disabled adults are unemployed.
- Between 50 and 70 percent of disabled people are unemployed in the European Union. Those with jobs are usually underemployed—not reaching their full potential—and underpaid.
- In Europe, 400,000 disabled people working in sheltered, supported, or open employment have no proper labor contracts and are outside the protection of labor law.

Inclusive Education Toolkit

Objectives of the Toolkit

To understand the evolution of the treatment of disabilities in societies and identify harmful historical precedents that have hindered the social represention and participation of people with impairments and restricted or different abilities.

To identify and document model practices and solutions in the area of inclusive education and to support the stakeholders (DPOs, school administrations and teachers, parents, relevant Ministries, etc.) to test mechanisms and strategies that identify the constraints and solutions to successfully mainstream children with disabilities.

To provide recommendations based on lessons learned in order to strengthen the capacity of the stakeholders in Armenia to organize adequate resources and promote programming that supports inclusive education.

To equip trainers with specific tools (best practices, interactive exercises, role games, etc.) applicable for their future training.

" In some countries, 90 percent of disabled children will not live beyond the age of 20."

Table of Contents

Acronyms

DPI	Disabled People's International
DPO	Disabled people's organization
CRPD	Convention on the Rights of Persons with Disabilities
ICF	International Classification of Functioning, Disability, and Health
IED	Institute of Educational Development
INGO	International non-governmental organization
NGO	Non-governmental organization
UN	United Nations
UNICEF	United Nations Children's Fund
UNDP	United Nations Development Program
UNESCO	United Nations Educational, Scientific, and Cultural Organization
WHO	World Health Organization

How to Use This Toolkit

The present document is a guideline for the trainers to train the recipients to understand and to enhance the process for the implementation of inclusive education in Armenian schools.

This pedagogic resource was built by the participants of a three-day program facilitated by World Vision (WV) and Disabled People's International (DPI), and provides material and recommendations that are useful to realize the proposed two-day training program that is included in Annex 1.

The trainers of these trainings preferably should be people with disabilities and parents of children with disabilities who have knowledge coming from their living experiences as well as from studies, scientific evidence, or professional skills. Their personal experience of living with disabilities will be their source of inspiration, and they are encouraged to enrich their interventions with concrete examples of the discriminations and exclusions that must be fought.

Members of disabled people's organizations (DPOs) and international non-governmental organizations (INGO), the trainers have developed knowledge of disability based on a human rights approach and are able to speak not only about themselves but also in a broad social perspective about the situation of all people denied their human rights on the basis of their abilities.

Target public: Parents, professors, schoolteachers, kindergarten educators, parents, politicians, disabled people, DPOs, and all the inclusive education recipients.

Important note to trainers/facilitators: The proposed program (pages 5 to 18) is only a sample training program based on an assumption that the trainees do not have any basic knowledge of the history of discrimination against people with disabilities, the actual situation in Armenia, etc. Be creative when designing your own training program. Feel free to use all or any of the proposed materials as appropriate for the expected audience. Your actual program should be based on the trainees' expected awareness of disabilities and inclusive education, as well as on their background, skills, and abilities. See, for example, Annex 2 (page 21), another sample program aimed at audiences with a basic knowledge of the local situation.

It is also important to note that this program has not been designed as an academic methodology for teachers. Such a methodological resource is to be developed by Armenia's National Institute of Education.

Inclusive Education in Armenia

Inclusive Education: World Vision's Point of View

Inclusive education (social model) is a process of increasing the presence, participation, and achievement of all students in schools (this means disabled and non-disabled, girls and boys, children from majority and minority ethnic groups, refugees, children with health problems, working children, etc.). It involves restructuring the cultures, policies ,and practices in schools so that they respond to the diversity of all students in their locality. Inclusive education perceives "the system as the problem."

Inclusive education acknowledges that all children can learn, and that they learn at different rates. It encourages flexible teaching, using different methods to suit various learning styles. It draws on a range of methods for supporting disabled or other marginalized learners, depending on local context; e.g., peer support, parental involvement, disabled adult volunteers, additional in-service training for mainstream teachers, etc. CIEDP Evaluation Report, July 2007, Lewis Ingrid, EENET

Integrated education (medical model) focuses on getting disabled or other excluded children into mainstream schools. It is often seen as a stepping stone to inclusive education and is often implemented as part of a community-based rehabilitation (CBR) initiative. Integrated education often involves the provision of specialist equipment, assistive aids, etc.

Education has always been prioritized in Armenia—a country that has at least a 1,600-year-old history of literacy. From the very beginning, the school has been the basis of the nation's political and cultural survival and the incentive for national progress. The education system was established during the short existence of the first Republic in Armenia (1918 to 1920) and it further developed during the years of Soviet Power (1920 to 1990). Education in Armenia has traditionally been highly rated. Today the most important national issue is considered the maintenance and development of education system, insuring its compatibility in the international environment.

The Republic of Armenia, which has limited natural resources, can have considerable achievements in the 21st century only by developing the scientific sphere. With this aim in view, education for Armenians acquires a special significance.

The system of education in the Republic of Armenia includes pre-school, general secondary, special secondary, vocational (professional-technical), higher, and post-graduate education.

In 2008 to 2009, the activities aimed at expanding educational inclusion for persons with disabilities were continued. In 2009, inclusive education is conducted in 30 pre-school institutions and 31 secondary schools. Also, in one special educational complex and in one college, an initial vocational educational program is implemented free of charge.

Education is free in colleges for disabled persons who have obtained at least lowest passing scores on entrance exams or for those who acquired a disability during their studies. However, the fullest possible inclusion of people with disabilities is largely jeopardized by the lack of accessible school buildings and transportation. Even schools equipped with ramps lack access to classrooms located on levels other than the first floor. And all of the inclusive schools lack accessible bathrooms.

*Each child is validated by
their inclusion at school*

One example of Education in Armenia: "I smile to the world and to the people!"
[Success Story from World Vision Armenia's Stepanavan ADP]

The inclusion of children with disabilities is a big challenge for many schools, especially in villages and communities where there are still many children with disabilities about whom local administrations, schools, and DPOs are unaware. Some parents don't understand the importance of education for their child, believing it to be unnecessary, since they feel that he will never be able to work or that she will never get married.

Nver Mirzoyan, an 8-year-old child from Hobartsi community, attended school only for a couple of months. Nver had to stop attending as winter arrived, because his mother—the sole breadwinner of the family—was milking the villagers' cows. His story would sound like many other Armenian children's stories except for the fact that he has cerebral spastic infantile paralysis. Nver has never walked, and for a very long time sat on a self-made wheelchair. In July 2007, Nver was officially included in the World Vision Child Protection Project, and with WV support he was enrolled in Yerevan Rehabilitation Center (not supported by WV Armenia) to receive free physical treatment for his feet. Despite this welcomed assistance, Nver remained deprived of his right to education.

The efforts of Stepanavan ADP and Full Life DPO have been unified to integrate Nver into mainstream education. Full Life DPO has organized home schooling for Nver since April 2009, and WV provided clothes and necessities for Nver and his mother. Moreover, WV Stepanavan ADP and Full Life representatives held a meeting with the Hobartsi school director and successfully obtained approval for Nver to attend school in September 2009. In addition to this wonderful news, WV Stepanavan ADP and Full Life agreed to construct a ramp by September to help reduce the environmental barriers preventing Nver's school attendance. Full Life facilitated discussions in Hobartsi School on how to identify barriers to inclusive education and then come up with relevant solutions. Full Life will lead more workshops on this issue with the aid of a developed toolkit in order to help the staff and children to better welcome Nver and children like him into their school community.

