

# Programme 2

# Getting to school



# Programme 2: Getting to school

## Key points to cover during this session

Whether you run a full-day training session or just a very short discussion, try to include these key points:

- Access to education is not just about whether the school itself is welcoming and accessible. The journey to and from school can affect whether a child is able to attend school, and whether they participate and achieve when at school.
- Various factors can cause children to be excluded because of the journey to and from school. These factors include: distance, physical barriers, attitudinal barriers, and health and safety concerns.
- Teachers cannot control the environment outside school, but they can help find creative solutions to reduce the challenges that children face with getting to and from school.
- Solutions tend to fall into two main categories:
  - solutions that help address specific children's needs
  - solutions that try to change the wider environment to help all children.This is known as the twin-track approach to inclusive education. We are most successful when we find solutions to address both tracks together. We may need to work with other people to help us do this.

**Watch the video and then facilitate your preferred selection from the following activities.**

# A

## Basic workshop activities

### Activity 2.1 – Reflect on challenges in the journey to school

🕒 30 minutes

#### Main purpose of this activity

To encourage teachers to think critically about how simple things we take for granted – like the journey to school – can have significant impacts on inclusion and learning.

Give participants the following instructions:

- Work in pairs.
- Tell your partner about your journey to school when you were a child. Each person should take up to 5 minutes. You might want to answer these questions:
  - How far did you travel each day?
  - How did you get there?
  - How long did it take?
  - What were the best and worst things about this journey?
  - Think of one way in which the journey had a negative impact on your education.
  - Think of one way in which the journey was a positive experience.

Invite volunteers to give feedback to the whole group. During the feedback, focus on finding out about the ways in which the journeys were positive experiences, and how they negatively affected participants' education. Make notes on a flipchart and try to group similar answers together.

- Ask participants to think about the video.
  - What positive experiences did you see in the video? Or what do you think might have been a positive experience?
  - In what ways were children's inclusion in education being negatively affected by the journey?
  - Think about both your own experiences and the children in the video – how do these experiences compare with the experiences of children in the school where you teach now?

## Possible answers to expect from participants

In the video, **children's inclusion in education was negatively affected** by the journey to school in the following ways:

- Too tired to concentrate, participate and learn effectively after a long journey.
- Arriving late or dirty and getting into trouble. Children may dislike school or even drop out if they keep getting into trouble for things which they cannot directly control.
- Negative attitudes from other children, bus drivers, etc, can either directly prevent children from making the journey to school, or can make them too uncomfortable or upset so they prefer not to make the journey.
- Children with disabilities may only be able to make the journey if someone can help them, so if no one is available they cannot go to school that day.
- If the journey is not safe, children may be too scared to go to school or may arrive at school feeling upset or stressed; or their parents may prevent them from going.

In the video, we saw the following **potentially positive experiences**:

- Trusted adults and older children helping children with the journey to school.
- Community members and organisations working together or campaigning to help make school journeys safer and more accessible.

## Activity 2.2 – Map the journey to school

 60–90 minutes

### Main purpose of this activity

To help teachers think critically about the current situation facing children at their school and how teachers could help ensure the journey to school is less of a barrier to inclusion.

Give participants these instructions:

- Work in small groups (5–6 per group).
- On flipchart paper, draw a map of your local community. This does not have to be a geographically accurate map. You should include your school on the map.
  - Show examples of the routes (roads, paths, rivers, etc) that children use or cross to get to school.
  - Mark any places that you think may be unsafe or inaccessible. Use drawings and a few words to show what the problem is.

- Mark places that you think are safer, more accessible or where you think children might get help.
- You could use different colours, such as red for unsafe/inaccessible and green for safe/accessible places.
- Think about anything you already do, as teachers, to help improve children's journeys to school. Make a note of these things on the map. You can include a note about the impact you think your help is already having on children's education.
- Think about other things you could do to help address some of the problems shown on your map. Use ideas from the video, from your own experience, or from ideas you have seen elsewhere.

Note for trainer: if you do not have any flipchart paper, participants could use a classroom blackboard. Or they could work outside and make a simple map in the earth, using branches, stones, leaves, etc, to represent features on the map. If someone has a camera/phone they could take a photo for future reference.

