



A RESOURCE
PACK FOR
PROMOTING
INCLUSIVE
COMMUNITY

ROLE PLAYS AND CASE STUDIES

TABLE OF CONTENTS

FORWARD	04
ACKNOWLEDGEMENTS	06
PART I : INTRODUCTION	07
1. BACKGROUND	07
(1) International Mandate	07
(2) About the Project	07
(3) Overall Goal	08
(4) Project Objective	08
(5) Activities	08
(6) Overviews of participating countries for the project	08
2. ABOUT THE RESOURCE PACK	09
(1) Purpose of the resource pack	09
(2) Users and beneficiaries	09
(3) Key features	09
(4) Use of resource pack	09
PART II : ROLE PLAY	10
1. GENERAL GUIDELINES	10
2. ROLE PLAY	12
Role Play 1 : Local ownership and role of external organization	12
Role Play 2 : Coordination and linkages between policy and school practice	17
Role Play 3 : Local NGO and community initiative mobilizing local partnership	24
PART III: CASE STUDIES	28
1. GENERAL GUIDELINES	28
2. CASE STUDIES	28
Case 1 : AAR Project in Cambodia	28
Case 2 : Aikawa Project in Japan	38
Case 3 : PILCD Project in the Philippines	44
WAY FORWARD	52
ANNEX	54
ANNEX 1. FACILITATORS GUIDE FOR ROLE PLAY	54
ANNEX 2. SAMPLE LESSON WITH ROLE PLAY	57
ANNEX 3. WORKSHOP : CREATING AN INCLUSIVE SOCIETY AND INCLUSIVE SCHOOLS	63
ANNEX 4. REPORT OF THE REGIONAL MEETING IN CAMBODIA	65
ANNEX 5. REPORT OF THE REGIONAL MEETING IN PHILIPPINE	65
ANNEX 6. REPORT OF THE REGIONAL MEETING IN JAPAN	65

FORWARD

We are pleased to present this resource pack, developed as part of the Asia-Pacific Cultural Centre for UNESCO (ACCU) project on inclusive community development. Since its launch in 2022, this initiative has been implemented within the UNESCO Future Co-Creation Platform Project supported by the Ministry of Education, Culture, Sports, Science, and Technology in Japan.

With the aim of contributing to the achievement of the Sustainable Development Goals (SDGs), this project explores pathways to building sustainable societies where local communities collaborate effectively. A cornerstone of the initiative has been the collection and sharing of experiences and knowledge on inclusive community building, grounded in the principles of Education for Sustainable Development (ESD).

The project involves three key partners: the Aikawa Project in Japan, the People's Initiative for Learning and Community Development (PILCD) in the Philippines, and the Association for Aid and Relief, Japan (AAR Japan) in Cambodia. Over its three-year duration, the project has sought to create systems that enable individuals, especially those often excluded from local communities, to participate more actively in society. Under the unifying theme of inclusion, the initiative has pursued diverse approaches :

- In Japan, leveraging well-established school systems and resources to promote inclusion.
- In the Philippines, focusing on empowerment and social inclusion for vulnerable community members.
- In Cambodia, addressing local autonomy and stakeholder engagement in school and community.

This resource pack encapsulates the key objectives of the project, which include :

- 1. Sharing and Discussing Regional Practices within the Country and Beyond:** Over the past three years, we have conducted workshops, site visits, and discussions that have facilitated the exchange of insights and ideas across diverse contexts. This cross-cultural dialogue has enriched our collective understanding of inclusive community development.
- 2. Planning and Implementation based on Identified Issues:** Building on challenges identified through previous projects related to community-based learning, the initiative has emphasized practical, context-specific solutions. This resource pack highlights approaches to addressing these issues through collaborative planning and implementation.
- 3. Action Research to Identify and Address New Issues:** Our methodology has extended beyond reporting on implementation to actively reviewing existing challenges and uncovering new ones through action research. By fostering close collaboration between practitioners and researchers, we aim to refine practices and generate innovative solutions that can be adapted across various settings.

In the first year of the project, we gathered and analyzed a wide range of case studies from the participating countries and other parts of Asia. The second year focused on empirical research through action research. In the final year, the findings have been consolidated into this resource pack designed to support practitioners in their ongoing work.

The overarching goal of this initiative is to foster diversity and tolerance, scaling individual-level efforts into broader institutional and community-wide practices. Through the workshops conducted in participating countries including visits to local project sites, we have gained valuable insights into each other's contexts, and together, we have explored innovative perspectives for realizing more inclusive local communities.

We hope this resource pack will serve as a valuable tool for practitioners, policy makers, and researchers engaged in community development. By sharing these learnings and methods, we aspire to contribute to building more sustainable and inclusive societies across the Asia-Pacific region and beyond.

Kiichi Oyasu

Director

Education Cooperation Department

Asia-Pacific Cultural Centre for UNESCO (ACCU)

ACKNOWLEDGEMENTS

This Resource Pack was developed as part of a project commissioned by the Ministry of Education, Culture, Sports, Science, and Technology (MEXT) in 2022. The project aims to promote inclusive societies by fostering understanding of and encouraging the creation of more inclusive community through the development of this Resource Pack.

We extend our heartfelt gratitude to Mr. Ramon G. Mapa from PILCD in the Philippines, Mr. Kazuya Omuro, and Ms. Rina Em from the Phnom Penh Office of AAR Japan, as well as Mr. Shinichi Takisaka from JICA Yokohama, for their significant contributions to the writing, development, and refinement of this Resource Pack. Their expertise and dedication were instrumental in shaping its content.

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Lastly, we thank all stakeholders and collaborators for their generosity, expertise, and unwavering commitment to this project.

PART I

INTRODUCTION

1. BACKGROUND

(1) International Mandate

Some of the key challenges of sustainable development and education today can be addressed through multi-stakeholder partnerships at the community level. The international implementation framework 'Education for Sustainable Development: towards the realization of the SDGs (ESD for 2030)', ratified in 2020 as the successor to the UN Decade of Education for Sustainable Development (DESD) and the Global Action Programme (GAP) on ESD, is expected to further strengthen ESD and contribute to the realization of all 17 SDGs. In particular, while Goal 17 requests countries to 'Strengthen the means of implementation and revitalize the Global Partnership for Sustainable Development', multi-stakeholder partnerships at the community level are also important to make the world a more equitable, open and socially inclusive place.

The idea of inclusive community has been gradually recognized with the concept of community-based rehabilitation (CBR) proposed by WHO and further strengthened through the idea of Community Based Inclusive Development (CBID). Those concepts have emphasized the importance of communities changing to be inclusive, including people belonging to all vulnerable groups. While inclusive initiatives have been promoted by the respective actors, such as schools, government and the private sector, those actions have not collaborated effectively and there are still many barriers to making a whole community or social system inclusive. The impact of the COVID-19 pandemic has also increased existing barriers.

Through a regional research project, Collective Learning and Actions for Sustainable Community Development (2019-2021), ACCU developed a conceptual framework for creating inclusive, sustainable communities through a strategic collaboration between various actors involved in community-based education. A highlight that emerged was that it is crucial to maintain a balance of power between stakeholders in the community and deepen mutual learning regardless of position in the collaboration process. On the other hand, a point was raised that there are always people not righteously represented in the collaboration in the first place and how to approach these groups is an important issue for future consideration.

Based on the SDGs value of 'no one will be left behind', it is significant for the development of sustainable communities to view various issues not as individual challenges, but as challenges for the community as a whole. We must aim for social participation that gives value and dignity to each and every person. It is against this background that ACCU launched a new regional project, *Promoting Inclusive Community for Sustainable Development*.

(2) About the Project

The project investigates the factors and challenges that hinder the participation of people who are marginalised or considered minorities in the community.

(3) Overall Goal

The project aims to promote social transformation toward the creation of sustainable and inclusive communities through cooperation between diverse actors in the community, including schools, government, the private sector, NGOs and civil society.

(4) Project Objective

To develop a resource pack that leverages the experience of promoting inclusive communities in three countries.

(5) Activities

The project was implemented from July 2022 to March 2025. During this period, the following activities were conducted to accomplish the objective of the project :

Year 1 (Collection and Framework Development)

- 1-1 Collect and disseminate case studies by diverse local stakeholders across different sectors who work towards developing an inclusive community.
- 1-2 Identify key elements for inclusive community development and draft a framework that can be verified through action research in the following years and beyond.

Year 2 (Action Research and Regional Engagement)

- 2-1 Plan and conduct action research to generate and refine a fit-for-purpose solution for a context-specific problem area.
- 2-2 Conduct regional meetings to observe the situation of Cambodia and implementation of developing inclusive communities by AAR Cambodia.
- 2-3 Conduct regional meeting to observe the situation of the Philippine and implementation of developing inclusive communities by PILCD.
- 2-4 Compile the results of action research of each participating organization.

Year 3 (Resource Pack Development and Dissemination)

- 3-1 Draft a resource pack as the final project outcome.
- 3-2 Organize regional meetings.
- 3-3 Observe the situation of Japan and implementation of developing inclusive community by Aikawa town.
- 3-4 Organize a regional meeting to finalize and disseminate the resource pack.
- 3-5 Disseminate the finalized resource pack.

(6) Overviews of participating countries for the project

Country	Project Title	Organization(s)	Key theme(s)
Cambodia	<i>Promotion of Inclusive Education for Children with Disabilities</i>	Association for Aid and Relief, Japan (AAR Japan)	Teacher support networks Relationships between schools, families and the community Government involvement
Japan	<i>Aikawa Project - Development of 'A Local School' where Children Living in the Community Learn and Grow Together</i>	Kanagawa Prefectural Board of Education JICA Yokohama Aikawa Town Board of Education	The development of inclusive schools
The Philippines	<i>Inclusive resilience: Promoting the Integration of Risk Management and Social Inclusion in Socioeconomic Development</i>	People's Initiative for Learning and Community Development (PILCD)	Resilience building and social inclusion

2. ABOUT THE RESOURCE PACK

(1) Purpose of the resource pack

This resource pack has been developed to address universal needs of realizing sustainable and inclusive communities. UNESCO has made social and education inclusion a top priority, and inclusive education has been promoted in many countries to ensure education for all children, especially for vulnerable and marginalized learners who have been excluded from education. Efforts to ensure learning for every child are certainly continuing to spread around the world. However, this transformation has not always been smooth and requires diverse efforts among many stakeholders involved in building inclusion. The difficulty can be attributed to unique characteristics of diverse and multiple stakeholders. For creation of an inclusive community, it is important to properly understand the needs of each individual and create an environment that responds to those needs.

This resource pack is designed to be used as a tool that contributes to a hands-on understanding of the process of inclusive community building and promotes mutual understanding among multi-stakeholders' activities. It is our sincere hope that this tool can contribute to establishing inclusive societies globally.

(2) Users and beneficiaries

This pack intends to provide for:

- Government Officials
- Practitioners
- Teachers and teacher trainers
- University students

(3) Key features

This resource pack highlights key features of an inclusive approach to community development, designed to foster collaboration and understanding among diverse stakeholders. It emphasizes multi-stakeholder engagement, where role plays, and case studies enable participants to experience different perspectives and integrate them into decision-making. This approach promotes shared ownership and tailored solutions that reflect the needs and aspirations of the community.

By focusing on empathy and understanding, the resource pack helps participants appreciate the unique challenges and goals of other stakeholders, fostering mutual respect and more effective collaboration. Through discussion and dialogue, stakeholders are encouraged to explore real-life scenarios and engage in critical thinking and problem-solving. As communities are diverse and evolving, the pack recognizes that there is no single answer to challenges, encouraging flexibility and innovation in finding context-specific solutions. This inclusive approach ensures that all voices are heard, leading to more sustainable and relevant outcomes.

(4) Use of resource pack

This resource pack is designed for flexible use in various training and educational settings, including preservice or in-service teacher education, staff training in government, non-government organizations, or civil society organizations and networks, as well as courses for students at schools or universities. It is also suitable for practitioners, and anyone interested in fostering inclusive communities.

The materials can be used for self-learning or integrated into lectures and workshops. The pack includes both role plays and case studies, and while you can begin with either, they are designed to complement each other. For a deeper understanding of the content and context, we recommend using both role plays and case studies together.

PART II

ROLE PLAY

The aim of Part 2 is to orient readers to plan and conduct role plays in various forums and workshops to enhance understanding and application of the material. This section includes three scenarios for role plays to promote inclusive communities and case studies from the three participating projects, providing real experiences from each project.

Please review the General Guidance below and modify it to suit your local context, specific objectives and needs of the beneficiaries. After conducting role plays and debriefing, please refer to the case studies for comparing the discussions with practices of different contexts.

1. GENERAL GUIDELINES

Using these role plays, participants can deepen their understanding of multi-stakeholder activities to promote inclusive communities. Follow the steps below to conduct the role plays effectively. Chart 1 provides a workshop flowchart for additional guidance. Furthermore, an example lesson plan for this workshop is included in the annex, which can be a valuable resource when preparing for the session.

Step 1 Understand the Scenario

The facilitator shares the scenario with all participants by reading out, presenting slides, or providing handouts for individual reading. This ensures everyone understands the background before starting the role play.

Step 2 Choose and Explore a Role

Participants are divided into role groups based on their chosen or assigned roles by the facilitator. Within each group, all members should:

- Carefully read their role group card to understand their role's standpoint
- Discuss their thoughts on:
 - What an inclusive community means for the group.
 - What an inclusive community can provide for the group.
 - The preferable circumstance of an inclusive community for the group.
 - The challenges their group faces in promoting an inclusive community.

Step 3 Hold a Multi-Stakeholder Meeting to Promote an Inclusive Community

A member from each role group come together at one table to act as respective stakeholders and discuss the promotion of an inclusive community. Each member from the different role groups presents their group's standpoint, outlining what they would like to achieve. The group discusses what is common and different in their standpoint and explores how different stakeholders can collaborate and take actions towards an inclusive community. Before the discussion starts, it is necessary to choose a chairperson for the meeting. Review the scenario once again and decide who should be the chairperson among the groups. As an output of the stakeholder meeting, those final products can be developed.

