

Education unlocks a more inclusive world

- Slideshow for Educators



Getting to know you

Did you enjoy playing the game?

Did anyone find out something about someone else that they didn't know before?

What did you do (or notice others doing) to help make sure that everyone was included?

What other similarities and differences might people have?

Where do you learn best?

**At home or
at school?**

**Inside or
outside?**

**Somewhere quiet
or somewhere
noisy?**

How do you like to learn?

**By reading or
looking at
pictures?**

**By someone
explaining to you
what to do?**

**By having a go and
working it out
yourself?**

**On your own or
with other
people?**

What helps you to learn?

**Eating
breakfast
before you go
to school?**

**Getting
enough
sleep?**

**Taking
regular
breaks?**

**Having the
equipment
you need?**

**Access to the
internet and
electricity?**

Who helps you to learn?

**People in
your class?**

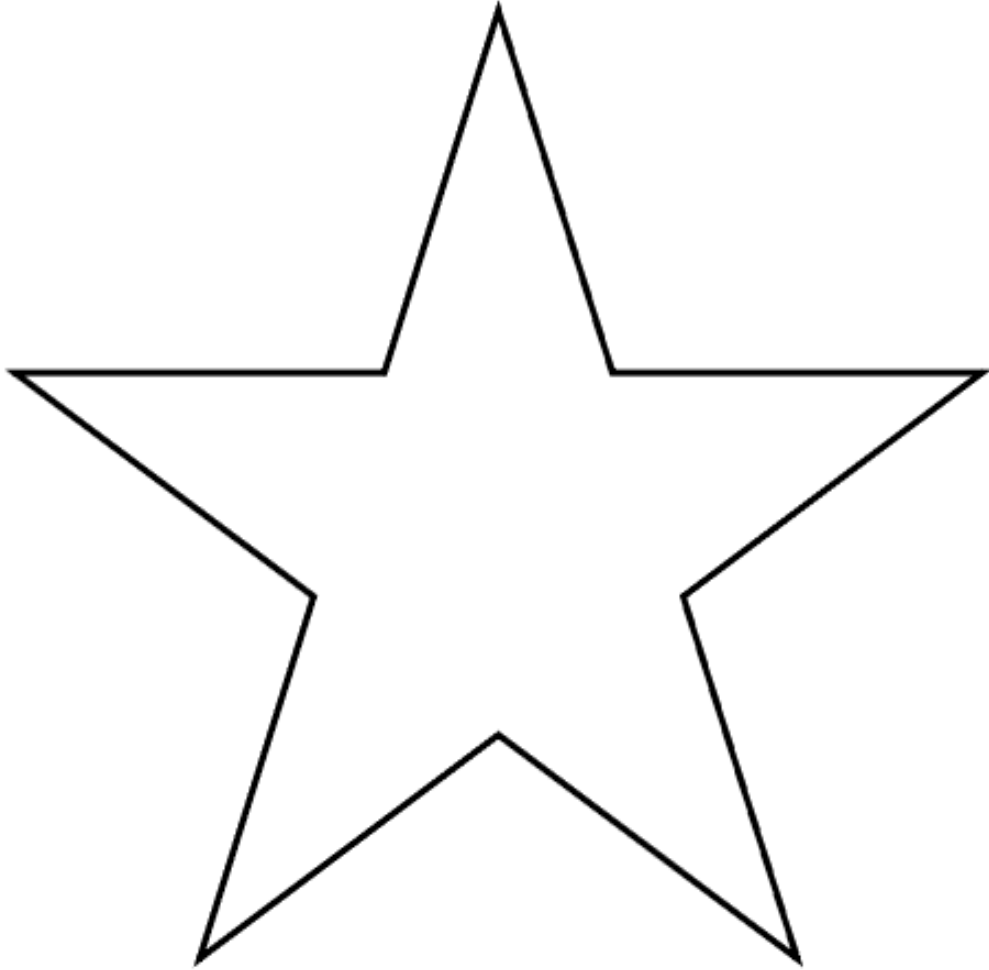
**People you live
with?**

**Other people
in the school?**

Friends?

You?

We are all unique learners!



Decorate a star to show the different ways in which you learn.

Thinking time

Was there anything that made it difficult for your group to complete the task?

**How did you feel during this activity?
Did you feel included?**

Do you think this activity was fair? How could it have been made fairer?

What did you learn by completing this activity?