Note for trainer: if participants are not all from the same school, group them so that they work with colleagues from the same school or area. If participants are all from different schools or areas, they could individually make a map and then compare them in pairs or groups.

After about 45 minutes, give participants these instructions:

- Display your maps around the room.
- Visit each other's maps.
- Discuss whether you have marked similar or different things on the maps.
- Have people in the other groups already tried actions to help improve children's journey to school that you could learn from or try yourself?
- Make a list of ideas you see in other people's maps that you could try in your own community.



*Example of a school map created by children in Zambia*

## Optional extension activity – participatory mapping

### 🕒 Half a day, minimum

Main purpose of this activity:

To encourage teachers to listen actively to the views and experiences of children, parents and community members on issue like the journey to school, among others.

You could start this extension activity during the workshop, if you have enough time. Or participants could be asked to do this activity after the training.

Present the following to participants:

As teachers, you do not – on your own – know all the information about the children’s journeys to school. To find out about all the accessibility and safety problems that may be causing children to be excluded from education, and to find out about things already being done to solve these problems, you need to talk with children, parents and other community members. When you have more information, it will be easier to work on creating more successful or achievable solutions.

Give participants the following instructions:

- Meet with a small group of children, or parents, or other community members.
- Try to ensure the group is mixed male and female (or you can run two separate groups if that is more appropriate). You should also try to include children or adults with disabilities.
- Invite them to make a map, like the one we have done in this workshop. Encourage the children/parents/community members to put their own ideas onto the map – do not tell them what to write or draw.
- When they have made their map, discuss the details with them.
- You can then show them your map.
- Discuss what is the same or different, and why.
- Together try to make a list of all the actions that could be taken to address the problems shown on the maps; or to expand on any good solutions already being used.
- Ask the group of children/parents/community members which action they think is most important and why.
- Together, see if you can make a simple action plan. It is important that both you and the children/parents/community members agree to take some action.

# B

## Important theoretical issues to discuss

### Activity 2.3 – The twin-track approach

🕒 90 minutes

#### Main purpose of this activity

To help teachers understand the importance of making changes to the system as well as helping individual children.

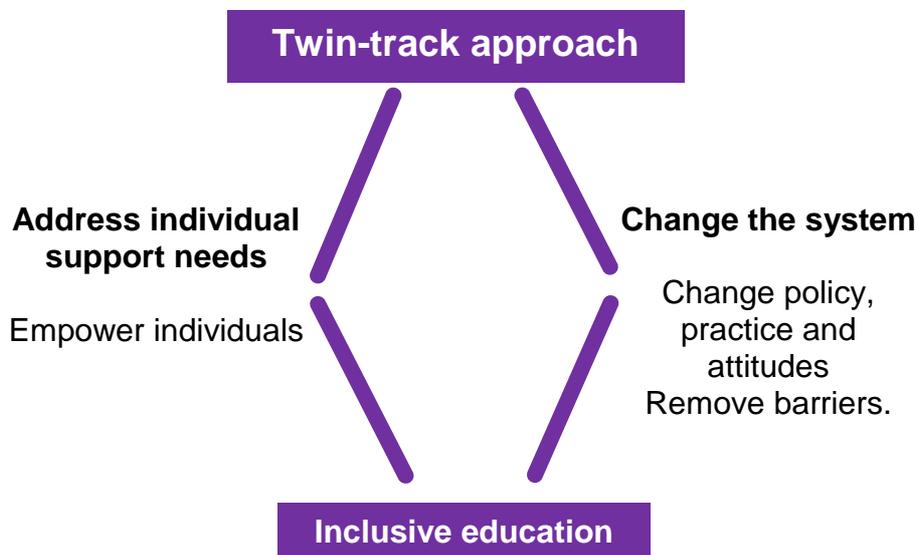
As a whole group, ask participants to think about everything that has been covered so far. Ask them to brainstorm a list of all the possible actions they could take to help ensure that the journey to school does not exclude children from education. Write each answer on a card or sticky note.