- Action plan to promote inclusive community,
- Priority list for promotion of inclusive community,
- Diagram of each stakeholders' commitment area etc.

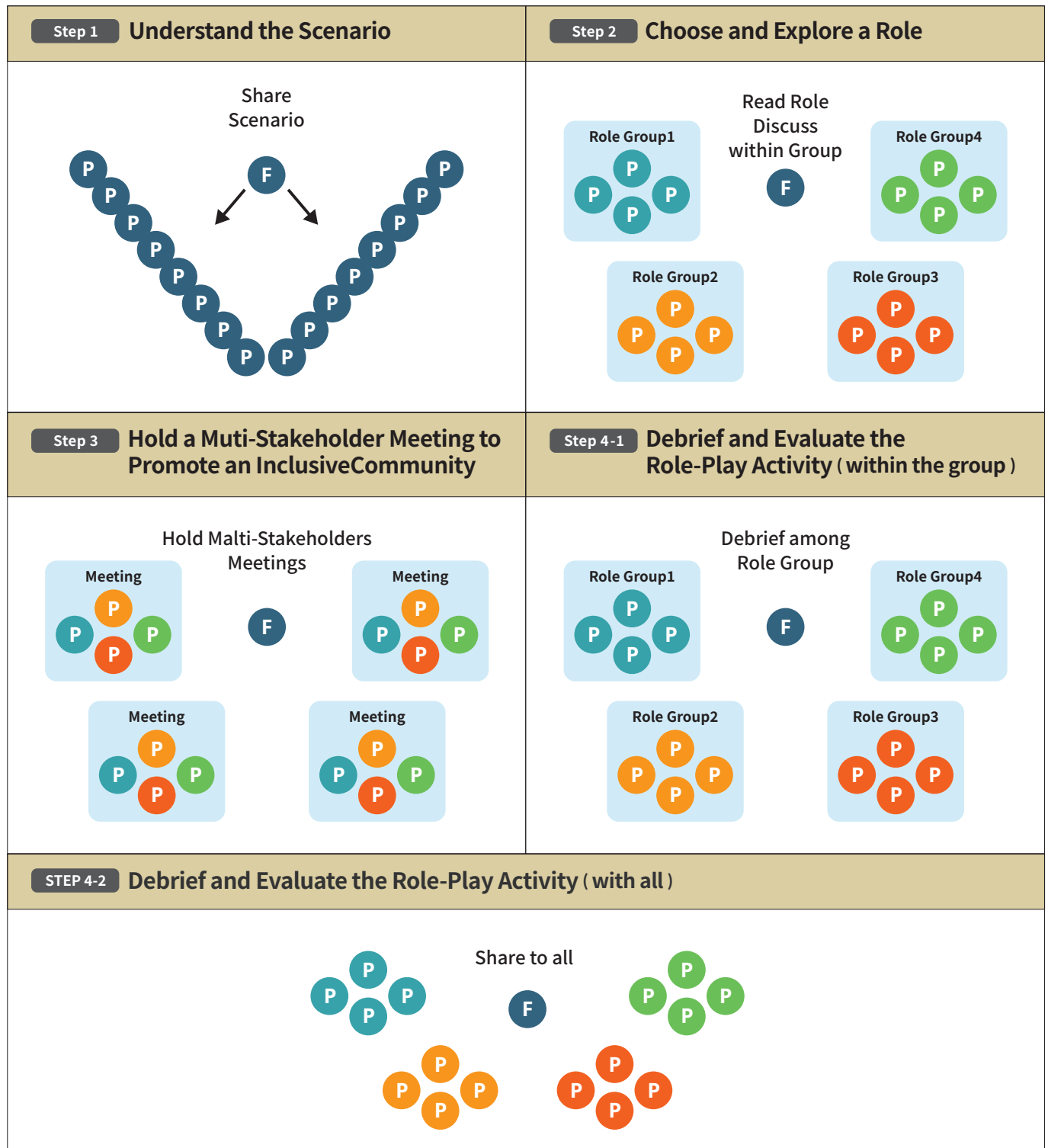
Step 4 Debrief and Evaluate the Role-Play Activity

Participants return to their own role groups and discuss what they learned from the discussion.

After these discussions, all groups reconvene to share their insights and findings, reinforcing the learning outcomes from the activity.

By following these steps, participants can effectively engage in role plays and gain valuable insights into promoting inclusive communities.

Workshop Flowchart



* “ F ” stands for “Facilitator”

* “ P ” stands for “Participant”

Role Play 1

Local ownership and role of external organization

**This role play is developed based on a real situation from a project in Cambodia. For background information, please refer to Case Study 1 "AAR Japan Project in Cambodia"*

Scenario

In a village, there is a public school located two hours away from the capital city by car. The school has about 240 children from grades 1 to 6 and about 40 children in a kindergarten class. Despite this, several children with disabilities in the village do not attend school, highlighting a critical gap in access to education. To address this, a special education class was recently established at the school. This initiative aims to provide appropriate education for children with disabilities and support their transition into general classes under the concept of promoting inclusive education.

An international NGO has been implementing inclusive education projects for over 10 years, aiming to promote suitable learning environments in schools for all children, regardless of their learning difficulties or impairments. With the project set to conclude in six months, the NGO is focusing on ensuring its sustainability. Key tasks include identifying who will take over the project, determining who takes the leadership for ongoing activities, refining approaches, and addressing unresolved issues in schools.

To tackle those challenges, the NGO has facilitated multiple multi-stakeholder meetings to discuss these matters. The meetings aim to foster collaboration among diverse stakeholders, including school staff, parents, local authorities, and community representatives. Through those discussions, stakeholders are working to develop a sustainable action plan, prioritize post-project initiatives, and clarify the roles of each stakeholder. While the stakeholders have demonstrated a willingness to engage in dialogue and share their perspectives, open discussion on all issues freely and frequently remains challenging.

This initiative also occurs within the context of broader educational challenges in the country. Primary and secondary education faces systemic issues such as insufficient teacher training for both pre-service and in-service teacher training, high dropout rates, and the exclusion of marginalized groups, including children with disabilities, language minorities, children from impoverished households, and sexual minorities.

The Ministry of Education is actively reforming the educational system in colleges and universities and has tasked provincial authorities with implementing inclusive education policies in alignment with the national strategy. The Ministry of Education in this country is working to reform the educational system in colleges and universities and has tasked provincial authorities with promoting inclusive education in alignment with its inclusive education policy.

Stakeholders

- School director
- Teacher of special education class
- Teacher of regular class
- Parent of child with disability
- Child with disability (Visually impaired)
- District office of Education
- Community Committee for Persons with Disabilities
- International NGO
- Community Member

Role group card

Role Card 1 : *School Director*

Mandate / Responsibility / Interests :

- You are the representative responsible for promoting inclusive education in the school.
- You are more of a realist than an idealist.
- You prefer to avoid trouble or large expenditures.
- You seek to maintain a good reputation with the school.
- At your core, you care deeply about children and believe in the value of school education.

Obstacles / Challenge :

- While “inclusive education” is a national policies that you feel obligated to follow, you are unsure how to implement it effectively.
- You sometimes feel pressured by government directives.



Role Card 2 : *Teacher of Special Education Class*

Mandate / Responsibility / Interests :

- You are responsible for educating children with disabilities in the special education class, which accommodates around 10 children with various challenges and impairments. Each child studies according to an individualized plan designed to accommodate their own learning pace and strengths.
- You are an enthusiastic teacher.
- You often feel too busy to start something new.
- You hope every child in the village will come to the school.
- You think that some students in your class may fit a regular class

Obstacles / Challenge :

- You want to improve your lesson management but are unsure about the specific areas or extent of improvement needed.
- You do not have a chance to talk with parents and members of the community.



Role Card 3 : *Teacher of Regular Class*

Mandate / Responsibility / Interests :

- You are a kind person but a bit shy.
- You don't have confidence in accepting and teaching children with special needs in your class.
- You are afraid of getting complaints from the parents of your students.
- You feel pressured by the principal's emphasis that all teachers must improve their teaching skills.

Obstacles / Challenge :

- While you are willing to support teachers of special education classes, but don't know how to do so.
- You have not had the opportunity to interact with children with disabilities and know little about them..



Role Card 4 : *Parent of a Child with Disability**

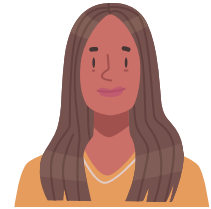
Mandate / Responsibility / Interests :

- You are highly enthusiastic about your child's education.
- You are interested in what school is doing.
- You want your child to study in a regular class, but you are also concerned about the possibility of bullying by classmates.

Obstacles / Challenge :

- You have not yet met the teachers at the school in your community.
- You don't know about special education and inclusive education.

**Note: The player taking on the role of a parent of a child is encouraged to participate in the role play alongside the player of the child's role.*



Role Card 5 : *Child with disability (Visually impaired) **

Mandate / Responsibility / Interests :

- You want to go to school.
- You enjoy talking with people and listening to music.

Obstacles / Challenge :

- You currently spend all day at home and feel bored.
- You are worried that you may struggle to keep up with the lessons in class and might face bullying from classmates.

**Note: The player taking on the role of the child with disability is encouraged to participate in the role play alongside the player of the parent's role.*

**In this role-play workshop, the disability type is set as visual impairment, but it would be beneficial to consider adjustments based on actual circumstances. Clarifying the roles and respective positions of parents and children could also make the exercise more effective.*



Role Card 6 : *District office of Education*

Mandate / Responsibility / Interests :

- You oversee the management of primary education in the district as a local administrative authority.
- You are responsible for considering government support when requested by school staff and addressing issues related to schools and education.
- You are tasked with implementing education policy, strategies, and action plans issued by the Ministry of Education.

Obstacles / Challenge :

- You sometimes feel pressured by higher government authorities, such as being criticized for insufficient progress in promoting inclusive education.
- It has been noted that you need to provide training for teachers to improve teaching methods, as recent examination results were significantly lower compared to other districts.
- You do not have sufficient budget for primary schools.



Role Card 7 : *Community committee for persons with disabilities*

Mandate / Responsibility / Interests :

- You are responsible for addressing any issues related to persons/children with disabilities living in your community.
- The committee consists of three members with diverse backgrounds, including a former school director, a community council member, or a parent of child with disability.
- You can request budget allocation for the community committee for women and children.

Obstacles / Challenge :

- As the committee is still in its early stages, you are unclear about your role and responsibilities.



Role Card 8 : *Community Member*

Mandate / Responsibility / Interests :

- You are elderly, live near the school targeted in the project, in an environment of adequate living conditions, and are responsible for some of family's housework, such as caring for livestock, working in the fields, doing laundry and cooking.
- During daytime, you take care of your grandchildren when their parents go out for work.
- You have finished primary school but are not good at reading, so you do not help children do homework.
- You are not interested in education well but hope that all children can enjoy the school life with good health.
- A long time ago, you were a community councilor.

Obstacles / Challenge :

- You are unclear about disability and human rights.



Role Card 9 : *International NGO (the facilitator of this meeting)*

Mandate / Responsibility / Interests :

- You are a patient person who strongly believes that inclusive education is vital for building a better future community.
- You have visited the school multiple several times and feel an emotional connection with the students.
- You aim to encourage dialogs among stakeholders, helping them identify problem and develop solutions independently.
- You facilitate the discussion under the theme, "**What can we do to support more children with disabilities to attend the school?**". If someone hesitates to speak, you encourage them and foster a friendly atmosphere.
- While primarily letting participants lead the discussion, you intervene if it becomes unproductive (e.g., focusing only on getting NGO donations), discriminatory, or overly quiet. You provide helpful tips to guide the conversation in a positive way.
- You motivate stakeholders to identify several challenges, select one to tackle this year, and find a way forward. You will welcome all conclusions, appreciate everyone's cooperation, and highlight the discussion's success.
- You do good time management.

Obstacles / Challenge :

- You hope that all stakeholders will eventually take ownership of making the school inclusive, but for now, fostering meaningful dialogue among them is your priority.
- You aim to develop the capacity of local stakeholders so that the school and community can independently identify and address their challenges.





Follow-up Activities

Role Play Title : “Local Ownership and External Organizations”

For inclusive community development, local ownership is a crucial key to sustainability. A common challenge arises when external organizations leave, the project or coordination among stakeholders often becomes unstable. This highlights the ongoing challenge of ensuring that inclusive communities can remain sustainable without external support.

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★ Discussion Topics

1. What does “ownership” mean in this context?
 2. Why is “ownership” essential for creating a sustainable inclusive community?
 3. What role does an external NGO play in building and maintaining an inclusive community?
 4. How can a multi-stakeholder inclusive community be made sustainable by developing effective network or partnership with external organizations after current project?
 5. How can the community involve school management in this process?
 6. What lessons from this project can be applied to future inclusive community projects?
-

Reference Material :

Lopes C. and Theisohn T. (2023) *Ownership, Leadership and Transformation*. UNDP

Role Play 2

Coordination and linkages between policy and school practice

**This role play is developed based on a real situation from a project in Japan. For background information, please refer to Case Study 2 "Aikawa Project in Japan"*

Scenario

There has been a change of government through an election, resulting in a new administration. Under the previous administration, legal reforms and some degree of system design were carried out based on the ratified "Convention on the Rights of the Child" and "Convention on the Rights of Persons with Disabilities" to create an inclusive society and organize an inclusive education system. However, the development of inclusive schools was not yet addressed. Many recommendations have been made by the United Nations and other organizations regarding this issue.

The new government has decided to implement the development of inclusive schools within compulsory education all at once and has notified all prefectures, cities, towns, and villages of this policy. Consequently, all prefectures, cities, towns, villages, and schools are now being pressed to respond.