Other possible barriers to learning

Not having a school nearby to go to

Not having access to electricity or the internet

Having other stresses and worries in your life

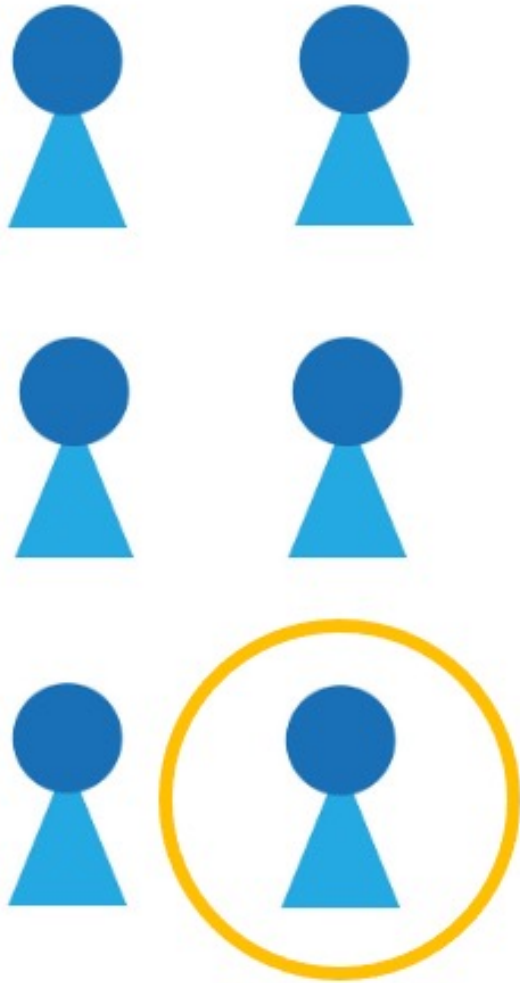
Not having equipment such as books or digital devices

Being hungry

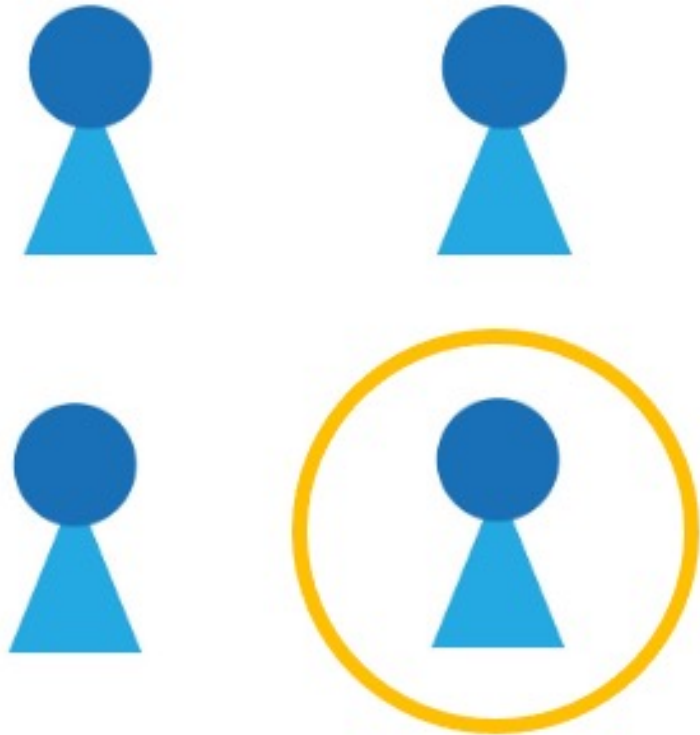
Having to work instead of going to school

Impairment or disability?

- **We can think of an impairment as something that happens to a person's body that causes a loss or difference in how they do things.**
- **Disability is when someone isn't able to take part in society because of the social and environmental barriers they face with their impairment.**
- **We all have impairments but not everybody has disabilities as a result.**