Then present the following information about the twin-track approach in inclusive education:

When we are trying to make education more inclusive we can take actions that respond to the needs of individual children, and we can take actions that lead to wider changes that help all children.

This is known as the twin-track approach because we work on two tracks at the same time: individual support and system change.

You could present a PowerPoint slide showing the following diagram:



Ask participants to identify some examples of ‘individual support’ and ‘system change’ from the list of actions they previously brainstormed. You could read out each card/sticky note and ask participants which category it should go in. Or you could invite volunteers to pick a card at random and decide whether the action written on the card is an example of individual support or system change. They can then stick the card on the wall under the relevant heading and their colleagues can comment on whether they agree and why/why not.

### Possible answers from participants

These are the sorts of answers you might expect. You can also use these as examples if participants need some help to get started.

Individual support	System change
Help a child to access services that can provide or maintain their wheelchair so they can travel to school	Campaign for roads to be made smoother and safer, for buses to be accessible, etc.
Help pair up children, for instance find a buddy who can help guide a child who cannot see or who struggles to remember the route to school.	Take action to tackle negative attitudes in the community, on public transport, etc
Provide a trusted adult escort for girls or other vulnerable children travelling through a dangerous area	Work with others in the community to raise awareness of children’s/girls’ rights and campaign for an end to violence against girls and women

Present the following information:

Working on a twin-track approach requires collaboration – we cannot do everything from both tracks ourselves, but we can make very important contributions. Sometimes we can help with an individual support need, but we require more assistance from other people to make a related system change. Other times we can contribute to a system-level change, but need technical or financial help from others to provide a child with the correct individual support.

Give participants the following instructions:

- Work in small groups.
- Look at all the actions listed under ‘individual support’ and ‘system change’.
- Choose one ‘individual support’ action from the list that you think you and your colleagues could work on.
  - What will you do?
  - Can you work on it directly, or will you need to collaborate with other people and/or organisations?
  - Who will you collaborate with?

- Choose one 'system change' action from the list that you think you and your colleagues could work on.
  - What will you do?
  - Can you work on it directly or will you need to collaborate with other people and/or organisations?
  - Who will you collaborate with?

## **C** Digging deeper into specific issues

You may want to focus on some of the specific issues raised in Programme 2. Key issues include:

- disability accessibility
- gender-based violence
- road safety.

### **Activity 2.4 – Disability accessibility**

 **60–90 minutes**

#### **Main purpose of this activity**

To highlight to teachers the importance of talking to and working with other people to identify and address the needs of learners with disabilities.

To remind teachers there is a lot they can do to support the inclusion of learners with disabilities, without having medical expertise.

Present the following:

As a teacher, you are not expected to be a medical doctor or a rehabilitation expert. Instead, your role is to notice when children may be experiencing a problem which may be linked to a disability or health condition. You can do this through observing children in class and in the community. When you see something that concerns you, your next steps can include:

- Talk to the parents and the child about the problems you have observed. Find out more information. See how the child is at home and how the parents help him/her.
- Talk to other teachers in your school or nearby schools, who may have more experience with children with disabilities.
- Talk to people with disabilities in the community or in local organisations that may be experts in disability issues (like disabled people's organisations).

Give participants these instructions:

- On your own, read the short examples in Handout 2a and answer the questions.

After about 15 minutes, ask participants to share their answers. Invite a volunteer to present their answers to the questions about Joseph. Allow others to add their thoughts. Then invite another volunteer to answer the questions about Nafisa. Again, allow others to add to these answers.

## Possible answers to expect from participants

### Joseph's story

Possible problem:

- Joseph may have a visual impairment which means he cannot see easily where he is going, and gets lost.
- Or he may have an intellectual impairment. Perhaps he finds it difficult to remember the route to school and gets lost. Or maybe he gets easily distracted during the walk to school and loses track of the time.