The term "inclusive school" here refers to "schools where all children living in the community can learn and grow together safely and securely." This includes "children who do not attend school due to various individual or environmental reasons," "children with disabilities who are separated into special schools or special classes," and the increasing "children connected to foreign countries." All children living in the community are included.

In pursuit of realizing an "inclusive school," one elementary school in this region have been designated as "Inclusive Model School," tasked with developing inclusive school environments. The purpose of these model schools is to explore "the ideal approach for a school where all children living in the community can learn and grow together safely and securely" and to examine "collaborative approaches involving the government, the community, parents, and the children themselves."

In addition, these schools are expected to fulfil general educational elements traditionally required of schools, such as the realization of personalized learning, as mandated by national policy.

Now, the relevant local educational administration has decided to bring together all stakeholders and hold a multi-stakeholder meeting to discuss the matters that must be addressed moving forward. The main agenda items are as follows in "Procedure and Agenda", with a focus on discussing collaborative structures and clarifying roles in the process.

It is expected that the allocation of the national budget for this school development will take time due to the worsening financial situation and the delay in calculating what expenditures are necessary and how they should be spent.

**Please read the 'Additional Information' (p. 22) for further details about the scenario of this role play.*

Stakeholders

- Prefectural Board of Education (Department in charge of elementary)
- Municipal Board of Education (Department in charge of elementary)
- Elementary schools (various positions)
- Special needs schools (various positions)
- Parents
- Community Member

Role group card

Role Card 1 : *Prefectural Board of Education (the facilitator of this meeting)*

Based on national policies and guidelines, prefectural board of education plays a role in determining key priorities and fundamental policies in local educational administration. It also supports regional educational administrative bodies and schools, offering training for in-service teachers. By utilizing the designated school as a model school, the aim is to accumulate practical experience and eventually propose a framework for "inclusive schools" to broaden regional and national levels.

While a certain budget has been allocated for this model school initiative, given the financial constraints, significant additional funding cannot be anticipated. The basic policy is to avoid assigning additional personnel for this project.

The model school project reflects the growing nationwide need for measures to support "children with foreign backgrounds," and there is increasing interest in efforts focused on creating "inclusive schools" that address this theme. At the same time, the aim is to ensure that the project is not exclusively tailored to a specific group of children but rather emphasizes initiatives that benefit all children, maintaining the essence of an "inclusive school."



Role Card 2 : *Municipal Board of Education*

Municipal Board of Education involves deciding the fundamental policies of educational administration in the region based on the policies of the national and prefectural governments. It establishes specific educational policies that lead to practical implementation in schools, considering the local culture and environment. The role has authority over matters such as the establishment, consolidation, and closure of schools, as well as the placement of teachers. It also collaborates with the prefecture to conduct in-service training for teachers. Acting as a mediator between the prefecture/national government and schools, it connects practice with policy. Additionally, it provides daily support to schools to ensure that the schools can establish better implementation systems with the support of the national and prefectural governments.

Regarding the budget for this model project, no specific allocation has been made, and it is necessary to consider addressing it within the framework of existing activity budgets. Due to limited personnel, even with the start of the model school project, there is no capacity to strengthen the organizational structure of the board of education. As a result, it is challenging to dedicate significant time to the model school project while also addressing the needs of other schools in the region.



Role Card 3 : *Elementary School*

This school, a typical institution in the region, has been designated as a model school for the "inclusive school" project. A notable feature is that 40% of its students have foreign backgrounds, much higher than other schools in the area. Many of these students come from homes where foreign languages are spoken, meaning they often enter school with little understanding of the official language.

As the number of students with foreign backgrounds has rapidly increased, the school has sought administrative support for language instructors, teacher training, additional language materials, mental health care, and better communication with parents. However, national inclusive education policies have primarily focused on children with disabilities, leaving limited support for children with foreign backgrounds. This led to the school's designation as a model school.

The school has also seen an increase in students with disabilities, with about 10% needing special learning support. While they were previously taught in separate classrooms, inclusive education has allowed them to study with their peers, supported by additional staff. However, the number of teachers available from within the school remains limited, making administrative and community support essential for maintaining those efforts.

Additionally, a number of students at the school are chronically absent, with the reasons for absenteeism varying among students. Efforts to collaborate with families and administrative bodies to create a welcoming environment continue, but challenges persist. The language barrier is a major issue, with many students becoming non-attendees when transitioning to secondary school. The school recognizes the need for better coordination with secondary schools.

For children who do not attend school at all, the school views this as an administrative challenge and hopes for a more proactive response from the government.

List of Possible Attendees from School:

(Note: ★ is the essential participant for the meeting.)

Other attendees are determined based on the environment of the workshop number and time.)

★ Principal

- **Head of Academic Affairs** (Responsible for learning-related matters)
- **Special Support Class Teacher** (Teacher in charge of students with disabilities)
- **Teacher of Resource Classes** (In charge of students who cannot attend regular classes)
- **Regular Class Teacher** (Teacher for classes not accommodating students with disabilities)



Role Card 4 : *Special Need Education School*

This school provides education for children with disabilities. Typically, one or two such schools exist in a given region, and they primarily serve children who either do not wish to study in regular schools or are deemed unable to do so. As part of promoting "inclusive schools" initiative, these school are working to increase interactions with mainstream schools including the model school. They also visit regular schools in the region to advise teachers on education for children with disabilities and support the school life and learning of those children. Furthermore, they play a role as a resource to support local teachers and students. The teachers at the special needs education school are highly specialized, having received professional training in education for children with disabilities.

(Note: ★ is the essential participant for the meeting.)

Other attendees are determined based on the environment of the workshop number and time.)

List of Possible Attendees from the school:

★ Principal

- **Education Coordinator** (Responsible for the coordination with Board of Education and regular schools in the region)



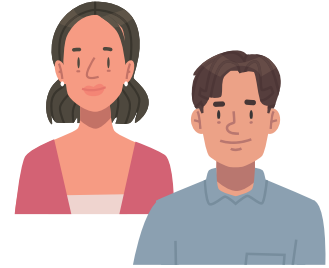
Role Card 5 : *Parents*

Parents of children attending “inclusive schools.” As stakeholders, parents are concerned about the potential positive and negative impacts on their children and the possible effects in the future.

(Note: If the setting emphasizes diversity, a wide range of parents should be included. The number of participants and the allotted time should guide the selection. Ideally, one from ★ and one from other group should attend this meeting.)

List of Possible Attendees:

- ★ A parent of a child enrolled in regular schools.
- ☆ A parent of a child enrolled in special needs education schools.
- ☆ A parent of a child enrolled in special support classes within regular schools.
- ☆ A parent of a child with foreign background.
- ☆ A parent of a child who is not attending school.



Role Card 6 : *Representative of Community Organization Members*

This role represents the residents' organization in the area where the model elementary school is located. The residents' organization has a long history, and its members often include alumni of the school or parents of current students. The organization is involved in community activities such as hosting local events and establishing rules for the neighborhood. One of the key roles of this organization is that the representative serves as a member of the school management committee. Members of the school management committee actively contribute to school operations by providing input during the annual school management planning process and suggesting ways the community can engage with the school.

They frequently participate in school events in their capacity as a neighborhood association. However, complaints about children's behavior or pranks are sometimes directed to the association, requiring them to mediate between the school and the local residents.



Procedure and Agenda

In this role-play, participants belong to one of the stakeholders and will discuss and organize the necessary steps they need to take in the future. Then, participants will discuss across groups how to establish a cooperative system and plan for roles during the process of working together.

First, they will verbalize the "desired future." In this case, the feasibility or degree of possibility should be ignored. It can be an "ideal" or "dream." This is the vision that society ultimately aims to achieve. It is important to examine "why such a vision is good" and to verbalize this as well.

Furthermore, "what to address in the future" is divided into:

- Actions to be taken immediately,
- Actions to be addressed with a three-year outlook,
- Actions to be addressed with a five-year outlook
- Actions to be addressed with a ten-year outlook.

1. On the "School Vision as the ideal inclusive school"

To establish a shared understanding among stakeholders, discussions should focus on the “school vision” as the ideal inclusive school. In this context, considerations of feasibility or practicality can be set aside; the focus should be on ideals and aspirations—essentially, the "dream" or ultimate goal for society. An essential part of this process is examining why this vision is desirable and articulating those reasons in clear language.

2. On "Short-, Medium-, and Long-Term Goal"

Stakeholders should deliberate on initiatives for the near term, a three-year, and a ten-year, forming a comprehensive short-, medium-, and long-term goal.

- **Short-Term Plan (Next-Year Plan):**

Focuses on immediate initiatives to be implemented in the coming year.

- **Medium-Term Plan (Three-Year Plan):**

Sets goals and strategies for a three-year period, aligning with intermediate objectives.

- **Long-Term Plan (Ten-Year Plan):**

Envisions the long-term trajectory over the next decade, aiming for the overarching goals.

For each plan, key issues should be identified and discussed, followed by setting specific challenges to address and strategies to implement. Stakeholders must also deliberate on how various institutions will collaborate and define the roles each will play in executing these strategies.

(Facilitators should adjust the scope of discussions based on the available time and number of participants in the workshop.)

	Agenda	Expected Outputs
1	School Vision	<p>A shared understanding of the "School Vision" as an inclusive school.</p> <ul style="list-style-type: none"> - Set a title for the school's educational goal or objective.
2	Short-Term Plan	<ol style="list-style-type: none"> 1 Key Priorities <ul style="list-style-type: none"> - Identify 1-2 key issues to address 2 Countermeasures for the issues <ul style="list-style-type: none"> - Develop strategies and activities to address the issues 3 Roles of Organizations and Individuals <ul style="list-style-type: none"> - Propose how participants will contribute to the strategies and activities
3	Medium-Term Plan	<ol style="list-style-type: none"> 1 Key Priorities <ul style="list-style-type: none"> - Identify 1-2 key issues to address 2 Countermeasures for the issues <ul style="list-style-type: none"> - Develop strategies and activities to address the issues 3 Roles of Organizations and Individuals <ul style="list-style-type: none"> - Propose how participants will contribute to the strategies and activities
4	Long-Term Plan	<ol style="list-style-type: none"> 1 Key Priorities <ul style="list-style-type: none"> - Identify 1-2 key issues to address 2 Countermeasures for the issues <ul style="list-style-type: none"> - Develop strategies and activities to address the issues 3 Roles of Organizations and Individuals <ul style="list-style-type: none"> - Propose how participants will contribute to the strategies and activities

1. National System

The country transitioned from centralization to local autonomy 25 years ago. The national government, prefectures, and municipalities have an equal relationship, and guidance and advice from the national government to prefectures and municipalities are not binding. However, the mindset of centralization has been deeply rooted for many years, and both citizens and administration have not yet been able to shift their awareness.

2. Compulsory Education

In this country, primary education for six years and lower secondary education for three years are compulsory, and parents are obligated to send their children to school. However, since there are no penalties for non-compliance, in reality, there are children who do not attend school.

3. School System

Municipalities are obligated to establish elementary and junior high schools, and prefectures are obligated to establish special schools. Education is carried out according to the standards of the curriculum guidelines set by the national government. These guidelines are revised roughly once every ten years, but recently, due to rapid changes in social conditions, revisions are being made in shorter intervals.

4. Education System

(1) Children with disabilities

For many years, children with disabilities have been placed in special needs schools or special needs classes within elementary and junior high schools under the strong guidance of the national government. While the system recently changed to allow all children to attend local schools unless the severity of the disability necessitates attending a special needs school, the reality remains unchanged. In fact, the number of students enrolled in special needs schools and special needs classes continues to increase.

(2) Children with foreign background

Parents who moved from foreign countries are not obligated to send their children to school in this country. From a humanitarian standpoint, the national government has allowed these children to attend local schools in the area. Once a school accepted these children, an international classroom, where official language instruction is provided, will be set up for these children. In recent years, the acceleration of globalization has led to greater diversity in the nationalities of these children, making it extremely difficult to secure personnel proficient in each child's native language. It is believed that a significant number of parents do not enroll their children in school. This is said to be partly due to cultural values and language barriers, which hinder access to administrative procedures and informational resources related to school enrollment. However, much about the actual situation remains unclear.

(3) Children who is absent from school (Absenteeism)

The number of children who do not attend school, a key part of the public education system, continues to increase. It is defined as a child who is absent from school for certain amount of days duet to psychological, emotional, physical, or social factors or backgrounds. Such a child either does not attend school or is unable to attend school, even if they wish to. The reasons for this are believed to be diverse but remain largely unidentified.



Follow-up Activities

Role Play Title : “Coordination and linkages between policy and school practice”

This role-play workshop focuses on the theme of linking policy and practice. In many countries, a gap often exists between policy and its implementation in schools. Policies may be in place, but they are not effectively realized in school settings, or practices may be occurring at the school level without sufficient policy backing or support. This disconnect prevents schools from receiving the resources or assistance they need.

Inclusion, particularly in the context of embracing diversity and fostering multicultural coexistence, presents additional challenges due to difficulties in accurately assessing on-the-ground realities. Consequently, both the incorporation of these realities into policy and the accumulation of practical approaches in schools remain generally insufficient.

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★ Discussion Topics

1. Who can coordinate the linkage between policy and school practice?
2. Who should coordinate the linkage between policy and school practice toward inclusive community?
3. This role-play is mainly discussed about situation in school. For those who do not want to come to school, how can those stakeholders get involved and what can they do?

Role Play 3

Local NGO and community initiative mobilizing local partnership

**This role play is developed based on a real situation from a project in the Philippines.*

For background information, please refer to Case Study 3 "PILCD Project in the Philippines".