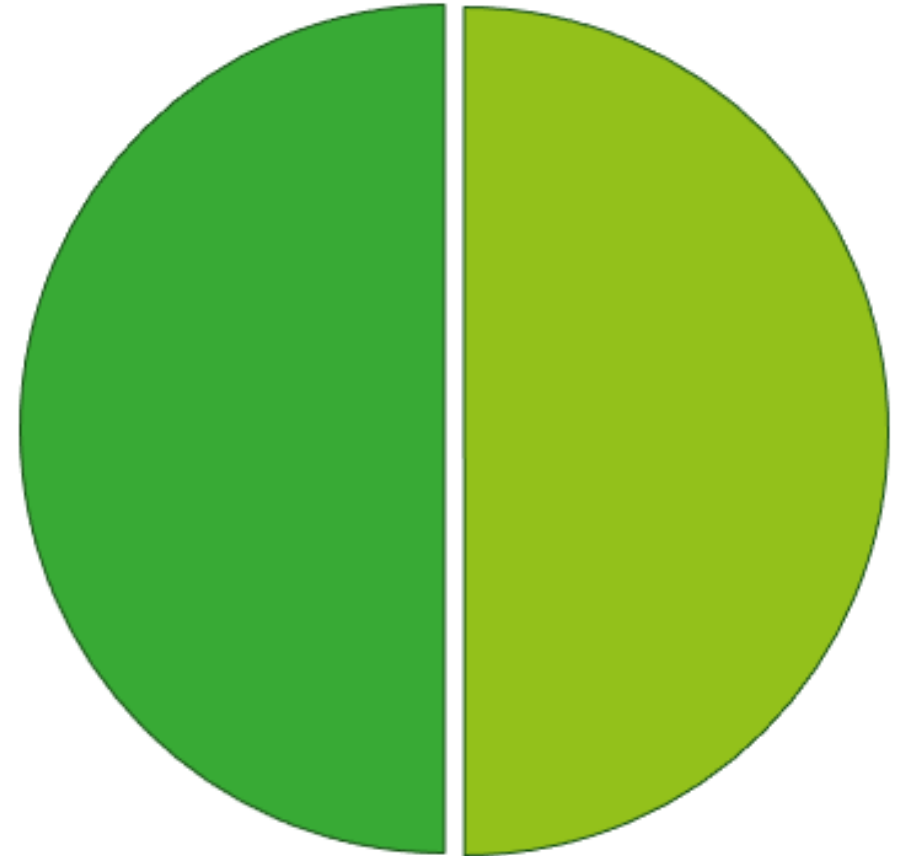


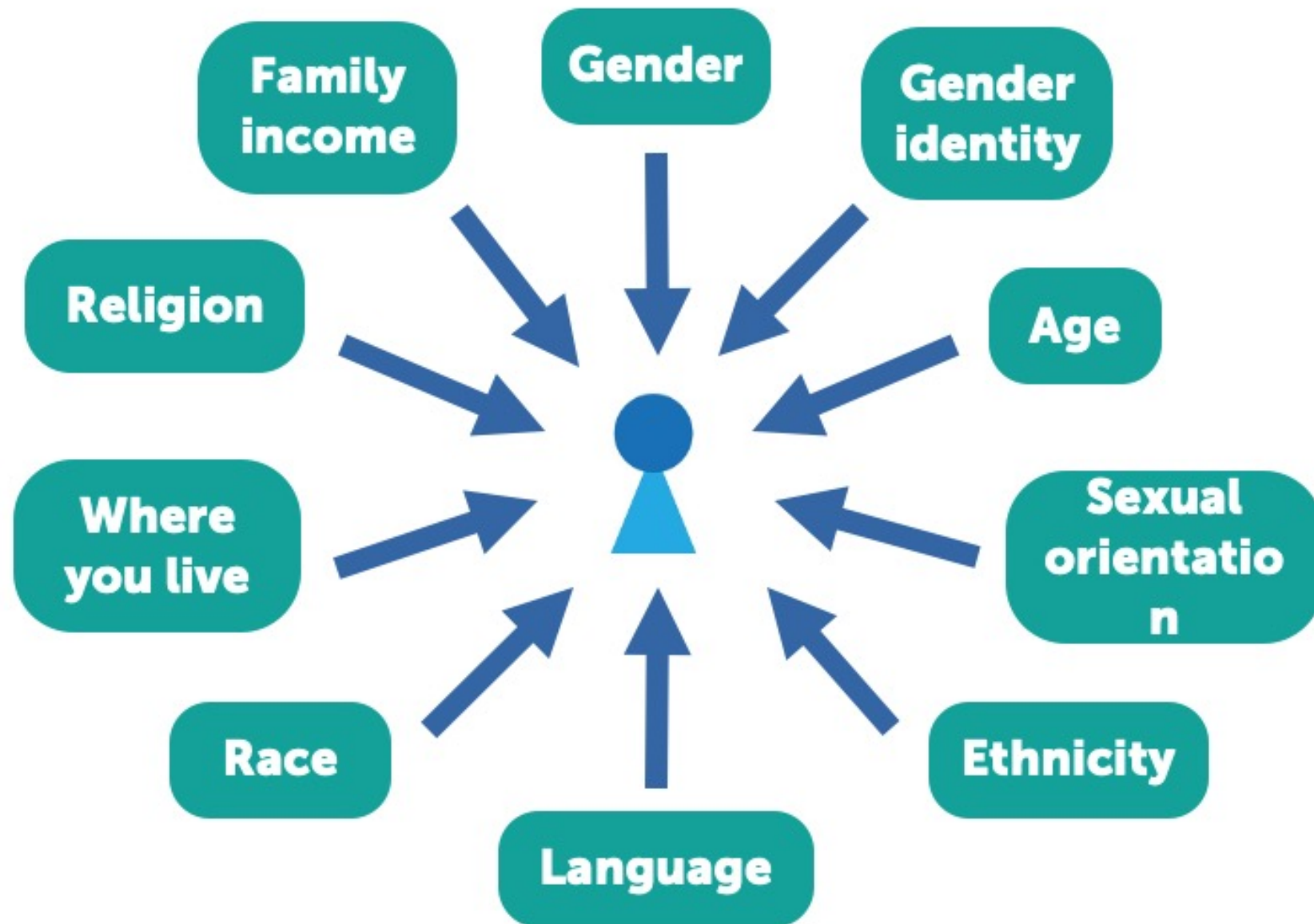
- **There are 1.3 billion people with disabilities around the world – that's about one in six people.**
- **240 million people with disabilities are children.**