Historical and Social Representations of Disabilities in Societies

From the beginning of humanity, people with disabilities have had their own story from being killed by the first organized societies to being forbidden and expulsed as killers and sorcerers during the Middle Ages to receiving charity from churches in the 13th and 14th centuries to having progressive medical options for healing and normalization in the 19th century to being recognized today as human beings who have the same value as others and who must enjoy the same full set of human rights.

> **The first lesson will focus on this history and on the myths that are hampering our vision of the people who are living with physical or intellectual restrictions, the people we are labeling "disabled"**

Everywhere and in every culture, the history was similar. People with impairments were treated poorly, but with the evolution of societies' perceptions, positive social representations can be resumed with the following scheme:

Ignorance

Charity

Medical Solutions

Equal Participation

Times of Change

With no way to live: In early societies, there was no way for those with a disability to live. The permanent fight for life and competition of the species eliminated any chance for survival of those with a restriction on their human abilities.

Killed: The first human societies often eliminated disabled people. In ancient Greek civilization, babies who were born blind were killed, and in ancient Israel, people with disabilities were excluded from the temple, the worship place and center of society. And of course eugenics societies eliminated disabled people entirely.

Forgotten: During the Middle Ages, disabled people were isolated and considered to be sorcerers, killers, beggars, and vagrants. This "bad group" of society was marginalized in a separate locaiton from the rest of society.

BRUEGEL : Beggars (1568)

Objects of charity: Centuries of Lights (1400 to 1800 AD) was the time of Christendom caring for those with disabilities. Christian morals are at the origin of disabled people being helped and protected. As churches created and organized the first hospitals, they also supported those who were maginalized by all. The first places where people with disabilities had an opportunity to live were built under the auspices of churches.

Repaired & normalized by the medical approach: The 19th & 20th centuries were a time of medical and mechanical progress in which disabled people became objects of science to be repaired, equipped with prosthesis and normalized. Society believed so strongly in medicine that they believed it would be possible to make the paraplegic walk, to give vision to the blind, and to make the deaf able to hear.

Recognized as human beings with rights by the social approach: After thousands years without a voice, disabled people themselves organized representative movements to express their own voices and showed society their vision of community living. The international movements of disabled people were organized in the 80's in North America (in California for independent living and in Canada for human rights). Meanwhile, the United Nations organized the first International Year of Disabled People in 1981, an initiative that was follow by many others all over the world until the adoption of the UN Convention on the Rights of Persons with Disabilities (CRPD) in December 2006.

General Assembly Adoption of the UN Convention on the Rights of Persons with Disabilities, UN Headquarters, New York, Wednesday, December 13, 2006

Respecting People with Disabilities

Words & Semantics: Using the Correct Terminology

The words used to name the persons and the characteristics of people with disabilities are very important, and all participants in the training must be informed of the importance and encouraged to be attentive to the words they use about disability. What is named can become a reality, so using and if you name differently you will change your perception as those of your listeners.

Confined, crippled, gimped up, handicapped... all these and similar words represent only the deficiencies and not a person in all his dimension with its abilities and disabilities. Negative and patronizing language produces negative and patronizing images. Words are important, so make sure your words do not offend or reinforce negative stereotypes. Language can be used to shape ideas, perceptions and attitudes. Words in popular use mirror prevailing attitudes in society. Those attitudes are often the most difficult barriers that persons with disabilities face. Positive attitudes can be shaped through careful presentation of information about people with disabilities.

Let's Practice!

Try an exercise about the use of positive words and sentences. Ask trainees to compare words or phrases like "disabled" or "differently able," "people with disabilities" or "people with different abilities"*…

Guidelines:
- Describe the person, not the disability
- Refer to an individual's disability only when it is relevant: do not focus on the disability unless it is crucial to a story. Avoid tear-jerking human interest stories about incurable diseases, congenital impairments, or severe injury
- Avoid images designed to evoke pity or guilt
- Do not portray successful people with disabilities as superhuman
- Do not sensationalize disability
- Emphasize abilities, not limitations
- Avoid "tragic but brave" stereotypes. In fact, avoid stereotypes altogether
- Show people with disabilities as active participants in society. Portraying persons with disabilities interacting with non-disabled people in social situations and work environments helps break down barriers and open lines of communication
- Label jars not people!

*Make your own suggestions.

Disability Etiquette

Meeting with persons with disabilities
- Speak directly to the person who has a disability, not through any companion who may be present
- If you offer help, wait until the offer is accepted, then listen to or ask for instructions. Don't be offended if the offer of assistance is turned down!
- Consider the needs of people with disabilities when planning meetings or events

Meeting with people who have a hearing or speaking impairment

- Do not begin a conversation with a hearing-impaired person until he/she has noticed you and is prepared for it
- If a sign language or speech interpreter is present, speak to the person you are meeting rather than to the interpreter
- When you are speaking to a hearing-impaired person, do not shout or exaggerate your lip movements. Speak slowly and clearly and do not cover your mouth
- If the person you are speaking to is lip reading, make sure you are facing the light. Look directly at the person and speak at your normal volume
- Give your whole attention to a person with a speech impairment. Do not correct or speak for the person. Wait quietly while the person talks, and resist the temptation to finish sentences
- When possible, ask questions that require short answers
- Do not pretend to understand if you do not. Repeat what you understood, and ask again

Meeting with people who have a mobility impairment

- When talking for longer than a few minutes to a person using a wheelchair, place yourself at that persons eye level so that he or she will not get a stiff neck from looking up for a prolonged period
- Never lean against or decide to push a person's wheelchair. Always ask whether assistance is required or not
- Never pat someone using a wheelchair on the head!
- When arranging to meet a person who uses a wheelchair, always give the person prior notice so that time is allowed for the arrangement of transportation
- When deciding where to meet make sure that there is a ramped or step-free entrance, a lift (if necessary) and, of course, accessible toilet facilities

Meeting with people who have a visual impairment

- Identify yourself clearly, and introduce anyone else who is present. Try to indicate where they are placed in the room
- When offering a handshake, say something like "shall we shake hands?"
- When help is needed in an unfamiliar place, say "Let me offer you an arm." This will enable you to guide rather than propel or lead the person
- When you come to a step, say whether it's a step up or a step down
- When offering a seat, place the person's hand on the back or arm of the chair
- When talking in a group that includes people with visual impairments, remember to say the name of the person to whom you are speaking
- Do not leave someone talking to an empty space. Tell that person when you wish to end a conversation or to move away

STOP: Review Before Proceeding to Workshop 1

Workshop 1: Positive Campaigns on Disability

Objectives: ✔ To introduce the participants
✔ To identify the cultural processes that
influence their perception
✔ To identify the potential of children

Time: 1 hour 20 minutes

Materials: Examples of such campaigns (video, publicity TV spots, newspapers, etc…)

Exercise: Positive Feedback

This exercise is useful to build up people's self-confidence and mutual trust over a period of time.
Time 20 minutes

Objectives

✔ To increase trust and understanding within the group.
✔ To raise self-esteem and develop the ability to discuss positive feelings openly.
✔ To introduce the idea that we all need positive feedback sometimes.
✔ To illustrate the role that positive feedback plays in strengthening motivation (building people up instead of knocking them down).