Who can you talk to:

- You can talk to Joseph to find out about his journey to school (without telling him off for being late).
- You can talk to other children to find out if they walk with Joseph or whether they see what happens when he is coming to school.
- You can talk to his parents to see when he leaves home and why he might be arriving late at school. You can also ask them if he gets lost near home, and whether they have noticed if he has trouble seeing or remembering. You can encourage them to visit a local clinic where they may be able to check Joseph's eyes and also do some activities to check his memory and understanding skills.
- You can talk to other teachers who teach Joseph now, or who taught him in previous years, to see if they noticed similar problems, and if so, how they dealt with it.
- You can talk to people who work at a local clinic or for a disability organisation. They may be able to give you advice on other things to look for when you are observing Joseph, or they may be able to observe him.

### Nafisa's story

Possible problem:

- Nafisa needed a long time to get to school (an hour more than the other children). She was probably finding the walk to school very difficult and exhausting (which affected her concentration in class).
- She may have stopped coming to school because she did not feel school was worth such a huge physical effort.
- Or maybe she had grown taller and her crutches no longer fit her, so she had no assistive device to help her get to school. Perhaps her father could not make her new crutches, or maybe she could no longer walk with crutches and needed a wheelchair which her father could not make for her.
- Maybe her father refused to help her get a new mobility device because he did not think it was worth sending her to school.

Who can you talk to:

- You can talk to the other children in your class to see if they know why Nafisa has stopped coming. It could be something simple like her family has moved to another town and did not tell the school.

- You can visit Nafisa’s home and talk to her and her parents to find out why she stopped coming – is it because of the journey to school, the lack of an assistive device, or is it a problem at school (bullying, unhappy with the teaching, etc).
- If the problem is related to the lack of an assistive device you could try to find a local rehabilitation clinic or disability organisation that can help Nafisa to access an assistive device and/or rehabilitation support to help her become more mobile again.

Give participants the following instructions:

- Work in small groups.
- Think about your own school and community. Brainstorm who you already talk to – or could talk to – if you notice that a child in your school is experiencing difficulty moving around, including problems getting to school.
- Discuss who these people are and how they can help or have already helped.
- Within your small group, try to find at least one example of an action that has been taken to help a child who was having difficulty moving around or getting to school. What was done and who was involved?
- [If you have used the ‘twin track’ session] Think back to our discussion about the twin-track approach. Are the actions you have discussed here, examples of ‘individual support’ or ‘system change’? Remember it is important to have a mix of both.

After about 20-30 minutes, encourage volunteers from the small groups to share with the whole group any stories they were able to recall.

You may also want to encourage participants to write down and take home with them a list of people they could contact if they need advice or help. They can try to this list later, after asking other colleagues and community members for ideas.

## Activity 2.5 – Gender-based violence

⌚ 60–90 minutes

### Main purpose of this activity

To encourage teachers to think critically about gender-based violence in the community, as represented by the risks girls face on the journey to school, and how this impacts education.

Present the following. You may want to make adjustments to suit your own specific context. For instance, you may want to include statistics or information about laws in your country:

Girls and women often face a high risk of physical, psychological and sexual violence, at home, in the community, and even at school. The World Health Organisation estimated in 2013 that one-in-three women around the world had experienced some form of gender-based violence.<sup>1</sup> Such violence can have negative effects on girls' physical and intellectual development, health and education.

In many places, girls face the risk of violence or physical or verbal abuse when they walk or travel to and from school. The perpetrators may be male pupils, community members or sometimes even male teachers or other supposedly responsible adults like policemen or bus drivers. Boys may also face violence and abuse during the journey to school, but the problem affects girls more. Often there is very limited legal protection or redress for girls and women who experience violence. Even where laws exist, they may not be enforced.

Give participants the following instructions:

- As a whole group, brainstorm all the ways in which you think gender-based violence, on the journey to school or at school, might affect girls' inclusion in education.

Write their answers on a flipchart.

### **Possible answers to expect from participants**

Violence and abuse on the journey to school or at school can affect girls' inclusion in education in the following ways:

- They may become too frightened to go to school, so truancy levels may increase.
- Parents may refuse to allow them to go to school.
- Concentration and performance in class may be affected by the trauma of violence.
- Girls may become isolated, and lose self-confidence and self-esteem. They may experience mental health problems.
- Physical injury or sexually-transmitted infections can affect school attendance and learning.
- Early pregnancy can lead girls to drop out of school. In some countries the law forces them to leave school.
- Unwanted sexual harassment on the journey to or at school can lead to other children teasing or bullying the girl because they think she was a willing participant.