There are 16 million people in the UK with disabilities. That's one in four people.

Nearly 50% of children with disabilities are out of school, compared with only 13% of children without disabilities.





Physical barriers

Information that some people aren't able to read



An inaccessible curriculum

Activities that people aren't able to take part in

Not being able to hear what people are saying

Inaccessible features of school buildings such as stairs, doors that are too heavy to open, overcrowded classrooms and inaccessible toilets

Social barriers

**Negative attitudes
and
discrimination**



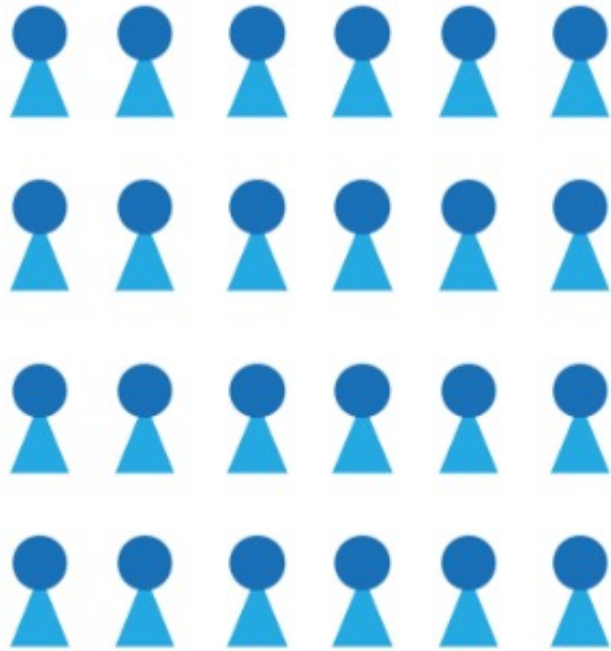
**Communication
difficulties**

Lack of awareness

**Lack of role models
with disabilities**

**No specialised teachers
or support staff**

What is inclusive education?



**Values, respects
and celebrates our
learning differences**

**Makes things fair by giving
everyone the support they
need to learn**

**Brings everyone
together to learn so
that nobody is excluded**

Locks and keys

Barrier to learning

Information that some people aren't able to read



Possible actions



Provide screen readers



Use large fonts and high colour contrasts



Convert text into Braille



Provide large print books

“Even if you are just there for one person, that is an important difference in their life.”

**Aksheyaa, India
Theirworld Global Youth Ambassador**





“Inclusive education is about leaving no one behind. Education is a right and every person should be able to go to school.”

**Kigenyi, Uganda
Theirworld Global Youth Ambassador**

Thinking time

How easy do you think each of these different actions would be to do?

What impact might each of these actions have?

What might be the barriers to carrying out some of these actions?



Theirworld