Process Ask people to work in pairs and to say three things that they like about their partner.
There will be no specific feedback to the whole group, unless some people want to share with everyone, but this is purely optional. They have 10 minutes for this. Back in the whole group, ask for general feedback: How did the exercise feel? Was it hard/easy to express positive things directly to their partner? Why is it important as group members (or facilitators) to be able to do this?

Option This exercise can lead into a discussion or further activities about the need to recognize and value each person's contribution to society, and to illustrate that groups can be stronger if they consist of people with a range of strengths and skills—which should be seen as a bonus, not a threat.

Variation: Play an Introduction Game: "What we think we know about others" (see Annex 8, page 33)

Introduce: (20-25 min.) Present an example of a story, a film, or a legend from the Armenian culture who has a disability and ask the participants to identify the negative and the positive representation of disability in the story.

Brainstorm/Analyze: (20-25 min.) Ask the participants to imagine a positive campaign to valorize and emphasize the potential resources of disabled people.

Report/Discuss: (10-15 min.) Ask the participants to adopt the three main priorities they want to communicate about the potential of people with disabilities.

Variation: Propose an organized role-play with concrete examples.

Relative documents: All documents or legends of the Armenian culture in which you can find some persons with a disability.

Workshop 2: Discrimination

Objectives: ✔ Lead the participants in identifying what discrimination is by identifying concrete examples in their lives or those of their relatives, friends, or acquaintances.

Time: 1 hour 30 minutes

Materials: Examples of discrimination cases (stories, photos, videos); apples or other local fruits for the exercise

Exercise: XXX

Time: 30 minutes

Objectives: For participants to understand the concept of stereotyping and the role that stereotypes can play in discrimination and the abuse of human rights.
To give participants practice in facilitation (optional).

Preparation: Bring in apples or anotherother local fruit, enough for one per participant, and one bag or box to put them in.

Process: Ask participants to sit in a circle. Ask them, "What are the characteristics of apples? Are all apples the same?" Give one apple to each person and have each person observes his/her own apple for three minutes. Tell them to notice its color, bumps, marks, or other things that make it different from other apples. Collect the apples into the bag or box, and mix them up. Give out the apples, passing them around the circle for each person to examine in turn. If a participant recognizes his/her apple, s/he keeps it. When all the participants have claimed their apples, they may eat them.

Discuss with participants what they think the point of the exercise is. You can ask some or all of the following questions to assist the discussion and to help people learn.
✔ Was it easy (or difficult) to recognize their own apple?
✔ If at the beginning of the exercise they thought that all apples looked the same, what do they think now?
✔ The assumption that people are all the same if they share one characteristic (for example, disabled people,
✔ Africans, doctors) is called "stereotyping." Can participants think of examples when they have been stereotyped, or examples of when they have stereotyped other people?
✔ Are stereotypes helpful? Why? Why not?
✔ What are common stereotypes about disabled people? What is the effect of these stereotypes on disabled people? What is the effect on the rest of society?

Facilitator's notes These are some of the learning points to bring out through the discussion:
✔ Stereotypes usually express negative prejudices about a group of people and are usually untrue.
✔ One of the unhelpful things about stereotypes is that they do not recognize that we are all different but equal; that we are all different but have the same rights.
✔ Stereotypes usually ignore the value and potential of individuals, which results in some people thinking that they are superior to other individuals or group of people. This leads to discrimination and the abuse of rights.
✔ Common stereotypes about disabled people are that they are sick, abnormal, and limited in ability. These have a negative impact on disabled people's lives leading to the abuse of their rights and their exclusion from mainstream life. Society suffers because it needs everyone's contributions. (Give an example of a local disabled person, or internationally known disabled person and his or her contribution to science, art, politics, the community, etc.)

Introduce: (20 min.) Present a few cases of discrimination on various grounds (disability, gender, race, etc.).

Brainstorm/Analyze: (20 min.) Encourage the participants to share stories of discrimination to communicate that exclusion and discrimination is not acceptable (no matter what the reason), and challenge participants to think about how they felt or how a friend felt when they were on the receiving end of discrimination.

Report/Discuss: Ask the participants to identify the three most important steps that should be taken to prevent any discrimination on the grounds of disability in Armenia.

Presentation of the Diverse Restrictions Faced by Disabled Children and of the Alternative Abilities They Have Developed

What is a disability and who is a disabled person?

You may have a word about the ICF here (International Classification of Functioning, Disability, and Health)
http://www.who.int/classifications/icf/en/

Children Inclusive Education Development Project [CIEDP]

There is no one universally acceptable approach to describing categories of disabilities. The categories below incorporate terms often found in special education, disability rights, and medical literature. It is important to remember that within each category of disability there are differences between individuals in the type, degree, and impact of their disability. In addition, a person may have more than one disability.

Physical Disabilities

A physical disability means a physical condition that significantly interferes with at least one major life activity of an individual. This category includes anatomical loss or musculoskeletal, neurological, respiratory or cardiovascular impairment. Physical disabilities can be either congenital or acquired after birth as a result of accident or disease. Examples of physical disabilities include orthopedic impairments; health impairments such as a heart condition, rheumatic fever, asthma, hemophilia, and leukemia; motor coordination/manipulation; traumatic brain injury; and mobility impairments.

Hearing Impairments

The term "hearing impairment" is often used to describe a wide range of hearing losses, including deafness. Deafness may be viewed as a hearing impairment so severe that an individual cannot understand what is being said even with a hearing aid. In contrast, an individual with a hearing loss can generally respond to auditory stimuli, including speech. Hearing loss and deafness affect individuals of all ages and may occur at any time from infancy through old age.

Visual Impairments

The terms partially sighted, low vision, legally blind, and totally blind are used in the educational context to describe students with visual impairments. "Partially sighted" indicates some type of visual problem has resulted in a need for special education. "Low vision" generally refers to a severe visual impairment, not necessarily limited to distance vision. Low vision applies to all individuals with sight who are unable to read the newspaper at a normal viewing distance, even with the aid of eyeglasses or contact lenses. "Legally blind" indicates that a person has less than 20/200 vision in the better eye or a very limited field of vision. Individuals who are blind have no vision and must rely on non-visual modes of communication. Eye disorders leading to visual impairments include retinal degeneration, albinism, cataracts, glaucoma, diabetic retinopathy, congenital disorders, and infection.

Developmental Disabilities

A developmental disability is a severe, chronic disability of an individual 5 years of age or older that:

- is attributable to a mental or physical impairment or combination of both
- is evident before an individual reaches the age of 22
- is likely to continue indefinitely
- results in substantial functional limitations in three or more areas of major life activity
- reflects an individual's need for long-term coordinated services and supports

Examples of specific conditions that fall within this category include autism, cerebral palsy, epilepsy, and intellectual

Role Play: School Discussions: Time: 25 min.