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<sup>1</sup> [www.unfpa.org/gender-based-violence](http://www.unfpa.org/gender-based-violence)

Give participants these instructions:

- In small groups, make a mind map [you may need to explain or show what this is].
- In the centre of the mind map, write 'gender-based violence'. Around this, write down all the ideas for how such violence affects girls' inclusion in education.
- Then write onto the mind map, all the things that could be done – in schools, in the community, by the government, etc – to prevent gender-based violence and to support girls affected by it.
- Look again at all your possible solutions and mark which ones you, as teachers in your school, could work on and how. Remember to think about solutions you can contribute towards, even if you cannot do them entirely by yourself.
- Highlight at least one solution that you would like to work on in the next year in your school. Create some ideas for how you could do this. Remember, you need to work with others (children, parents, colleagues, etc) to finalise and implement this plan.

Ask participants to stick their flipcharts on the wall.

Give participants these instructions:

- Walk around the room and look at the other flipcharts.
- Look in particular at the solutions the groups have said they would like to work on.
- Do you think you could help with any of these solutions? If so, write your name on the flipchart next to the solution(s) you could help with, to show that you are willing to be asked to help. If you are not in the same school, write your telephone number or email address as well.

### Possible answers to expect from participants

Ways to prevent and deal with gender-based violence	How could we/our school contribute to these solutions?
Embed discussions about child/girls' rights and ending violence into the curriculum.	– We can find ways to discuss child/girls' rights and ending violence in our lessons (e.g. using stories that talk about ending violence in our language or reading lessons).
Include information about ending gender-based violence in teacher training.	– We can ask for training. – We can ensure that we inform new teachers about the importance of tackling such violence, and share our experience for how to do this.
Change attitudes in society about gender and about gender-based violence. Tackle gender-based discrimination.	– We could run a whole-school campaign to help raise awareness within the school and the wider community about girls' and women's rights, ending gender-based violence, etc. We could use project-based

	learning approaches to raise this issue across all school subjects.
Support girls who are affected by gender-based violence to ensure they can continue their education.	<ul style="list-style-type: none"> <li>– We could have a female teacher or other responsible woman from the community to whom girls can talk in private if they have a problem or are experiencing abuse.</li> <li>– We could create a school policy that says we will support girls to overcome the problems that have been caused by abuse.</li> <li>– We could create a school policy on anti-violence and anti-bullying – a zero-tolerance policy against any child or staff member who is violent against any of our children.</li> <li>– We could create a girls' club, to help girls support each other and have a voice. They could even develop campaigns in the school or community.</li> </ul>

## Activity 2.6 – Road safety

🕒 60–90 minutes

### Main purpose of this activity

To encourage teachers to think about how they can contribute to changes in the wider community that have an impact on children's inclusion in education. Road safety is used as an example.

This activity will be relevant if you are training teachers who work in a place where road safety issues are a key concern.

Present the following:

Road safety may seem like an issue that the local government should deal with, not teachers. But schools can play a very important role. A dangerous journey can stop children from attending school, because they or their parents do not want to take the risks. It can also affect children's learning if the journey causes them to arrive at school tired, frightened or upset. There are lots of things that teachers can do to contribute to changes so that road safety problems do not prevent children's inclusion in education.

Give participants these instructions:

- Work in 3 groups.
- You are going to design a road safety campaign that will help your school children to be safer, which in turn will help them to attend school and learn better.

You might want to create a poster, or the script for a radio broadcast, or a drama, or you may have other ideas.