Scenario

A small island community is dealing with significant challenges due to the impacts of climate change, disasters, and declining fish stocks that threaten their primary source of livelihood—fishing. To address these issues, the community needs to develop a comprehensive action plan that focuses on sustainable fisheries management, coastal protection, alternative livelihoods, and enhancing community resilience. It is also crucial to incorporate social inclusion in this planning process to ensure that the most vulnerable members of the community, including persons with disabilities, the elderly, and women, are adequately supported.

To achieve these goals, the community will require assistance from various stakeholders and experts who can provide the necessary technical, financial, and material resources to develop and implement the action plan.

As an NGO dedicated to promoting community resilience and social inclusion, you chose to support this island community due to its high vulnerability to climate change impacts. However, your capacity is primarily focused on raising awareness and providing inclusive disaster risk reduction training to members of the village council and key individuals from local self-help groups of fisherfolk and women. Recognizing the broader needs of the community, you see the potential for a multi-stakeholder collaboration to effectively address these challenges.

In partnership with the local village government, you organized a multi-stakeholder workshop aimed at developing a collaborative action plan that emphasizes sustainable fisheries management, coastal protection, alternative livelihoods, and community resilience.

Stakeholders

This meeting includes the following stakeholders:

- NGO Representative (the facilitator)
- Village Leader
- Fisherfolk Representative
- Women Representative
- Municipal Local Government Unit Representative
- University Representative

As a facilitator of the workshop, you have the following challenges to consider:

- **Multi-stakeholder Collaboration :** Making different agencies and institutions with different mandates and interests like the local government unit, community, university and NGO can work together.
- **Balancing local needs with national policies and programs :** Ensuring local contexts and needs are not overwhelmed by national programs and policies.
- **Conflict Resolution :** Exploring potential conflicts, such as differing priorities between local government units and local communities, and how these can be resolved through dialogue and compromise.
- **Social Inclusion :** Ensuring that community members feel their voices are central to the planning process, and that needs of the most vulnerable are not overlooked.
- **Conflict Management :** The facilitator may need to mediate if there is a conflict arising and facilitate to reach a consensus or compromise.

- **Resource Sharing** : With each stakeholders' limited resources, discuss how resources (funding, technical expertise, local knowledge) will be shared among stakeholders to ensure the plan's success.
- **Sustainability** : Emphasize the importance of long-term commitment and the sustainability of the action plan, ensuring that it can adapt to future challenges.
- **Community Participation and Local ownership** : Community members may see the initiative as outsider-driven and be dependent on the external stakeholders as drivers of the process rather than supporters. Therefore, thinking about how the community will be active participants and not passive recipients.

Outcome of multi-stakeholders meeting

- Developing a collaborative action plan that emphasizes sustainable fisheries management, coastal protection, alternative livelihoods, and community resilience.

Role group card

Role Card 1 : *NGO Representative (Facilitator)*

You advocate for and implement projects focused on environmental protection, climate adaptation, and community development. You support vulnerable communities in building resilience to climate change and other challenges while promoting alternative income sources. As the facilitator, you ensure equitable discussions and guide the meeting toward a consensus that balances competing priorities, such as ecological conservation and socio-economic needs. You also mediate disputes, particularly between the fisherfolk and the government, ensuring that every party feels heard and understood.



Role Card 2 : *Village Leader*

You represent the interests of the fisherfolk and the women's group, strongly advocating measures that address declining fish stocks while safeguarding the economic well-being of fisherfolk families. You are deeply concerned that the community may resist interventions if they negatively impact their income. You encourage partnerships with other agencies to tackle the issues of declining fish stocks and the livelihoods of the community.



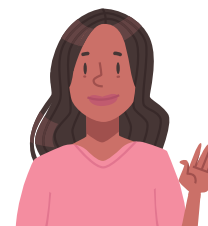
Role Card 3 : *Fisherfolk Representative*

You want urgent solutions for declining fish stocks but resist restrictions that could further reduce your already limited income. You are worried about how you will earn a living if strict measures are imposed, as you lack the money to switch to other jobs or the skills to adopt new methods. You seek immediate solutions that balance ecological and economic needs and demand temporary subsidies or compensation during restrictive periods. While you are open to viable income alternatives and sustainable fishing practices, you are concerned that these alternatives might be costly.



Role Card 4 : *Women's Group Leader*

You emphasize your reliance on daily fish sales to sustain your household income and are worried about losing this income if fish catches are restricted. While you support the idea of alternative livelihoods, you feel that women's contributions are often undervalued. You advocate for women's inclusion and recognition in decisions affecting fisheries and alternative livelihood opportunities. You align with the concerns and demands of the fisherfolk and seek assurance that women will be prioritized in any alternative livelihood programs.



Role Card 5 : *Local Government Unit*

You emphasize the importance of marine conservation and have plans to implement strict regulations. While you sympathize with the challenges fisherfolk face in regulating fish catch, you are mandated to enforce these restrictions to ensure the sustainability of marine resources. You are concerned about political and social pressures and recognize the need to build trust with the fisherfolk and women's groups. You can offer technical support, budget allocations for alternative livelihoods, and access to skills training programs to help mitigate the impact of these regulations.



Role Card 6 : *University*

You have the expertise to provide technical support by introducing research-backed solutions, such as sustainable aquaculture, mangrove restoration, and marine biodiversity conservation, to help reduce pressure on wild fish stocks. However, you have limited resources and require funding and logistical support from the LGU, NGOs, and other agencies and partners to implement these initiatives effectively.



Role Play Scenario : (The "Facilitator" can propose other flow or scenario of the meeting)

Part 1 : Opening of the Multi-Stakeholder Meeting

- NGO (Facilitator) Formally opens the meeting and introduces the agenda
- Village Leader: Will present the issue faced by the fishing community.
- Local government unit representative: Present their concerns and plan about the issue.

Part 2 : Stakeholders present their views and concerns and discuss the issue:

- Fisherfolk
- Women
- Village Leader
- University

Part 3 : Finding consensus or middle ground and identifying collaborations to move forward.

Processing of the Role Play :

1. Were all voices heard and valued during the process?
2. Was the conflict resolved?
3. How did the facilitator help resolve the conflict?
4. Do you have any other suggestions for collaboration?
5. What steps can ensure continued collaboration and trust among stakeholders?



Follow-up Activities

Role Play 3 : Local NGO and community initiative mobilizing local partnership

In this role play, the NGO takes the lead in fostering an inclusive local community by collaborating with multi-stakeholders. This effort includes strengthening the community through initiatives such as promoting social participation of vulnerable groups, improving livelihood, alternative income sources, and also conserving the local environment, including marine resources. On the other hand, schools have not been included as a focus of this project.

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★ Discussion Topics

In this project, how can schools contribute to fostering an inclusive local community? Discuss the role of schools in promoting an inclusive community in this region, as well as specific activities that schools, teachers, students, educational institutions, and governmental office of education, and/or other education related organizations can undertake to achieve community building.

Additionally, if you were the project manager, how would you encourage schools to participate in this project? Discuss strategies and approaches to effectively engage schools and foster their active involvement while ensuring they take ownership of their role in the project.

PART III

CASE STUDIES

1. GENERAL GUIDELINES

This section presents projects information from three organizations as case studies, which have been involved in building inclusive communities. The purpose of this section is to share the knowledge and experience of these pioneers, it will help others to foresee the challenges that they may arise during the promotion of inclusive community and consider countermeasures to address those challenges.

2. CASE STUDIES

Case 1 : AAR Project in Cambodia

Developed by Mr. Kazuo Omuro, Ms. Em Rina, AAR Japan

Suggestions to Guide Your Reading

By learning from the case studies, deepening your understanding, and considering ideas for improvement, you can develop a flexible mindset to approach the creation of inclusive communities that accommodate diverse situations. To foster flexible and multifaceted thinking, we encourage you to try the following activities.

1. Reading the discussion material “A case study: AAR project in Cambodia.”
2. Discuss the content with a partner.
3. In large groups (four to six) discuss the following issues:
 - What is the main issue of concern in the school among the deputy school director and the teachers of the SE class?
 - What was the way forward that emerged from teams’ meetings?
 - Consider your own context and share the collaboration challenges that exist.
 - What steps would you suggest for improving the collaboration among various stakeholders for promoting learning in inclusive settings.
4. Present your discussion in the larger group highlighting ways of improving ownership for inclusive learning in the classroom.
5. Discuss and write a few lines on “what inclusion means for you” and share with the large group.

1. Background

Cambodia has made notable progress in inclusive education for children with disabilities, driven by international commitments such as the Convention on the Rights of Persons with Disabilities (CRPD) and national policies aimed at inclusion. Key milestones include the 2008 Policy on Education for Children with Disabilities, which introduced training for head teachers and health workers to identify children with disabilities. Further advancements include the establishment of the Special Education Department (SED) in 2016 and the National Institute for Special Education (NISE) in 2017, both of which support teacher training, inclusive education, and special schools. The Ministry of Education, Youth and Sport (MoEYS) was currently implementing its 2019–2023 Education Strategic Plan to build a high-quality, equitable education system that includes children with disabilities. However, Cambodia faces substantial challenges in enrolling children with disabilities. 1 in 2 children with disabilities were not enrolled in primary and lower secondary school, compared to 1 in 14 children without disabilities. Barriers such as poverty, societal biases, and limited awareness of disabilities create a gap between policy and practice at the school level. (UNICEF,2024 ¹)

AAR Japan have been working in Cambodia since 1992, initially focused on refugee assistance, and now one of its main priorities is promoting inclusive education and fostering inclusive communities to meet national needs. Since 2013, AAR Japan has been running an inclusive education project in partnership with schools and local authorities in Khsach Kandal district, Kandal Province. At this case study, one project site, Prey Thom Primary School (Prey Thom p.s.), which is located in Sanlong commune ², is focused.

The school serves students from kindergarten through Grade 6 and includes one integrated class and a resource room for special education.

Prey Thom p.s. (as of November 2023)	
Student number	460 including 25 children with disabilities
Teachers	21 teachers
Special Education (SE) team	9 staff (apart from 21 teachers)
Ages and Grades	From Kindergarten to Primary School (ages 3 to 5 for kindergarten, 6 to 12 for primary school: Grade 1-6)
Location	Sanlong commune in Khsach Kandal district, Kandal Province. (1-1.5 hours by car from Phnom Penh)

AAR Japan established the special education (SE) team in Pray Thom Primary School in 2019, comprising of teachers in an integrated class, staff in charge of a resource room, teachers in regular classes, a deputy school director. SE team was expected to be a leader to promote inclusive education and education for children with disabilities during the project. As a result of many training and improved learning environments, 10 to 20 children with disabilities were able to study in the integrated class and several children with disabilities were able to go to regular classes depending on subjects. Although the SE team has been supporting children with disabilities effectively since the project started, there remains a need for the local schools and the communities to disseminate inclusive education deeply in the whole district.

¹ UNICEF, Paving the Pathway: Inclusive Education for Children with Disabilities in Cambodia, <https://www.unicef.org/innocenti/media/8986/file/UNICEF-Innocenti-Paving-the-Pathway-Cambodia-2024.pdf>

² Commune: In Cambodia, a "Commune" (Khum or Sangkat) is an administrative division that is one level below a district (Srok or Khan) and one level above a village (Phum)

2. Objectives

Overall objectives

All children, regardless of disabilities, have access to primary education and learn together while receiving appropriate care and attention to meet individual needs.

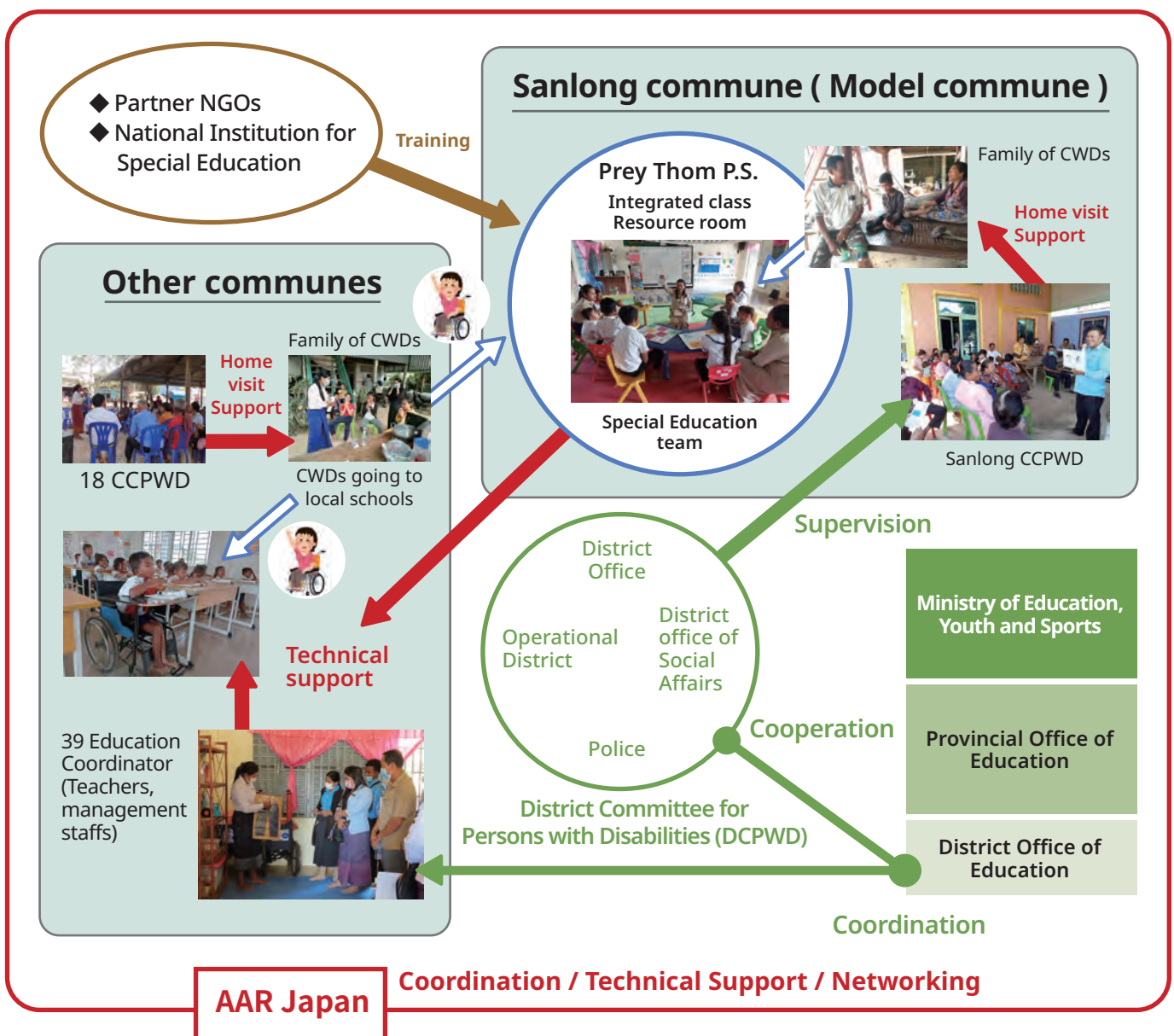
Outcomes

AAR aims to improve :

- The physical accessibility in public schools and in public areas.
- The quality of teaching and understanding on inclusive education among schoolteachers.
- The capacity of staff in the resource room at Prey Thom Primary School, staff of the district office of education in Ksach Kandal district and the provincial department of education in Kandal province to promote inclusive education.
- The capacity of selected teachers (education coordinator) from each school cluster to support local teachers.
- The understanding of disability and inclusive education among students and community people.
- The capacity of community groups to fulfill their roles to support children with disabilities.