Objective: To reveal psychological and logistical issues related to the inclusion of children with disabilities into education and find their solutions

Preparation: Distribute roles among the participants: six key participants ("School Principal," "Teacher," "Disabled Child," "Non-Disabled Child," "Disabled Child's Parent," "Non-Disabled Child's Parent") and up to 10 other participants ("Group of Parents")

Process: Play the following situation: a disabled child's parent approaches the school principal asking him/her to accept the child to the school. The principal first rejects, then after a discussion, changes his/her decision and accepts the child. The following developments include: attitudes of the teacher (ignorance or pity), behavior of the child (shy, isolated, scared), non-disabled peer's attitude (positive friendly approach), non-disabled child's parents' attitude (due to their stereotypical thinking, they try to keep their child away from the disabled student). A conflict arises between the parents of the disabled and non-disabled children. A parents' general meeting is held (the other group of parents joints the discussion).

Variation 1:
Non-disabled children do not accept the disabled child by ignoring or teasing him/her. The teacher tries to challenge this situation by initiating psychological conversations with the entire class.

Variation 2:
The disabled child is not willing to attend a school, feeling ashamed because of his/her disability. The child's psychological complexes are overcome due to actions by the teacher and other students.

Variation 3:
This could take the form of a parent-teacher meeting to discuss the child's performance. One could show the disadvantages of special schools and the other could show the advantages of inclusion so parents can understand the benefits of advocating and supporting inclusion.

Conclusion: During the "parents' general meeting," the trainer should encourage all of the participants to express their views and make suggestions on each specific situation.

Let's Practice!

Some parents of children with and without disabilities have understandable concerns about the impact of inclusion on themselves and their students or children. They may be unaware of the benefits inclusion offers to all children, to themselves, and to society. They may believe that inclusion is a means of saving money by "dumping" children with disabilities in regular classrooms or recreational programs.

Parents of students without disabilities may be concerned that inclusion will negatively impact the time and attention available to their children. Educators and service providers may believe that inclusion will place unreasonable demands on them, that they lack specialized training to teach students with special needs, or that they will not have sufficient time to devote to their "regular" students. They may lack information about the restructuring, planning, collaboration, strategies, and support that are necessary to implement inclusion effectively.

Parents of children with disabilities may also have concerns about inclusion. Lack of information about inclusion and parent advocacy inhibits many parents from pressing for placement of their children with disabilities in regular education classrooms:

- Parents have little information about the failure of segregated special education programs to educate their children.
- Parents have little information about the benefits of inclusion.
- Parents might believe that their children will be "safe" in segregated settings.
- Parents often lack information about their child's potential.
- Parents might believe that children will receive fewer services if they are in a regular education setting.
- Parents may be reluctant to move their children from segregated programs to regular education programs perceived as having problems of their own.
- Parents lack information to challenge school district decisions.
- Parents are reluctant to challenge educators.

Similar factors may also inhibit parents from advocating for inclusion in non-educational settings.

Workshop 3: Personal Supports for Children with Disabilities in Education

Objectives:
- ✓ To share experiences of inclusive education practices in Armenia
- ✓ To enable the trainees to identify the barriers that restrict the participation of child with disabilities and adapted resources within the community
- ✓ To develop recommendations on how to promote inclusiveness with particular emphasis on the implementation of CRPD.

Time: 1 hour

Materials: Examples of inclusive education, pictures of different schools in Armenia, plans of public transportation, brief descriptions of situations of different children with disabilities.

Exercise: XXX

Introduce: (20-25 min.)
Invite the participants to give examples of education or non-education of children with disabilities, and ask them to identify if there are different ways to educate the children with disabilities and which ones.

Brainstorm/Analyze: (20-25 min.)
Ask the participants to identify the barriers and the potential solutions to educate children with disabilities on the basis of brief descriptions they gave. (The brief descriptions you bring with you will be used if the participants can't identify any example.)

Report/Discuss: (10-15 min.)
Ask the participants to summarize the type of capacity building that must take place in the community to develop inclusive education

Variation:
What information do schools and learning centers need from communities to develop inclusive education?

Children Inclusive Education Development Project [CIEDP]

"Accurate Diagnosis Will Relieve Little Boy Who Cannot Speak"

Children Inclusive Education Development Project [CIEDP]

"So Many Hopes Locked Inside: World Vision Helps Young Girl Unable to Speak"

The Exclusion / Inclusion "Pyramid Game"

Objective:
- To provide direct emotional experiences of Exclusion and Inclusion
- To explore how participants exclude others in ways that they may not be aware
- To prompt creative ways of being more inclusive

Group: Up to 30 participants
Material Needed: A large room or outdoor space. Chalk, tape, or rope to mark areas on floor or ground
Duration: 20 to 30 minutes depending on depth of process

Tool description:
Mark on the floor/ground a large and tall triangle approximately 3 to 4 meters tall and 1 meter wide at the base.
Divide the triangle into 4 levels as shown.
The top triangle should be only just big enough to allow one person to stand in it.
Before starting the game remind everyone that this is a physical participatory exercise and they need to be respectful of one another, as there may be a certain amount of jostling.
On the count of 3, participants are asked to see how many can fit into segment 4. Some may be left out, depending on the size of the group.

Explore with 2 or 3 of those inside what is like to have succeeded in getting in, and with 2 or 3 of those left outside how it is for them to be left out. Repeat for segment 3, exploring, for example, how those left in feel about those left out, and vice versa, and again for segment 2, asking those left in what they had to do to maintain their inclusion in the triangle, and with those left out, why they let themselves be pushed out. Finally one person "wins" the privilege of getting into segment 1. Explore with the "winner" what it feels like to be left in, and with everyone else how they feel about the "winner".

The game is now played in reverse, but with increased awareness as the process is now one of inclusion. The 'winner' is asked to move to segment 2 and to carefully choose enough companions with which to fill the segment, and to speak about why he is choosing each one. Each person in segment 2 is then asked to move to segment 3 and to choose a companion each, saying briefly why they are choosing that person. Everyone in segment 3 is then asked to moved to segment 4 and to choose companions, but this may be a dilemma as not everyone may fit, so they are challenged to think of creative ways that everyone can be included in the final move. This may involve a lot of squashing together, taking up the whole of the triangle, or participants may decide to all leave the triangle together and form an inclusive group. "Cheating" is permitted, so long as everyone ends up in one big group.

Type of tool: Energizer, simulation exercise, group building activity

There is no need to reinvent the wheel. Use Article 24 of the CRPD. As always, try to be creative. Specifically, you should strive to encourage the trainees to think of methods/ways of achieving full inclusion in Armenia, keeping in mind the realities of the country (also, the town/village where the trainees live, study and/or work).

Let's Practice!

Best practices and Resources for Inclusive Education

There are a lot of resources in the David Werner toolkit. See http://www.dinf.ne.jp/doc/english/global/david/dwe001/dwe00101.html
You may have to cancel or to add some of the items.