- **Group 1, you will create a campaign aimed at children.** This will provide them with information about how they can be safer on their journey to school. Make sure the messages relate to the reality of your local area.
- **Group 2, you will design a campaign aimed at the community,** at drivers on the roads, and so on. You will use the campaign to explain about the changes you want them to make, to ensure that children are safer on their journey to school. You also need to explain why this is important to children's inclusion in education.
- **Group 3, you will design a campaign aimed at decision makers.** This could be local or national government. You will explain the changes you think they need to make – to laws, funding, etc – to ensure that children are safer coming to school. Make sure this is realistic (for instance, don't just demand that they provide funding for every child to come to school by taxi!).

Give the groups an hour (or more) to prepare their campaign messages and materials. Then invite them to present or perform them.

The groups can give each other constructive, helpful feedback at the end, including suggesting any important messages they forgot.

You can also encourage them to discuss how they could work with children, parents and colleagues to take action on this issue for real in their school community. Each participant should write down one action they will take – either individually or collectively – when they return to work after the training.

# Programme 2 transcript

## Getting to school

Inclusive education helps all children to access education in their local school.

We know that access does not just start at the school gate.

The journey to school can influence whether children attend school and are able to participate and learn in class.

## Accessibility challenges

Children with disabilities can face many barriers getting to and from their local school, such as....

uneven roads and paths ....

...or big ditches or steps.

Not all children with disabilities have mobility aids like wheelchairs, scooters, or crutches.

But even when they do, inaccessible paths may make it difficult to use these mobility aids.

Buses or trains may not be accessible for children who cannot move easily or see well.

In some places, bus drivers may not even let children with disabilities onto their buses.

## Health and safety challenges

The physical difficulties of getting to school can make children very tired, dirty, or late.

For some, the journey is simply too difficult to attempt, so they stay at home.

It is not just children with disabilities who have difficult or dangerous journeys to school.

Children may have to walk along or cross over very busy roads, or use unsafe bridges.

“There are some difficulties getting to school. For example, crossing the road. The traffic is heavy, many cars and motorcycles, and this sometimes causes me to be late for school. This impacts on my results and studies because if you are very late you can lose marks.”

Children may face violence on the journey to school.

Girls, in particular, may face sexual abuse or harassment, but boys also encounter bullying or other violence.

Parents sometimes feel too scared to let their children go to school – especially girls and children with disabilities.

“Another factor is the distance to come to school. It is difficult to ask a child to come a long distance to school because parents worry about safety and also about the physical state of the child.”

But these sorts of barriers do not have to stop children going to school.

### **What can you do?**

You can talk to children and parents to get a clear picture of the challenges children face on the journey to school, and then start working out solutions together.

You can collaborate with teachers and parents to work out a rota so that trusted adults and older children take turns to help younger children and children with disabilities get to school.

You can encourage a buddy system so that children help their friends with the journey.

You can work with teachers, parents, and disabled people’s organisations to raise awareness in the community about child safety and preventing violence against children, especially girls and children with disabilities.

“Children with disabilities have the right to go to school the same as other children. I think it is possible if the government invests money so that children can go to school. We talk about education for all, but we cannot achieve that objective if children with disabilities do not go to school. If we leave them out we will never achieve this objective. It is up to the government to put everything in place so that all children can go to school in their locality, in their region and in their village.”

# Handout 2a

## Joseph

Joseph arrives at school late every day. Often he looks very confused when he arrives, and sometimes he has been crying. You have also noticed that when you send him to the school office to fetch new pencils for the class, he often takes a long time. You ask your colleagues in other classrooms if they have seen what happens. They tell you that Joseph seems to get lost between your classroom and the office.

- What do you think might be the problem?
- Why might Joseph be arriving late every morning?
- Who will you talk to, to find out more?

## Nafisa

Nafisa enrolled in your class at the start of the year. She couldn't walk very well and you noticed sometimes she walked with crutches that her father had made her. She always arrived at school on time, and was a very clever girl, but often she did not concentrate very well in the afternoon. One morning you noticed that Nafisa was leaving her home one hour earlier than her neighbour's children. You asked a neighbour and they told you this happened every day. About 3 weeks ago, Nafisa stopped coming to your class.

- What do you think might be the problem?
- Why do you think Nafisa was leaving home so early?
- Why did she not concentrate in the afternoons?
- Why do you think she has stopped coming to school?
- Who will you talk to, to find out more?