3. Stakeholders

The figure below shows whole stakeholders related to the inclusive education project.



Sanlong commune	
Prey Thom p.s. (Prey Thom Primary School)	A public school and located in Sanlong commune. Through AAR inclusive education project since 2019, integrated class and resource class have been established.
SE team (Special Education team)	Members: teachers from special class, resource room, regular class, kindergarten, and the deputy director. Targets: Children with disabilities (CWD) in Prey Thom p.s. and home-schooling children around this school area. The SE team in Prey Thom p.s. gives advice for EC about classroom management and teaching skills for children with disabilities.
Sanlong CCPWD (Sanlong Commune Committee for Persons with Disabilities)	Members: school directors, community councils, parents of CWD, PWD. Role: One of the public administrative organizations and addresses issues of PWD/CWD in villages of Sanlong commune, supporting financially and emotionally those who are not in schools.
Family of CWDs (Family of children with disabilities)	Parents of children with motor disability, using a wheelchair. Parents of children with autism. Parents of children with hearing impaired. A parent of a child with mental disability. , etc.
Official Authorities	
Ministry of Education, Youth and Sports (MoEYS)	In charge of education in Cambodia. Especially, Special Education Department (SED) in MoEYS promotes inclusive education.
Provincial Office of Education (POE)	In charge of education at a provincial level.
District Office of Education (DOE)	In charge of primary and lower secondary education in the district. Collaborating with DCPWD, it coordinates EC regular meetings to improve system of inclusive education.
District Committee for Persons with Disabilities (DCPWD)	A public organization at district level, established in Khsach Kandal district through the project since 2019. To support and supervise 12 CCPWDs in the district.
Other communes	
Education Coordinator (EC)	Members: two teachers and one administrative staff from a school cluster. There are 27 ³ EC in the district, which supports teachers who need pedagogical support for education for children with disabilities.
CCPWD in other communes (Commune Committee for Persons with Disabilities)	17 CCPWD belong to their own 17 communes and support persons / children with disabilities who face problems on finance, healthcare, education, and so on.
External Organization	
National Institution for Special Education	Providing teacher training to enhance understanding of disabilities.
Partner NGOs	Providing teacher training on specific issues with local partner NGO. Rabbit School Organization (developmental and intellectual disability), Centre for Child and Adolescent Mental Health (cerebral palsy and autism), OIC Cambodia (Communication difficulty, speaking disability)
AAR Japan (Association for Aid and Relief, Japan)	Managing and implementing the project. AAR conducted to provide teacher training after establishment of SE team, facilitate group discussions between parents, CCPWD and teachers, communicate with government officials, and so on.

3 AAR developed 39 EC in total in the target area of the project, but Khsach Kandal district was separated into two parts after governmental demarcation in 2022, so only 27 EC working in the district so far.

4. Activities

Period of the project: 2013 ~ 2024

Project with Prey Thom p.s. is from 2019

Phase 1. Establish a model school in each commune (2013-2019)

< School >

- 1) Constructed barrier free facilities such as barrier free toilet, ramp, handrail, and paved road.
- 2) Provided basic training for teachers.
- 3) Provided awareness raising workshop.

< Community >

- 1) Set up community group (voluntary group) and provided basic training.
- 2) Provided awareness raising event for community people.

< Need-based Support >

- 1) Did survey on CWDs and each need with community group member.
- 2) Provided necessary support for each CWD such as referral to service providers to obtain assistive devices, physical therapy, treatment etc.

Phase 2. Establish resource centre at model school in a model commune (2019-2023)

< School >

- 1) Constructed the first and only integrated class with resource enter at Prey Thom p. s.
- 2) Providing advanced training for resource teachers, DOE and POE, in corporation with partner NGOs.
- 3) To establish a support network with education coordinators selected from each of 12 school clusters.

< Community >

- 1) Transformed community group to public entity under each of 18 communes (CCPWDs).
- 2) Providing capacity building training for CCPWD in each commune.
- 3) Supporting Sanlong commune to be “model” in the district.
(e.g. awareness raising for community people, public barrier free toilet).
- 4) Providing need-based support for each CWD in cooperation with CCPWD.

Phase 3. Dissemination and establishment of activities for inclusive education into the whole district (2023- present)

- 1) Enhancing organizing SE team with active ownership.
- 2) Supporting EC and DOE conducting meaningful regular meetings.
- 3) Building relationship among parents of children with disabilities, CCPWD, and schools.

Project with Prey Thom Primary School

1) Conducted consultation meetings with stakeholders of Prey Thom p.s.

Prey Thom p.s. was selected as a model school to promote inclusive education, based on its geographical conditions, the educational needs of the community, the potential for infrastructure improvement, and alignment with national policy goals. At the same time, Sonlong commune, Prey Thom p.s. is located, was also expected to be a model area to make the school including the community inclusive.

2) Established Special Education(SE) team in Prey Thom p.s.

In 2019, among Project stakeholders, which is Prey Thom p.s., DOE, Provincial office of Education, and DCPWD, it is agreed to establish Special Education team to accelerate Inclusive Education in Prey Thom p.s. The purpose of SE Team is to develop classroom management strategies for inclusive classroom, to advocate the teaching method for a classroom of children with and without disabilities, and to become a key actor to promote inclusive education in and out of the school.

3) Support SE team to organize regular meetings among teachers with ST team.

To promote inclusive education, SE team plan to set regular meetings with teachers with SE team. There was a challenge that regular teachers did not believe that children with disabilities cannot learn as well as children without disabilities, so that they were not fully supportive for implementing inclusive education. Under this circumstance, SE team also could not have a confident to deny the others thought, and they also believe that segregation is the better strategy for children with disabilities to learn.

At the same time, the Japanese expert, cooperating with AAR in the project, did not provide solutions directly to SE team but information resource and ways of solution in order to improve capacity of considering and discussion within SE team.

4) Consultation with SE team and teachers of regular classes at Prey Thom p.s.

AAR has visited to discuss and analyse the reason of not having regular meetings among all teachers to promote inclusive education. Through the consultation with SE team members, AAR concluded that lack of awareness of SE team for inclusive education and little understanding about disability could be a barrier of implementation of effective inclusive education. From 2019 to 2022, AAR conducted advanced teacher trainings for SE team to tackle these issues in cooperation with partner national NGOs.

5) Conducted action research with Prey Thom p.s. (June 2023 – October 2024)

a. Monitoring meetings (June-July 2023)

The SE team's problem-solving abilities appeared to be limited, particularly in mediating differing opinions on the Teaching Plan between the deputy school director and the teachers of the integrated class. The deputy director believed that a Teaching Plan should be developed for every class, including both regular and integrated classes, which accommodate students with and without disabilities. However, the integrated class teachers argued that there was no need to create a Teaching Plan for integrated classes, as Individualized Education Plans (IEPs) were already being prepared for those classes. The SE team recognized that understanding and implementing the Teaching Plan was a significant challenge. Nevertheless, they were unable to effectively articulate their perspective to the deputy school director and the integrated class teachers, particularly regarding the purpose and distinction between Teaching Plans and IEPs.

In addition to this issue, AAR Japan identified another challenge related to the SE team's meeting management skills. When AAR Japan suggested holding regular meetings for the SE team to discuss and share information about children with disabilities with all teachers, these meetings frequently encountered disruptions due to disagreements among members. Those meetings often consumed a considerable amount of time, making it difficult to maintain focus and progress discussions effectively.

b. Analysis, and Evaluation (July-September 2023)

After several meetings, the SE team's meeting skills seemed to be improved. They were able to focus more on the discussion topic rather than arguments from different parties. As a result, the deputy school director agreed to manage the integrated class more flexibly to accept gradual changes. On the other hand, the teachers at the integrated class understood the usefulness of Teaching Plan and started to prepare it. AAR considered they developed the consensus-building ability, in addition to find the concrete way-forward for the problem in the school.

c. Finding SE team moving forward (October 2023 – January 2024)

AAR Japan kept monitoring the SE team's meetings, which were held monthly, and observed their continuous communication and efforts to solve problems. SE team took up different issues to be discussed in the team, which was to make teaching materials for students in the integrated class. The main issue in the discussion was management of the materials. AAR found that there was an active discussion with concrete opinions from many members of the SE team by themselves, compared to the previous issue, but also that SE team members sometimes emotionally disagreed with each other.

From this observation, AAR assumed that the ownership of the SE team is growing gradually.

d. Follow-up (January 2024 – current)

The SE team transitioned to the other discussion for communication issue with family of children with disabilities. Some children with disabilities in the integrated class had tendency to be absent from school. Although SE team's teachers attempted to communicate with their family, they faced challenges in reaching them effectively.

AAR noted that the SE team did not handle educational issues in isolation but actively shared these concerns with the entire team, fostering a collaborative approach.

5. Output / Achievement

Project Output at Prey Thom Primary School

At Prey Thom p.s., activities aligned with the three outcomes have been conducted as part of the ongoing project. The results achieved so far according to each objectives, as of December 2024, are as follows:

To improve the physical accessibility in public schools and in public areas.
<ul style="list-style-type: none">• Accessibility of student in local community has been improved. (described in Case 1 & 2 below)
To improve the quality of teaching and understanding of IE among schoolteachers.
<ul style="list-style-type: none">• Capacity developmental training has been provided for SE team by partner NGOs, Japanese specialist and AAR. After a few years, SE team provided trainings for teachers in regular classes in Prey Thom p.s.• Teachers in Prey Thom p.s. have improved their skills in developing individual education plan.
To improve the capacity of resource teachers at model school, DOE and POE staff to promote IE.
<ul style="list-style-type: none">• Resource teachers at model school, DOE, and POE are now equipped with improved skills for promoting inclusive education, such as developing teaching materials for inclusive school and knowledge of using learning support tools for children with disabilities.
To enhance the sustainability of SE team in Prey Thom p.s.
<ul style="list-style-type: none">• SE Team has established, and it is recognised in the school structure as a permanent team.• All teachers' meeting has been scheduled in regular bases which organized by SE team members.• Sharing student situation and issues at the teachers' meeting, the teachers consider how to address their individual needs and how to reflect on their lesson and support within the concept of inclusive education.• Peer support among the SE team has been enhanced.

■ Achievement the Project : Accessibility of student with disability

Case 1.



CCPWD member visited the house of child with disability who wanted to go to school.



The child enjoyed his school time in the special education class at Prey Thom school.

– Basic Information

The child is 17 years old and has a difficulty on cognition and communication. He lives with a grandmother and a single parent, who divorced shortly after his birth.

– Main Problem

The child had never received an education until September 2022. Although he was able to enrol in the integrated class at Prey Thom p.s. with the support of the Special Education team (SE team), he could not continue attending school because his family was concerned about the risk of traffic accidents on the bicycle route between his home and the school.

– Approaches Taken by CCPWD

The SE team and CCPWD discussed together to find a safety way for the child to travel to school. They reached to the commune chief and arranged to use the commune budget for transportation. As a result, he was able to travel to school by tuk-tuk(three-wheeled motorbike with a cargo). However, he could only attend school 6 days in a month due to insufficient funds provided from the commune and the school to cover daily transportation costs.

– Reactions of Family and Community

The family and the community were delighted with the child's progress and happiness. They observed positive changes in his attitude and behaviour in daily life.

– AAR's Role with Teachers, Families, and Community Members

AAR always participated in regular meetings organized by the SE team, emphasizing its mission as aligned with was the SE team's goals. By doing so, AAR positioned itself as supportive partner, providing lateral assistance to the SE team.

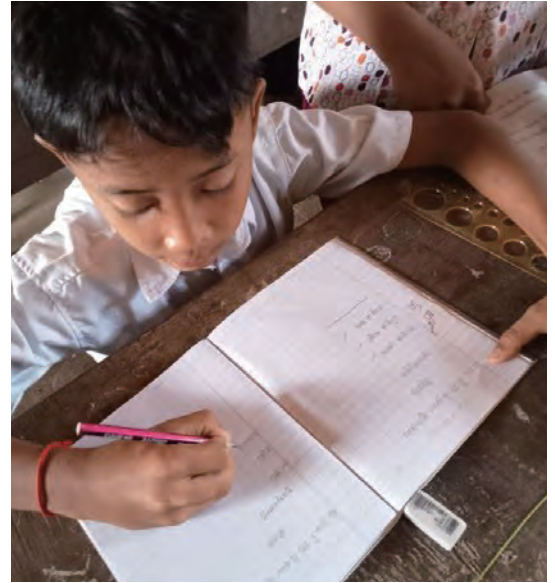
– Remained Challenges

The commune continues its efforts to increase the budget for his transportation to enable the child to attend school every day. However, the necessary funding has not yet been secured.