Below is a list of topics to consider:
- ✔ Accessibility
- ✔ Technical aids
- ✔ Personal educative assistants
- ✔ Awareness, empowerment, and peer counseling
- ✔ Partnerships and participation of the DPO
- ✔ Pedagogic tools
- ✔ Cultural and sports education
- ✔ Leisure and family life

Building the Future of Inclusive Education

Plenary session

This is the time to recall and to resume the discussion, to identify the common understanding of the participants, and to engage them in identifying the priorities they deem necessary to achieve inclusive education. This point in the training is essential, and you must focus all your attention on it because it will provide the participants with new objectives as a group, giving each individual the feeling of inclusivenss.
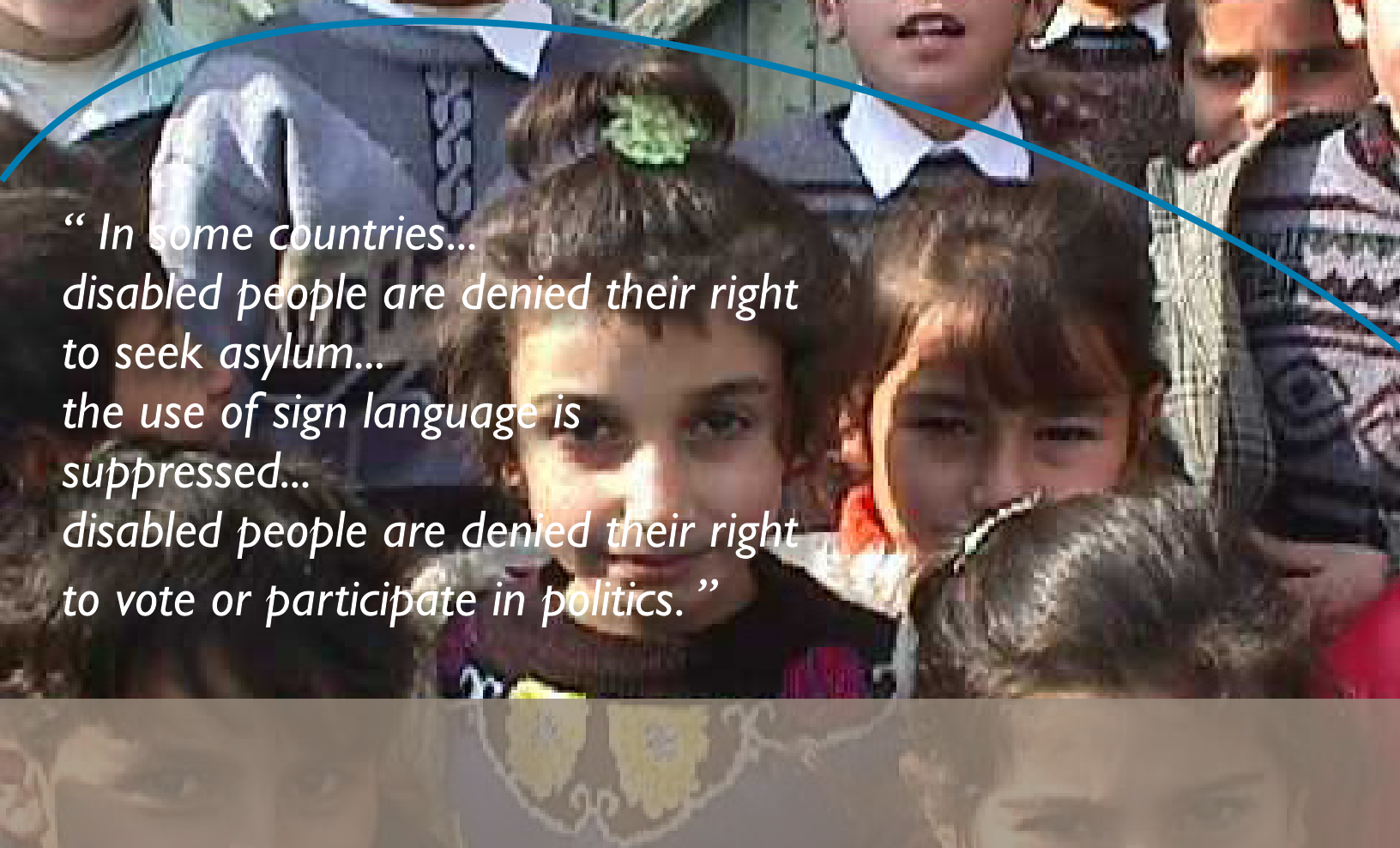
If participants are disagreeing on some items, don't spend too much time trying to reach an agreement, but focus instead on what participants do agree upon. It is more important to find a common agreement on just one, two, or three points than to reach a consensus on all subjects.

Inclusive education offers great opportunity to build positive relationships between parents, teachers, and students because it requires outreach that is child-centered to improve learning for all children. The trainer should focus on the positives of inclusive education to improve teacher-parent relationships, student-teacher relationships, and peer-to-peer relationships. Ultimately, inclusive education means a child-friendly style of the entire educational system, which affects not only students with disabilities, but all participants of the educational process.

As trainer, your goal is now to clarify the objectives shared by the participants. The materials you gave to the trainees and the workshops they participated in over the last two days have enabled them to identify and to understand barriers and solutions of inclusive education. This last session is the occasion to ask them what they wish to change in their job.

The adoption of a digest of the common objectives can be very short.

Finally, give them an evaluation questionnaire about the training course. You can also edit a sort of diploma you give to all the participants. A toolkit can be als

*" In some countries...
disabled people are denied their right
to seek asylum...
the use of sign language is
suppressed...
disabled people are denied their right
to vote or participate in politics. "*

Annexes

Training session

Proposed Program

1	Historical and social representations of the disability in societies ✔ History ✔ Words & semantics: Using the Correct Terminology ✔ Disability Etiquette	1 hour
	Workshop on positive campaigns on disability Exercise: Positive Feedback	1 hour 30 minutes
	Reports of the workshop	
	Workshop on Discrimination Exercise: Know Your Apple (Stereotyping & Discrimination	1 hour 30 minutes
	Reports of the workshop	
	Presentation of the diverse restrictions faced by the disabled children and of the alternative abilities they have developed ✔ Motor impairments ✔ Sensitive impairments ✔ Intellectual impairments ✔ Psycho social impairments	1 hour
	Place & role of parents of children with disabilities Role Play: "School Discussions"	1 hour
	Workshop on personal supports for children with disabilities in education	30 minutes
	Reports of the workshop	30 minutes
2	Define the objectives of the inclusive education The Exclusion / Inclusion "Pyramid Game" Article 24 of the CRPD on Inclusive education	1 hour
	The best practices and resources of the inclusive education Accessibility ✔ Technical aids ✔ Personal educative assistants ✔ Awareness, empowerment & peer counseling ✔ Partnerships & participation of the DPO ✔ Pedagogic tools ✔ Cultural, sport education. ✔ Leisure & family life	3 hours 30 minutes
	Building the future of inclusive education Plenary session Discussion & adoption of an action plan	1 hour 30 minutes

Goal: Raise awareness of ways to socially include disabled people

Objectives & Topics
(a) Promotion of inclusive practices in decision making and daily routine
(b) Challenge stereotypes and adopt correct terminology
(c) Learn disability etiquette
(d) Apply inclusive approaches in educational and other fields

Duration: 150 min. (2.5 hours)
Number of participants: 10 to 20 persons
Essential facilities:
- a room of at least 30 m² located on the ground floor (or, providing there is a lift, on any floor)
- wheelchair accessible toilet
- handouts: folders, notepads, pens, pencils, erasers, printed materials, etc.
- other: computer/laptop, LCD projector, screen, flipchart board, color markers

Program
(a) Promotion of inclusive practices in decision making and daily routine (25 minutes)
- energizer (e.g., "Guessing Game" – see Annex 8, page 31, or "What we think we know about others" – see Annex 7, page XX)
- Key Concept: Nothing for us without us
- Practical Exercise: "How to assist: do's and don'ts"

(b) Challenge stereotypes and use correct terminology (30 minutes)
- Energizer (option 1): "Associations" (identify stereotypical words/expressions associated with disabilities and replace with appropriate synonyms)
- Energizer (option 2): "Bad" and "Good" press articles
- Key Concept: Correct terminology based on "Person First" approach
- Practical Exercise 1: Change phrases containing stereotypical terms
- Practical Exercise 2: Rework a "bad" article and write a "good" one containing the same information

Break (15 minutes)

(c) Learn disability etiquette (25 minutes)
- Warm-up Exercise ("Let's talk": a wheelchair user initiates a conversation with a non-disabled (or non-wheelchair-user) participant of the training course. The exercise aims to demonstrate that the eye level should be the same.
- Key Concept: Disability etiquette based on respect and equality
- Practice Exercise (direct "blind" person, talk to a "deaf" or "mentally impaired person," etc.)

(d) Apply inclusive approaches in educational and other fields (25 minutes)
- Warm-up Exercise: "How to make a school inclusive"
- Key Concept: Principles of inclusive education
- Application of equality approach in advocacy and routine life

(e) Sum-up and evaluation (30 minutes)
- Questions and Answers
- Fill out evaluation questionnaires
- Conclusion

Additional (advocacy oriented) topics: (each topic requires at least two hours of training)
- Identify barriers and ways to eliminate them
- How to promote networking and make a disability coalition
- What discrimination is and how to fight it
- What CRPD can change in Armenia
- What the role is of NGOs/DPOs in the civil society of Armenia

Annex 3: Accessibility Guidelines

If at all possible, workshop facilitators should contact participants in advance to enquire about their access needs. If this is not possible, you should make sure that the physical environment is generally accessible, and be ready to adapt activities on the day of the workshop. Check with the participants, either individually as they arrive, or as a group at the start of the workshop. The point is that all participants should be given the opportunity to participate and learn on an equal basis, and it is the facilitator's job is to create the conditions for this to happen.

Accessibility of the Physical Environment

Here is a list of basic considerations. Environmental barriers vary from place to place, so it is always worth checking with disabled people what the most frequently encountered barriers in their communities are. If in doubt, ask someone who is disabled to check out the space. This list could be made into a handout for workshop participants.

Steps
- If there are a lot of steps, can a ramp be made (of wood or concrete)? Otherwise, are there enough persons available to assist?
- The angle of any ramp should follow the construction norms (preferably not steeper than 1:8, or at the very least should not be dangerously steep).
- Paint a white line at the edge of each step to improve visibility.

Doorways
- Check that doorways are wide enough for wheelchairs to pass through.
- Check to see if the floor under the doorway is flat.

Toilet
- Is there space for a wheelchair to enter and turn? And for the door to be opened and closed while the person is inside?
- Does the toilet have a seat? Enough space in front and beside it for transfer?
- Are there handrails?
- Arrange for blind or visually impaired people to become familiar with the layout of rooms and facilities.

Accessibility of Activities and Materials

For people with physical impairments
- Focus on what people can do; for example, use an energizer that uses facial gestures or words, instead of a physically demanding game.
- Don't assume that an active, interactive workshop necessarily requires a lot of movement, variety of pace, and noise. For many people, action and movement are totally unrelated concepts, and speed or noise (or lack of either) do not necessarily indicate levels of energy or vibrancy.
- People with impaired mobility often feel the cold acutely. Check that the room temperature is comfortable for them.

For people with hearing impairments
- Use a sign language interpreter (when appropriate), and allow time for interpretation. Provide short breaks for the interpreter to rest.
- Speak clearly (do not shout).
- Assist those lip reading: do not cover your mouth with your hands, or turn your face away so that your mouth cannot be seen.
- People should not pass in between the interpreter and deaf participants.
- Written displays and handouts, and other visual aids, should be used to reinforce what is said by the facilitator and participants.
- If you show a video, use subtitles or provide an accompanying text that participants can read for themselves or have signed for them.

For people with visual impairments
- Always read aloud what is written and verbally describe what is drawn on flipcharts, handouts, diagrams, etc.
- Provide reading partners to read handouts aloud in the workshop and at home.
- Avoid games and exercises requiring visual coordination, such as catching a ball; use exercises involving verbal skills, music, and texture instead.
- Repeat readings as often as necessary (for example, you may need to keep repeating a list of questions to be discussed by small groups).
- Include everyone in exercises that involve drawing or writing by appointing one person in the small or whole group to draw or write for everyone else (including themselves).
- When dividing the large group into smaller units, make sure that visually impaired people are not left unsure of where to move.

For people with speech impairments
- Allow as much time as the person needs for an activity.
- Encourage the group to respect each person's particular needs—as a right.
- Focus on what the person is saying, not his or her impairment.
- Consider using an interpreter, but it must be someone who understands the speaker(s) and will not put words into their mouths by saying what the interpreter thinks the speaker should say.
- Encourage speech-impaired participants to write or draw their contributions on the flipchart.