Case 2.



CCPWD members discuss their understanding of things with the mother of a child with disability at home



The child expressed his enjoyment of being able to study in a regular class

– Basic Information

The child is 14 years old and has a difficulty in hearing. He has two siblings and lives with only his mother, as his parents divorced. At the age of 10, he moved to his current commune from another town.

– Main Challenges

He was able to attend a general school in his previous town but stopped schooling after moving to the commune. This decision was based on the belief by him and his family that a child with hearing impairment could not study in a school in the commune.

– Approaches Taken by CCPWD

AAR, SE team and the CCPWD discussed his situation together. The teachers from the SE team assessed his educational needs and skills. As the result, he began attending a general Grade 4 class at a school near his home. He was able to pass examination and proceed to Grade 7 (lower secondary school). The director of the primary school shared information about his school life to the secondary school when he transitioned from the primary to the secondary school. CCPWD also visited his house many times to consider how to support him as a community.

– Reactions of Family

His mother is very happy because he enjoys his school as much as other children. She has come to deeply understand the importance of children with disabilities studying in general schools together with all other children. She believes that inclusion allows all children to understand the lives of children with disabilities in a community.

– AAR's Role with Teachers, Families, and Community Members

AAR worked closely with the SE team, creating opportunities and setting time for discussions to ensure appropriate supports was provided, reflecting his needs and the needs of his family.

– Remained Challenges

Follow-up is required to ensure that he can keep up his specialized subjects as he progresses through secondary education.

6. Remaining Challenges

< Ownership of the SE team >

- As part of the action research aimed at enhancing the ownership of the SE team, some improvements have been observed. However, it's needed to continuously monitor the actions of the SE team to ensure that the enhanced ownership translates into the promotion of inclusive education.

< Promotion of Inclusive Education in Cambodia >

- To promote inclusive education, the activities of CCPWDs are essential. However, their functionality is insufficient in some communities. Therefore, it is important for such groups working at the community level to establish strong relationships with public authorities to ensure sustainability after the intervention of external organizations.
- Although Prey Thom p.s. is considered a model school and its impact is to intend to extend to other schools, a concrete strategy has not yet been developed. The utilisation of education coordinator, as part of an inter-school scheme, should be considered.
- It seems that the relationship between the education sector and local communities needs to be strengthened to effectively promote inclusive education in the area.

7. What is “inclusion for us”

For us, “Inclusion”:

- (1) means that no one is excluded from social participation, due to their disabilities, sex, religion, financial situation etc.
- (2) can be achieved only when all related stakeholders take actions for a shared goal.
- (3) can be achieved by environmental changes with inputs by persons in concern.
- (4) can be achieved through multiple approaches targeting diverse stakeholders in every level from national to local community.
- (5) requires a mindset among all people; from inclusiveness is “additional burden” into “something useful/fun/essential for all”.
- (6) matters for not only specific minority groups but everyone.

Case 2 : Aikawa Project in Japan

Developed by Mr. Shinichi Takisaka, Project Coordinator of Aikawa Project

Suggestions to Guide Your Reading

< A message from the Aikawa Project Team >

We recommend discussing the key points below to deepen your understanding of the lessons learned from the Aikawa Project. This project is still ongoing. Throughout the course of this project, we continue to face the following four challenges:

1. How can we foster a shared understanding of "inclusive school development" among all stakeholders?
2. How can we foster a sense of ownership among all stakeholders, so they see this initiative as their own responsibility rather than something imposed on them?
3. How can we ensure its long-term sustainability?
4. How can we engage local communities in the initiative and expand efforts beyond the school level?

If you were the project coordinator, how would you address those challenge? We encourage you to discuss and explore strategies to effectively tackle these challenges.

Key Words : *“Developing Inclusive School” including “children with foreign background”*

1. Overall

The Kanagawa Prefectural Board of Education, JICA Yokohama, and the Aikawa Town Board of Education are collaborating on a project to develop "inclusive schools" where all children in the community, including the increasing number of "children with foreign background ⁴," can learn and grow together. This case study documents the project's activities over the three years since its inception.

2. Background

(1) Background of the Project Initiation

In 1984, following the “International Year of Disabled Persons” in 1981, Kanagawa Prefecture adopted a policy to create schools where all children, regardless of disability, can "learn and grow together" in their local communities—a policy that continues to this day.

Meanwhile, Kanagawa Prefecture anticipates a future increase in the number of "children with foreign background" and expects a corresponding rise in their enrollment in elementary and junior high schools. This has prompted the Kanagawa Prefectural Board of Education to develop a policy framework for improving the educational environment in schools across

⁴ "Children with foreign background" refers to children residing in Japan who have foreign nationality, dual nationality, or Japanese nationality with cultural or familial connections to other countries. A significant number of these children speak their parents' native language at home. In this region, most families have traditionally come from Latin American countries such as Peru and Brazil. However, in recent years, the number of families from other countries, including Viet Nam, the Philippines, Cambodia, has been increasing.

the region. As part of its efforts to address this issue, the Kanagawa Prefectural Board of Education signed a memorandum of understanding with JICA Yokohama in 2021.

One of the key initiatives under this agreement was a collaboration between the Kanagawa Prefectural Board of Education and JICA Yokohama, focusing on the town of Aikawa, where many "children with foreign background" reside. In 2022, they launched a project to develop elementary and junior high schools that actively include these children as a model for other regions. The project also aims to examine various aspects of inclusion and share insights to support similar efforts elsewhere.

This initiative broadens the scope of "inclusive schools," which have traditionally focused on children with disabilities, by emphasizing the inclusion of "all children in the community."

(2) Reasons for Selecting Aikawa Town

1) Regional Characteristics

Aikawa Town borders Atsugi City and is home to a large industrial park developed by the Kanagawa Prefectural Enterprise Agency. Many people who work in this industrial park reside in Aikawa Town. In recent years, the number of residents with origins in South Asian countries has been increasing, and many of them tend to live in the area with their families.

2) School Situation

Several schools in Aikawa Town have seen an increase in students with foreign backgrounds. The most notable example is Nakatsu Elementary School, where such students now make up approximately 28% of the total student body. Nakatsu Elementary School, the oldest in the town, is a medium-sized school with an enrollment of around 400 students and was established 151 years ago.

Many children with foreign backgrounds have not lived in Japan for long, speak their native language at home, and may have never attended kindergarten or nursery school before starting elementary school. As a result, they face challenges in various aspects of school life, including academic learning, due to their limited proficiency in Japanese and unfamiliarity with Japanese culture and customs. Some of these students have even stopped attending school. Additionally, the number of students enrolled in special-needs classes has been increasing in recent years, including those with foreign backgrounds. Since foreign guardians are not legally required to enroll their children in school, a certain number of school-age children in the community are not attending school.



Japanese Language Class for children with foreign backgrounds in school

(3) What Does “Inclusion in Schools” Mean for This Project?

Inclusion in schools refers to the development of a school environment that provides quality education and learning opportunities for all children in the community, including those with foreign backgrounds and those with disabilities. The goal is for all children to learn and grow together in a safe and nurturing environment.

**The primary “community” in this context refers to the “local community”.*

3. Objectives

The Kanagawa Prefectural Board of Education, JICA Yokohama, and the Aikawa Town Board of Education will collaborate to develop schools where all children in the community, including those with foreign backgrounds, can learn and grow together. Throughout this process, they will identify various challenges and work on solutions, contributing valuable insights to similar efforts in other regions in the prefecture.

(1) For the Kanagawa Prefectural Board of Education

This project aims to provide concrete information on how the prefectural board of education can support municipal boards in developing inclusive schools for all children, including those with foreign backgrounds. It will help identify key challenges and appropriate countermeasures while clarifying the role of the prefectural board in assisting municipal education authorities. The findings will contribute to shaping future policies at the prefectural board of education.

(2) For the Aikawa Town Board of Education

As the number of children with foreign backgrounds is expected to continue rising, the Aikawa Town Board of Education will work alongside the Prefectural Board of Education to address challenges and improve elementary and junior high school education in the town.

4. Stakeholders

Schools

- Enrolled students
- Faculty and staff
- Parents of enrolled students
- School management councils

Aikawa Town Board of Education

- Compulsory education division
- Lifelong learning division

Kanagawa Prefectural Board of Education

- Education Bureau
- Kanagawa Prefectural Integrated Education Center
- Educational Administration Office

JICA Yokohama

5. Contents of the Initiatives

Starting with Nakatsu Elementary School, the oldest and largest school in Aikawa and the one with the highest number of children with foreign backgrounds, the program aims to expand to all elementary schools in the town.

(1) Implementation Structure

Aikawa Project Meeting : Regular meetings will be held with members from the Kanagawa Prefectural Board of Education, JICA Yokohama, the Aikawa Town Board of Education, and Nakatsu Elementary School to promote the project.

In addition, a project coordinator (Experienced researcher on inclusive school development) and a supervisor (University professor specializing in education) have been appointed to support and advance the project.

(2) Nakatsu Elementary School

1) In-School Study

To ensure that all teachers and staff fully understand the concept of an “inclusive school,” the research theme was redefined as: “A school where every child feels safe, comfortable, and happy to learn.”

< Study Activities >

- **First Year :** Each teacher and staff member, including the principal and vice principal, will set individual study themes aligned with the overall research goal and work on improvements.
- **Second Year :** Teachers and staff will continue to refine their individual research themes and implement further improvements.
- **Third Year :** Study will focus on subject-based approaches to inclusive education.

< Achievements and Challenges >

Achievements :

- The conventional school study format, which concluded at the end of each school year, was replaced with a continuous, year-round study approach.
- The study framework transitioned from a subject-focused model to an ongoing, comprehensive exploration of inclusive education.
- The new system enables each teacher and staff member to set and pursue their own study themes, promoting independent, practice-based research.

Challenges :

- How to maintain and sustain the study philosophy and implementation system despite the frequent turnover of teaching staff due to annual personnel transfers.



In-School study : Presentation on individual study themes

2) School Internal System

• Educational Enrichment

Rich educational practices that respect and leverage the diversity of students from various backgrounds who learn together in our school will be developed.

• Support System

Ongoing support will be provided for both “children with disabilities enrolled in regular classes” and “children who are not attending school,” continuing the long-established effort. The “Support Committee,” which addresses the needs of these students, will be reviewed and reorganized. Additionally, support will be expanded to include “children with foreign connections.”

3) Development of the “International Education Coordinator” Function

Since this is a newly developed function, it has already been mentioned in section 2) above, but a detailed explanation is provided again below.

• Planning, Proposals, and Implementation Coordination for the Establishment of the School System

- Planning and implementation of training for teachers and staff
- Utilizing Multiculturalism and Diversity to Enhance Education
- Promoting the understanding of Japanese culture and supporting Japanese language acquisition for “children with foreign backgrounds”

• Implementation and Coordination of Support

- Support for parents and children
- Support for teachers

• Cooperation with External Institutions



Discussion with students about lesson, hearing students' opinions about lessons

4) Review of Education in Special-Needs Classes

In elementary and junior high schools across the town, including Nakatsu Elementary School, children with disabilities enrolled in special-needs classes have traditionally studied alongside their peers in regular classes. To improve the quality of this inclusive “learning together” approach, we will collaborate with prefectural special-needs schools, utilizing their resource center functions (functions as a resource center to support local schools) to enhance educational support.



Lesson in a special needs class

5) Development of Library Functions

The school library at Nakatsu Elementary School will serve as a central hub, collecting and lending picture books and children's books in the native languages of “children with foreign backgrounds” enrolled in elementary schools throughout the town. The library will also be accessible to kindergartens, nursery schools, and parents. In addition to purchasing books, the library will seek donations from parents and other community members. As an extension of its services, “storytelling sessions” in various languages will be held by volunteers, including parents.



Picture books in various countries and languages

6) School Management Council

To create a school that coexists and grows with the community, the school will share its goals and vision with local residents and work together to nurture children.

The School Management Council serves as a framework for fostering collaboration between the school and the local community, ensuring that education is shaped through shared understanding and joint efforts.

(3) Expansion to All Town Elementary and Junior High Schools

1) Initiatives at Aikawa Higashi Junior High School, Where Children from Nakatsu Elementary School Enroll

The principal of this junior high school served as the principal of Nakatsu Elementary School during the preparatory period for the launch of the "Aikawa Project."

- International Education Coordinator: Assigned to the school's administrative division since last year (2023), this coordinator has been developing practical functions in collaboration with Nakatsu Elementary School.
- Online Class Trial from the Philippines: With the cooperation of a junior high school in the Philippines, online science classes are conducted once a week for students who have recently arrived in Japan from the Philippines.

2) Other Schools

An elementary school has been designated by the prefecture to develop inclusive education with a focus on supporting students with disabilities.

(4) Schools and Community Networks

Schools serve as vital social resources within the community, and it is evident that children's education cannot be fully realized within elementary schools alone. To address this, the Aikawa Project has established a council to promote collaboration with the local community. The primary objective of this council is to foster international understanding and cooperation. Through multicultural activities, the council aims to create a school environment where children and students with foreign backgrounds can learn and grow together. In Aikawa Town, efforts continue to build a school where students with diverse cultural backgrounds can thrive through international and multicultural engagement.

6. Results

The ultimate goal is to establish inclusive schools where all children in the community, including those with foreign backgrounds, can learn and grow together peacefully. Additionally, this project aims to identify and document various barriers encountered during this process, as well as the efforts made to overcome them, so that the information can contribute to similar initiatives in other regions in Kanagawa prefecture.