Wrong

Correct
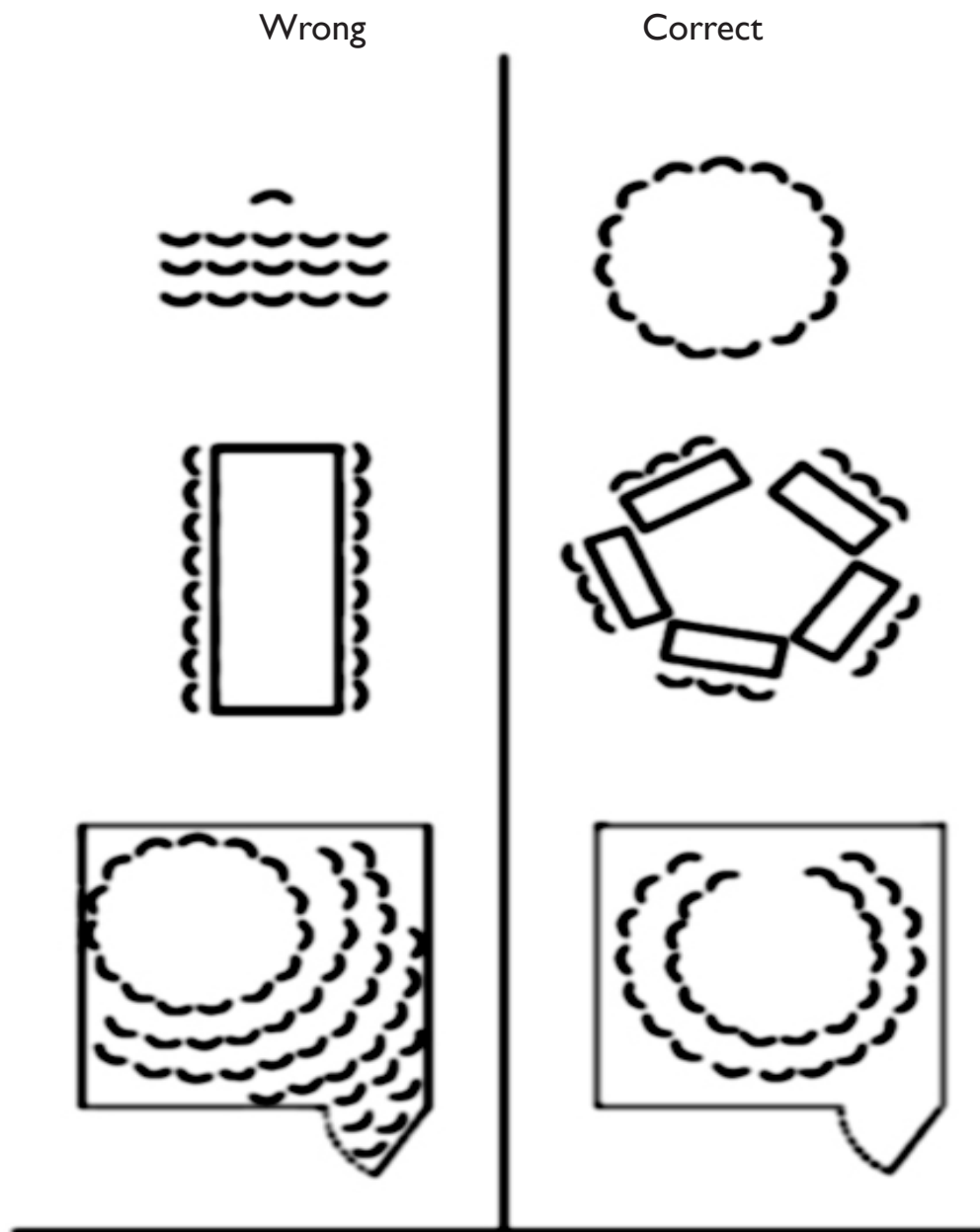
Being a trainer/educator does not necessarily mean being a lawyer and, therefore, having a comprehensive knowledge of Armenian legislation. However, you must be well aware of the following basic laws related to and regulating the area of education:

Constitution of the Republic of Armenia.
- ✔ Law on the Social Protection of Disabled People in the Republic of Armenia
- ✔ Law on Education
- ✔ Law on Education of Persons with Special Educational Needs

It is also recommended that the trainers should have the most relevant extracts of these texts in their training toolkits.

United Nations: Convention on the Rights of Persons with Disabilities adopted in the Plenary of the General Assembly on 13 December 2006
http://www.un.org/esa/socdev/enable/
http://www.un.org/esa/socdev/enable/rights/convtexte.htm

Other Core International Documents
- 1982: World Program of Action Concerning Disabled People
- 1993: Standard Rules on the Equalization of Opportunities for Persons with Disabilities

A Paradigm Shift
- The Convention marks a paradigm shift in attitudes and approaches to persons with disabilities.
- Persons with disabilities are not viewed as "objects" of charity, medical treatment, and social protection; rather as "subjects" with rights, who are capable of claiming those rights and making decisions for their lives based on their free and informed consent as well as being active members of society.
- The Convention gives universal recognition to the dignity of persons with disabilities.

Implementation processes
Individual and societal resistances
- Cultural and psychological
- Negative attitudes because of the fear of "catching" a disability and becoming ill
- Need for support to enable movement, travel, communication, and even getting up in the morning
- Barriers to full participation in non-adapted societies

Solutions
- Living and interacting with a person with a disability
- Understand disability-related needs and identify alternative potentials
- Apply the Convention to policies, programs, and evaluation measures to promote the full and equal participation of persons with disabilities in society and development.

Participation as a goal and as a privileged tool
- Full and effective participation of persons with disabilities in all aspects of social and economic development
- Essential role of persons with disabilities in the development and implementation of legislation and policies
- Disabled people are not a separate group but active and full members of any community.

Universal Access
- All places and roles accessible to all… whatever his/her abilities
- Needs experts of uses (persons differently able)

Accessibility is:
- Justice (article 13)
- Living independently and being included in the community (article 19)
- Information and communication services (article 21)
- Education (article 24)
- Health (article 25)
- Habilitation and rehabilitation (article 26)
- Work and employment (article 27)
- Adequate standard of living and social protection (article 28)
- Participation in political and social life (article 29)
- Participation in cultural life, recreation, leisure, and sport (article 30)

Recommendations
Armenian DPOs re-encouraged:
- To include the Core International Documents on disability in his functioning principles

- To consider participation of disabled people as an essential tool to reach the objectives of the Core International Documents on disability
- To encourage national and regional participants to include disabled people and their organizations in their actions

Government is encouraged to:
- Ratify the Convention on the Rights of Disabled People (CRDP) and its optional protocol.
- Implement the CRDP with the elaboration and adoption of a politic of participation with objectives, criteria, and budget.
- Train disabled people as experts to transform and to access societies where they live.

UNESCO
The Salamanca Statement:
Adopted by the UNESCO World Conference on Special Needs Education: Access and Quality, Salamanca (Spain), 7 - 10 June 1994.
http://www.unesco.org/education/pdf/SALAMA_E.PDF

WHO, ICF: International Classification of Functioning, Disability and Health, Geneva 2001:
http://www.who.int/classifications/icf/en/

Salamanca 5 Years On: A Review of UNESCO Activities in the Light of the Salamanca Statement and Framework for Action, Adopted at the World Conference on Special Needs Education: Access and Quality, Paris, UNESCO, 1999

World Vision
Education's Missing Millions
Including disabled children in education through EFA FTI processes and national sector plans
World Vision UK, September 2007
http://www.worldvision.org.uk/server.php?show=nav.1820

David Werner:
Disabled village children: a guide for community health workers, rehabilitation workers and families. Palo Alto, California, Hesperian Foundation, 1988,
http://www.dinf.ne.jp/doc/english/global/david/dwe002/dwe00201.html

David Werner, Nothing about us without us: developing innovative technologies for, by, and with disabled persons. Palo Alto, California, Health Wrights, 1998. Coleridge, P., Disability, Liberation and Development, Oxfam; 1993

The European Disability Forum (EDF):
The work of EDF covers all fields of European Union competence and a great number of initiatives. Although the European institutions might seem far for many citizens, the decisions taken by the European Union, which are the result of negotiations between all Member States, have a direct impact on disabled people's lives. That is why the role of EDF is so important in monitoring all EU initiatives and in proposing new legislation to advance disabled people's rights.
http://www.edf-feph.org/

Disabled Peoples' International (DPI)
DPI is a network of national organizations or assemblies of disabled people, established to promote human rights, education, economic, and social integration of disabled people through full participation and equalization of opportunity and development.
http://v1.dpi.org/lang-en/

Annex 7: Useful Tools (exercises, games, role plays…)

1. Guessing Game

Time: 30 minutes

Objective: To increase understanding of the importance of not making assumptions

Preparation: Write on a flipchart or a board a list of things to guess (see below).
Give out one blank sheet of paper and one pen per participant.

Process: Ask participants to get into pairs (ideally with someone they don't know well). Without talking to each other, they have five minutes to look at their partner and guess the following about him/her: favorite food; favorite film star; age; one unfulfilled ambition. They should write down their guesses on a piece of paper. (If anyone in the group cannot write, they can do this exercise verbally.) After five minutes, they reveal their answers and check how accurate they were. Back in the whole group, ask for general feedback from participants: how accurate were they? Was it easy to guess? Or hard? Why?