Now in its third year, the project will continue moving forward. At this stage, the key "results" include articulating some of the challenges encountered so far and the corresponding responses. The medium- and long-term impacts of these responses remain to be seen.

7. Challenges

(Challenge 1) Shared Goal

The concept and development of an "inclusive school" should be clearly shared and understood by all stakeholders. Key aspects include:

- Inclusion of all children in the community, not just those with disabilities.
- Provision of high-quality education, including academic improvement.
- Recognition that this initiative is not an additional burden on teachers but a reconfiguration of the existing school existing school education system from a new perspective.

It is also important that efforts ensure that the entire town understands this initiative as part of broader efforts to create an inclusive community, not merely school policy.

(Challenge 2) Sustainability

Ensuring the sustainability and continuous development of this project is crucial. Active engagement from stakeholders who align with the project's goals is essential. However, frequent personnel changes among school boards and administrators pose a challenge. If this system remains unchanged, innovative approaches must be devised to maintain continuity and progress.

(Challenge 3) Proactive Efforts

Historically, Japan's governance structure operated in a centralized manner, where national policies were conveyed to municipalities through prefectures for implementation. Although local autonomy was introduced in 2000, many municipalities remain hesitant to take initiative in the absence of clear national policies. Financial constraints further reinforce this tendency. The same issue is observed in schools, where a shift from a passive, top-down approach to a proactive stance is necessary.

8. Future Prospects

This project, originally initiated through a proposal from the Kanagawa Prefectural Board of Education and JICA Yokohama to the Aikawa Town Board of Education, is expected to transition from being led by the prefectural Board of Education to being managed by the Aikawa Town Board of Education. As this shift occurs, the roles of the prefectural Board of Education and other organizations, including JICA Yokohama, will become more defined, while elementary and junior high schools in Aikawa take a more proactive approach toward "inclusive school development."

Through past efforts, the town's Board of Education has already outlined the following expectations for the prefectural Board of Education:

- Training and assignment of international education coordinators.
- Training opportunities for teachers involved in Japanese language instruction: This includes training for new Japanese language instructors and evaluation methods for assessing Japanese language proficiency.
- Creation and online provision of a database of Japanese language teaching materials.

ACKNOWLEDGMENTS

I would like to express my sincere gratitude to the Kanagawa Prefectural Board of Education, the Aikawa Town Board of Education, the Kanagawa Prefectural Comprehensive Education Center, Nakatsu Elementary School and all those who supported and contributed to the development of this case study for their cooperation.

Case 3 : PILCD Project in the Philippines

Developed by Mr. Ramon G. Mapa, PILCD

Suggestions to Guide Your Reading

By learning from the case studies, deepening your understanding, and considering ideas for improvement, you can develop a flexible mindset to approach the creation of inclusive communities that accommodate diverse situations. To foster flexible and multifaceted thinking, we encourage you to try the following activities.

1. Read the discussion material “A case study: PILCD” project.
2. Discuss the content with a partner.
3. In large groups (four to six) discuss the following issues:
 - What are the main barriers to creating a strong inclusive community with enhanced resilience?
 - Consider your own context and what will be the main barriers to implementing similar project in your region?
 - How can schools contribute to this inclusive community project? Discuss potential roles schools can play in accelerating and scaling up this project towards an inclusive society?
4. Present your discussion in the larger group highlighting a role of local NGO in an inclusive community development.
5. Discuss and write a few lines on “what inclusion means for you” and share with the large group.

1. Background

Bagongon is one of the seven island barangays that make up the Sierra group of islands in Catbalogan City, Samar. Like the other barangays in the Sierra Islands, the residents of Bagongon primarily rely on fishing for their livelihood.

The community's main income comes from catching blue swimming crabs using crab traps, alongside traditional hook-and-line fishing for various seasonal fish species. These catches are transported to and sold in city markets. However, in recent years, the community has faced declining fish stocks, largely due to environmental degradation and the deterioration of marine habitats.

As an island community, Bagongon is highly vulnerable to the direct impacts of typhoons, such as strong winds, heavy rainfall, and storm surges. These events can cause significant damage to homes, fishing boats, and gear, disrupting daily livelihood activities and worsening the community's economic challenges.

Isolation during typhoons is also a major concern, as it can delay evacuations and hinder the delivery of emergency aid and supplies. The natural ecosystems that the community depends on, including coral reefs, mangroves, and fisheries, are also at risk of severe damage from typhoons. This damage threatens local livelihoods, food security, and the long-term sustainability of the environment.

The community's already precarious livelihood, heavily reliant on the sea, is increasingly at risk due to climate change. With limited resources and capacity, the community faces challenges to implement effective measures to mitigate these risks and recover when disaster happens.

There is a pressing need to strengthen the community's capacity for disaster preparedness and response, as well as to adopt technologies that help them adapt their fishing practices to the impacts of climate change and disasters. Additionally, it is crucial to enforce laws and build the community's ability to protect and rehabilitate marine habitats. To secure their livelihoods, the community must also explore and adopt alternative income sources through diversified livelihood technologies and approaches.

Bagongon is one of the areas for PILCD's project titled "Strengthening Resilience of High-Risk and Vulnerable Communities through the Integration of Risk Management, Social Inclusion, and Socioeconomic Development." This project was carried out in partnership with Arbeiter Samariter Bund (ASB) and received funding support from the German Federal Ministry for Economic Cooperation and Development (BMZ). The project was implemented from 2021 to 2023.

2. Objectives

Overall objectives

The overall objective of the project is to strengthen resilient capacities of high-risk communities through the integration of risk management, social inclusion, and socio-economic development.

Promoting social inclusion of the most vulnerable members of the community, particularly women and persons with disabilities is a cross-cutting objective of this project.

Outcomes

Specifically, the project is intended to:

Resilience Building	Enhance the knowledge and skills in disaster risk reduction and climate change adaptation of community.
	Strengthen the capacity of self-help groups with the inclusion of most vulnerable groups to actively participate in disaster risk reduction and resilience-building activities.
Livelihood Diversification	Improve the ability of the community to identify and initiate climate-resilient livelihoods, including enhancing knowledge and skills to diversify income sources.
Multi-Stakeholder Collaboration	Establish multi-stakeholder collaboration for planning and implementing community-based climate change adaptation and resilience-building efforts

3. Stakeholders

Community Level	
Barangay Bagongon Local Government Unit	The Barangay Local Government is the smallest administrative unit responsible for community governance. It is the projects partner in disaster risk reduction and provides support to the other initiatives of the project that include mangrove reforestation, and climate-smart aquaculture projects.
Bagongon Fisherfolk Association	A self-help group formed by local fisherfolk to promote the sustainability of their fishing livelihoods. The organization is a partner in piloting technologies for sustainable fishing and marine aquaculture.
Bagongon Women's Association	A self-help group formed by local women, and advocates for women's well-being. The organization is primarily involved in the projects fish processing and salt-making livelihoods. They also play a key role in mangrove reforestation efforts.
Barangay Bagongon Elementary School	The elementary school was involved in the mangrove reforestation efforts by hosting the site for the mangrove nursery.

Outside of the Community	
Samar State University Eastern Visayas Center for Crustacean Research and Development	Samar State University's research and extension center dedicated to enhancing wild crustacean stocks for fishermen. It supports the projects pilot studies on marine and aquaculture technologies in the barangay, such as long-line green mussel culture.
Samar State University Center for Fisheries and Aquatic Resources, Research and Development	Samar State University's research and extension center is working on advancing sustainable fisheries and aquatic resource management. It supports the projects efforts in mangrove reforestation and the enhancement of marine biodiversity in the barangay.
Bureau of Fisheries and Aquatic Resources Samar Provincial Office	Government agency responsible for managing and promoting sustainable fisheries and aquatic resource development. The provincial office provides support to local initiatives aimed at enhancing marine biodiversity and improving the livelihoods of fishing communities.
Catbalogan City Agriculture Office	The city government office is responsible for implementing policies and programs related to agriculture and fisheries development at the local level. It supports the projects efforts on pilot studies of sustainable fishing technologies and the sustainable management of marine resources.
Department of Trade and Industry Samar Provincial Office	Government agency that promotes trade, investment, and business development. It supports initiatives that enhance local industries. It supports the fish processing training of the women self-help group in the barangay.
Provincial level alliance of CSOs: Alyansa Samarnon"	The CSO alliance promotes and advocates good governance and inclusive, sustainable development. It supports the projects advocacy on inclusive and sustainable development, particularly in advancing the local blue economy.
Women's Alliance : Katig-uban han Kababayen-an ha Samar, Incorporated (KKSII)	An NGO dedicated to promoting and advocating for women's rights, gender equality, and protection. The organization works to empower women through awareness-raising initiatives and capacity-building support for women's self-help groups.

4. Activities

(1) Inclusive Community-based Disaster Risk Reduction

This includes activities enhancing the community's community-based disaster risk reduction plan, involving both the barangay government and the broader community. This enhancement process incorporates data and information about persons with disabilities and other high-risk groups within the community. These groups were identified through a community mapping exercise involving the women and persons with disability. The results from this mapping were integrated into the improvement of the community's disaster preparedness and response plan, including updates to the community hazard map. Additionally, the enhancement of the disaster risk reduction plan includes raising awareness about disability inclusion in disaster response.

(2) Mangrove reforestation

This is a vital component of the community's disaster risk reduction strategy that involves establishing a mangrove nursery and plantation to bolster the community's natural defenses against storm surges and coastal erosion. The nursery, located at the community's school, is managed and led by the women's organization. The project not only contributes to environmental conservation but also raises awareness about the critical role of mangroves in the marine ecosystem and their importance in protecting the community from natural disasters.

(3) Capacity building of community self-help groups

These activities particularly involved the fisherfolk and women's organizations in the island barangays to enhance their abilities to manage their organizations and plan and implement livelihood and income-generating projects. This capacity-building initiative includes leadership training, organizational development, and management skills, as well as planning and implementing small-scale enterprises such as the production and marketing of dried and smoked fish. Additionally, it involves assisting these organizations in formalizing their status by registering with a government agency to gain legal recognition. This recognition enables them to access government assistance. Beyond improving their organizational management skills, these capacity-building activities were also aimed to enhance the capacity these self-help groups to engage in and contribute to the development of their communities.

(4) Network-building

Establishment of collaboration and partnerships with relevant institutions and government agencies, such as the Bureau of Fisheries and Aquatic Resources, the Department of Trade and Industry, the City Agriculture Office, and Samar State University. These partnerships provided the necessary technical expertise, personnel, and financial resources for planning and implementing climate-resilient technologies and diversified livelihoods to strengthen the resilience of island communities. Additionally, these partnerships aim to connect communities with institutions and agencies that can offer ongoing support. Part of this networking effort included raising awareness among partners about the importance of social inclusion as a key component of resilience-building programs.

(5) Pilot implementation of climate smart and disaster resilient livelihood technologies in fishery and aquaculture

These technologies include :

- A) The technology on long line mussel and oyster culture to introduce other fishing and aquaculture skills to the fisherfolks on the island who are very much dependent on captured fishing.
- B) Pilot implementation of salt making from the sea water.
- C) Skills training in fish processing include fish smoking, and sardines making. This is coupled with provision of fish smokers, and fish dryer.
- D) Crab banking involves installation of temporary shelter for captured crabs that are on their way to lay their eggs. Most fisherfolks sell these crabs even if they are about to lay their eggs that endanger the population of blue swimming crabs, which is one of the main livelihoods of the fisher folk.
- E) Installation of pilot study for grouper fish culture. Grouper fish is a highly sought fish species in many restaurants that has strong potential to provide additional source of livelihood for the residents of the island community.

5. Output / Achievement

(1) Inclusive Community-based Disaster Risk Reduction

Enhanced disaster preparedness and response capacities of the community :

Through active involvement in the community risk assessment, community members have increased their awareness of the risks and hazards present in their area. Mapping out the most vulnerable groups has led to an updated barangay-based disaster risk reduction and management plan, which now includes crucial information on sectors like persons with disabilities. This process has also improved the awareness and capacities of local disaster committees in implementing inclusive disaster risk reduction and management (DRRM). The availability of detailed information about community risks and hazards has further strengthened their disaster response capabilities.

(2) Mangrove reforestation

- Mangrove reforestation has been initiated with the establishment of a mangrove nursery in collaboration with the school and the community. The nursery is managed by the women's organization, which also leads the transplantation activities around the island. The community's active involvement in this initiative has heightened their awareness of the importance of protecting their natural environment against disasters and natural resource depletion.



Women Group Planting Mangrove

(3) Capacity building of community self-help groups

- Fisher folks were introduced and trained in alternative fishing / aquaculture technologies through small scale pilot projects like long line mussel and oyster culture, and grouper culture. These technologies were pilot tested to build capacities of community members in the barangays to adopt a more resilient source of livelihoods, and at the same time protect their marine resources through their involvement in the implementation of pilot projects in climate smart and risk sensitive aquaculture.



Fisherfolk engaged in long-line aquaculture of oysters and mussels



Fisherfolk Aquaculture Group engaged in aquaculture after training

- Women members and persons with disability of the community were trained in technical skills related to fish processing such as fish smoking and sardines making. They also received training in starting food business, planning income generating activities, together with provision of tools, equipment, and capital assets to enhance and diversify their income generating capacity.



Women Group is drying fish



Women Group processing and preserving fish through smoking

(4) Network-building

- Increased cooperation and cohesion between community members, local authorities and other stakeholders in the community in addressing their disaster and climate risks.
- Established multi-stakeholder and inter disciplinary collaboration and partnerships in disaster risk reduction, climate change adaptation, and livelihood development. The community has now stronger links with other government and non-government institutions.