Option: You can use this game as a lead-in to work on non-verbal communication and assumptions. After the general feedback from participants, ask them what they think this game showed them. Someone will probably say (or you can if necessary) that it shows how we all make assumptions about people, just from looking at them and through non-verbal communication. We do this all the time, and some of our assumptions might be correct; but many will be wrong, and this is not a reliable method of making judgments or communicating. The activity is especially relevant for non-disabled people, who may be tempted to make automatic assumptions about people with impairments, their capacities and their needs, rather than taking the trouble to find out directly from the disabled person. You can change the things that participants have to guess, and/or make the list longer.

2. Listening exercise

Time: 30 minutes

Objectives: For all participants to experience not being listened to.
            To develop the understanding of which people in society are likely to not be listened to.

Preparation: Work out instructions for partners A and B. Suggested topics for A are given below and should be adapted to suit local circumstances. You may need to write down the instructions and provide copies of them for participants with impaired hearing.

Process: Ask people to work in pairs. One person is A, the other is B. Either bring all the As together and explain their role to them (where Bs can't hear), or give them written instructions. Do the same with all the Bs.

Partner A: Your role in this exercise is to talk to your partner and tell him/her all about what you did this weekend or about your favorite music and why you like it.

Partner B: In this exercise your partner is going to start telling you about something. Your role is NOT to listen, and make it clear that you are not listening and not interested, by using any non-verbal (non-spoken) ways you can think of (such as yawning, fidgeting, looking away, etc.).

Bring the whole group back together. Facilitate a discussion, using the following questions to draw out learning points:

✔ What did it feel like to be partner B, not listening to A?
✔ How did the As react? (Some may have got angry, others were perhaps intimidated and stopped talking)
✔ How did Bs feel about that reaction?
✔ What did it feel like to be A and not to be listened to?
✔ Are there some (groups of) people in our community who are often not listened to? Who? Why? What impact does that have on them? And on the rest of the community?
✔ What can we do to make sure that we listen to (and learn from) each other?

3. Developing an Action Plan for Inclusion

Aim: To increase participation of people with disabilities at all levels of the organization
Group: 5 - 10, or as appropriate to the NGO or other organization
Material Needed: Paper, flipchart, markers, pens
Duration: Varies
Tool description:
An action plan for ensuring inclusion using the example of people with disabilities.
Prior to the development of the Action Plan, the following steps are required:
1. Identification by the Board (or equivalent structure) of appropriate person to be responsible for the development and implementation of the action plan.
2. Establishment of a working group consisting of people with disabilities and representatives from different levels of the organization to develop and facilitate implementation of the action plan.
3. Agree upon an appropriate timeframe to implement the action plan.

The Action Plan
> Undertake a needs analysis of the organization regarding inclusion of people with disabilities
> Develop a checklist for making the organization more inclusive
> ✔ Provide training to everyone concerned, preferably by trainers who are themselves disabled on:How to implement the checklist
> ✔ Changing attitudes toward disability

> Modify (adapt) the existing working environment to make it more accessible to people with disabilities

> Evaluate the results:
> ✔ After each activity
> ✔ At middle and end of the agreed upon timeframe

Type of tool: Exercise

4. Ten Questions for Effective Participation

Aim: To ensure effective participation
Group: 5 - 10, or as appropriate to the NGO or other organization
Material Needed: Paper and pen
Duration: Varies
Tool description:
The questions that need to be asked:
- ✔ Do we know our present situation (necessity to evaluate)?
- ✔ Do we know the needs of our target group and who/what they are?
- ✔ How do we spread the information equally to everybody? Think about the different media.
- ✔ Why is a segment of our target group not interested? What could be the methods to make them interested?
- ✔ Do we have a role model or any other way of stimulation?
- ✔ Is our organization accessible to all our target groups and all interested people? (for example: children, disabled people, minorities)
- ✔ Do we think of the ways to improve the accessibility within the organization, in cooperation with other organizations, and with the help of local authorities?
- ✔ How inclusive are we (rules, constitution, etc.)?
- ✔ Do we use understandable language and respect the target group?
- ✔ Does everyone have a right to speak out and express their opinions?
- ✔ Do we have clearly defined values and are they transparent?

✔ Do we include our target group in decision-making? Do we speak for them or with them?

Type of tool: Exercise

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5. Checklist on Inclusion Practice in Education

Aim: To encourage more reflective practice in the delivery of education
Group: 10 - 20 education practitioners
Materials Needed: Copy of checklist
Duration: Varird, but should include time for discussion
Tool description: A checklist to improve inclusive practice in the context of delivering education that encourages practitioners to think more critically about who they are working with, the purpose of the work, and how it is delivered to the audience:
✔ Have I consulted people from the minority groups about the way I teach about them?
✔ How do I evaluate the impact of my work/actions?
✔ How does philosophy match with the agenda?
✔ What is the content/method/pedagogy chosen for a given theme?
✔ Have I clarified my objectives before the activity?
✔ What voice am I representing?
✔ Are there time, place, commitment, skills, personal resources in the organization for inclusion?
✔ Who am I including and excluding by my actions? Am I aware of those choices?
✔ Are my objectives included in the strategy of my organization?
✔ Am I aware of the obstacles in me? How can I work on them?
✔ Am I personally ready to teach about inclusion?
✔ Am I aware of any contradictions (value conflicts) in what I am teaching? How do I deal with them?
✔ Am I aware of my limits? How do I work on them?
✔ What pedagogy do I use to teach about contradictory issues?
✔ How am I prepared? Have I consulted previous work and literature?
✔ Who in this moment can actively take part in my planning?
✔ What values am I perpetuating with this project? Am I aware of my personal bias when transmitting values?
✔ How can I make myself more attentive to my ethnocentrism?

More general questions:
✔ What do we understand about education? Should there be just one single definition?
✔ Can non-discriminating teaching be transferred from one sector to another or is it theme (or public) specific?
✔ Does development education build values or does it rely on values?
✔ How can we learn/teach living with contradictions?

Type of tool: Checklist

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6. An Introduction Game: "What we think we know about others"

Objectives:
      To break the ice
      To encourage active listening
      To demonstrate how easy it is to make inaccurate judgments about others

Group: Up to 30 participants
Material needed: Pen and paper
Duration: 45 minutes
Tool description:

Each person is invited to find a partner they have not had the opportunity to meet before. Without exchanging words they are asked to write down three facts they guess about their partner:

    1. Where they live (e.g. town/country, apartment/house).
    2. Their family relationships (e.g. single/married, children, etc.).
    3. What they enjoy doing.

Each person is then invited to share these facts with their partners.

The whole group then comes together, and everyone indicates how accurate their partners were (e.g. very accurate, partly accurate, not accurate at all).

Returning to their partners, each person is then invited to correct the information while their partner takes notes about the correct facts. Each person in the group then in turn introduces their partner to the whole group, using the correct facts. Here it is important to stress that each person limits their introductions to two minutes, otherwise with a large group participants may get bored. Explaining that there is a time limit enables everyone to take responsibility for timekeeping.

Type of tool: Exercise