6. Remaining Challenges

Further enhancement of disaster preparedness and response capacity in collaboration with neighboring islands in the area. Given the high risk of isolation, working together allows these islands to pool resources, share vital information, and provide mutual support, resulting in a more effective and timely disaster response. This collaboration enhances the collective resilience of the islands, enabling them to address challenges more efficiently, minimize the impact of disasters, and ensure that aid and assistance reach those in need more swiftly. This effort will involve collective capacity-building activities for key officials and members of all barangays in the Sierra group of islands, as well as the enhancement of communication and emergency response equipment.

- Marine and aquatic resource habitat conservation to address the declining fish stock in the area. This effort will involve continuing and expanding mangrove reforestation to include other islands. Since these islands share bodies of water, a collective approach to protecting and conserving their natural resources will have a significant impact. This will include raising awareness, providing information about relevant laws and their enforcement, and introducing sustainable fishing practices.
- Scaling up appropriate climate-smart and livelihood technologies for income generation. The technologies introduced in fishing and livelihood development have been piloted on a small scale. To build on the successes and lessons learned by the community, it is essential to provide further support to elevate these technologies into sustainable, income-generating community enterprises. This scaling-up process will involve expanding the application of these technologies, increasing their accessibility, and integrating them into broader economic activities. It will also require additional resources for training, technical support, material support, including marketing support to ensure that these enterprises can thrive and contribute to long-term economic stability and resilience in the community.
- Social Inclusion. There is a need to further promote social inclusion. This will require a two-pronged approach to foster inclusivity. First, it focuses on capacity building for self-help groups, particularly those from the most vulnerable populations, to actively engage in governance and decision-making processes. This includes providing training and resources to empower these groups to effectively advocate for their needs and contribute to community leadership. Second, is continuing education and awareness-raising efforts to challenge and transform deep-seated prejudices and biases and promote an inclusive attitude.

Additionally, there is a need to maximize the potential of youth as future leaders in the community. This involves offering leadership development opportunities and encouraging their active involvement in promoting sustainable and inclusive development. By investing in the youth and fostering their leadership skills, the community can build a more inclusive and resilient future.

7. What is “inclusion for us”

Inclusion for us means ensuring that all individuals, especially those who are traditionally marginalized and excluded, have equal access to opportunities, resources, and participation in all aspects of society. It involves supporting and empowering these individuals by actively working to remove barriers created by attitudinal, cultural, social, economic, political, and environmental factors.

Dr. Anupam Ahuja

- Senior Consultant in Education
- Former Professor and Head Department of Education of Groups with Special Needs (DEGSN), NCERT

Over the years labels and vocabulary in educational efforts have shifted - from special education to inclusion - but practices that are truly expansive and inclusive have to be further cultivated. We must continue to support and expand work at the grassroots while building collaborations across various regions and contexts. This project has been a commendable attempt to showcase local challenges and powerful responses and collaborations.

The attempts in Japan, Cambodia, and the Philippines are distinct, and yet they all demonstrate that inclusion is a process that goes much beyond disability or any one factor of identity. They highlight varied national challenges in the region and how inclusion is being addressed in specific and local ways. We look forward to expanding the resource pack and fostering collaboration and dialogues with other countries in the region and beyond.



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Kazuya Omuro

- Country Representative, Phnom Penh Office, the Association for Aid and Relief, Japan (AAR Japan)

AAR Japan Phnom Penh Office has been actively promoting inclusive education in Cambodia for many years. This effort involves various stakeholders, such as members managing a special education classroom, community residents supporting inclusive education, and government officials expanding these initiatives across the education system. We strongly believe that inclusive education and building inclusive communities are mutually reinforcing goals. The experiences and insights gained through the resource pack will undoubtedly contribute to advancing inclusion in your community.



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Em Rina

- Project Officer, Phnom Penh Office, the Association for Aid and Relief, Japan (AAR Japan)

Based on my three years of project experience, we have worked with schools, communities, and stakeholders to promote inclusiveness. Schools play a key role in fostering an inclusive community, as children learn, play, and grow together. Sharing case studies and empowering groups to take ownership has strengthened their confidence in supporting inclusive schools and communities. Collaboration and mutual understanding are crucial to building a society where everyone can live in harmony. Trust, responsibility, and stakeholder involvement are essential steps toward creating a truly inclusive community.



Ramon G. Mapa

Executive Director, People's Initiative for Learning and Community Development (PILCD)

Sustainability and inclusion are two essential yet complex concepts in community development. Developing and implementing projects to achieve both is quite ambitious, especially in contexts marked by poverty, vulnerability to disasters, climate change impacts, and limited access to resources.

While sustainability and inclusion are critical goals, they remain out of reach without addressing underlying challenges such as poor governance, economic instability, social inequality, and dwindling resources due to environmental degradation.

In this context, sustainability extends beyond environmental protection—it involves ensuring long-term economic viability and social well-being. Inclusion goes beyond merely engaging communities in development projects; it requires creating equitable opportunities and empowering marginalized groups to have a meaningful voice in shaping their future.

Short-term solutions and isolated initiatives are insufficient. Limited human and financial resources add to the complexity of the task. Achieving a future where the environment is protected, livelihoods are secure, and no one is left behind demands a long-term, collective commitment to sustainability and inclusion supported by strong collaboration, innovative strategies, and shared responsibility across sectors.

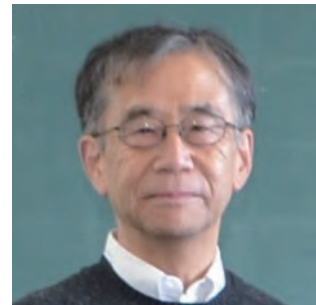


Shinichi Takisaka

- Project Coordinator of Aikawa Project, JICA Yokohama

Why do I believe it is important to have "a community where no one is left behind and everyone can live actively"? And why do I want to do what I can to make it happen?

It is because I keep feeling that I am leaving someone behind. It is because there have been many moments when I felt I was left behind. Because both are sad and painful every time I think about them. And because there are probably many more such moments that I am not even aware of.



Tomohiro Fukuo

- Programme Specialist, Education Cooperation Department, Asia-Pacific Cultural Centre for UNESCO (ACCU)

A child who grows up alongside a child with disabilities naturally learns to support others long before they even understand the meaning of words like "inclusion" or "disability." Similarly, a child who grows up with a child from another country, speaking a different language, finds ways to communicate without concern for nationality.

As they grow older, however, they begin to take on various labels—gender, region, language, nationality, disability, socioeconomic status—and with these labels, the concepts of "inclusion" and "exclusion" emerge.

Through this initiative, we came to share a deeper understanding of the importance of "listening to each individual voice." It helped us recognize the need to look beyond these labels, to engage with each person as they are, and to communicate in whatever way necessary to truly hear one another. I have learned that these simple actions—actions we all naturally engaged in as children—are the key to fostering inclusive societies.

I hope to continue these dialogues with everyone involved in this initiative and work together toward building a more inclusive world.



ANNEX

ANNEX 1. Facilitators Guide for Role Play

Facilitators' Guide

This “Facilitators’ Guide” provides a framework for facilitating a role-play workshop. Originally designed for a 60-minute session, it can be adjusted to fit different time periods or needs.

The example workshop flow is a general template and can be also adapted for various occasions. If using the role-plays from the Resource Pack, plan and adjust them in advance based on the number of participants and the workshop context.

Time	Activities	Facilitator	Participants
0-5	Introduction (5min)	<ul style="list-style-type: none"> ● Explain the purpose of the workshop <ul style="list-style-type: none"> — Clarify the objectives and goals — Decide on groups for participants and observers — Explain the overall flow <ul style="list-style-type: none"> ▷ Reading the scenario ▷ Assigning roles ▷ Conducting a multi-stakeholder’s meeting ▷ Reflecting on the outcomes <p>< Point > Explain this WS is to provide an experience of a specific scene in building an “inclusive community” through multi-stakeholder collaboration. The overall goal of this WS is to gain a multifaceted perspective on what arises in discussions about diversity and what considerations must be taken into account.</p>	
5-15	Step 1. Understand the Scenario (10 min)	<ul style="list-style-type: none"> ● Direct participants to the read Scenario individually <p>< Point > To build consensus on the background information. Depending on the number and level of participants, it may be beneficial to read the scenario together as a whole group to enhance everyone’s understanding of the material.</p>	<ul style="list-style-type: none"> ● Read the Scenario individually ● Read the Scenario in pars or group.

15-20	<p>Step 2. Choose and Explore a Role (5 min)</p>	<ul style="list-style-type: none"> ●The facilitator distributes role cards <ul style="list-style-type: none"> — Adjust roles according to the number of participants — Participants will choose the role randomly. <p>< Point ></p> <ul style="list-style-type: none"> ●for the role of the organizer/host, who will be the central person in the stakeholder meeting, it's advisable to explain the responsibilities and decide on this role first. This will help facilitate smoother discussions. (select the organizer/host based on the reality of the role) <p>< Point ></p> <ul style="list-style-type: none"> ●If there are many participants, consider increasing the number of cards that allow two people to share a same role. Alternatively, additional roles can be created. Adjustments should be made based on the number of participants, available time, and their level of understanding. ●If roles are to be reduced, it is necessary to discuss in advance which roles will be central to the organization and discussion. 	<ul style="list-style-type: none"> ●Choose roles (decide on the organizer/host of the meeting) <ul style="list-style-type: none"> •Read the details of the chosen roles <p>< Point ></p> <ul style="list-style-type: none"> ●It is essential to read and understand the characteristics of the selected role to gain the necessary information. If the workshop is conducted in multiple groups, it can be beneficial for individuals with the same role to discuss together. ●To deepen the learning experience of the workshop, participants should be encouraged to select roles that are unfamiliar to them, allowing them to experience various perspectives.
20-40	<p>Step 3. Hold a Multi-Stakeholder Meeting to Promote an Inclusive Community (20 min)</p>	<ul style="list-style-type: none"> ●The facilitator confirms the meeting time and final products/outcomes. Then hands over to meeting host. <ul style="list-style-type: none"> — Adjust final products/outcomes based on the level of participants. — If there is limited time, the facilitator should decide on the outcomes in advance. — Adjust level of outcomes. For example, “priority list” can be adjust as; 1) Ranking the issues that should be prioritized, 2) Discussing both the issues and countermeasures, followed by prioritization. — There is an example of outcomes of the discussion in “advance”. It is recommended to choose outcomes that are best suited to achieving the goal of your workshop. ●If observers are there, the facilitator should also encourage the observers to organize their thoughts and reflect on what they perceive from the discussion observation. ●Facilitator ends the meeting when the time is up. 	<ul style="list-style-type: none"> ●The role of the multi-stakeholder organizer/host is to serve as the facilitator of the meeting and guide the discussion. ●The organizer/host will review the outcome and ask opinions from each participant. ●Each role should give opinions based on the characteristics described on their role card, assuming the perspective of that role. <p>< Point ></p> <ul style="list-style-type: none"> ●It is not necessary to complete to develop the final product. ●The key point of the discussion is “Can a conclusion be reached that all stakeholders can agree on?” It is important to consider whether any individuals or groups are being excluded during the discussion. Are there any other group, who are not in the meeting, are excluded or not mentioned, not considered? The focus should be on creating an inclusive dialogue.

40-50	<p>Step 4. Debrief and Evaluate the Role-Play Activity (10 min)</p>	<ul style="list-style-type: none"> ●The facilitator will ask for feedback from each participants. <ul style="list-style-type: none"> — If the session is conducted with a single group, participants should share their feedback with everyone. — If conducted with multiple groups, participants with the same role gather and share their feedback among themselves. Then, as a group representing that role, they share their feedback with the entire room. This allows the identification of common themes or experiences shared by people in the same role. <p>< Point ></p> <ul style="list-style-type: none"> ●Was the discussion inclusive” and was the content of the discussion “inclusive”? It is important to ensure that no one has been excluded. If there is an observer, it would be beneficial for them to offer feedback from a third-party perspective. The facilitator should also monitor the progress of the discussion from this viewpoint. 	<ul style="list-style-type: none"> ●Each participant will share what they felt from the perspective of their role. If the discussion is conducted in groups, one representative from each group will be present on behalf of the group. ●The observer will share what they learned from the discussion as a third-party perspective.
50-60	<p>Conclusion</p>	<ul style="list-style-type: none"> ●Review and confirm what was achieved and what was understood in relation to the workshop’s objectives. ●Collect the role cards and conclude the session. 	<ul style="list-style-type: none"> ●Review the workshop’s objective and assess the level of achievement.

ANNEX 2. Sample Lesson with Role Play

This sample lesson was developed and conducted by Ms. Miki Konishi, United Nations University Institute for the Advanced Study of Sustainability, using Role Play 3, “Local NGO and Community Initiative Mobilizing Local Partnership”(P. 24-27) at a university. The role play was adjusted to accommodate the appropriate number of students and was designed with the goal of developing an action plan.

Key factors for a successful workshop include tailoring each role and time allocation to match the participants' level, as well as ensuring the final output aligns with the workshop's objectives.

Workshop Material

1. Lesson Instruction
2. Role Cards
3. Worksheet “Action Plan Template”

Workshop Material 1 Lesson Instruction



1 Introduction

Promotion of a Sustainable and Inclusive Community



1) What is inclusion?

- Inclusion refers to the intentional effort to **create environments** in which **all individuals, regardless of their background or characteristics**, are **valued, respected, and able to fully participate**.
- It is a practice aimed at ensuring **equal access to opportunities**, fostering a **sense of belonging**, and **actively addressing barriers** that may prevent some individuals from participating on an equal footing with others.
- Inclusion emphasizes diversity in all forms—such as **race, gender, age, sexual orientation, socioeconomic status, disability, and cultural background**—and strives to eliminate discrimination and exclusion.

Key Components :

- **Equal Opportunity** : Ensuring that everyone has the chance to succeed and participate fully, irrespective of their background or identity.
- **Belonging** : Creating an environment where all individuals feel safe, valued, and part of the community.
- **Active Participation** : Encouraging diverse voices and perspectives in decision-making processes and activities.

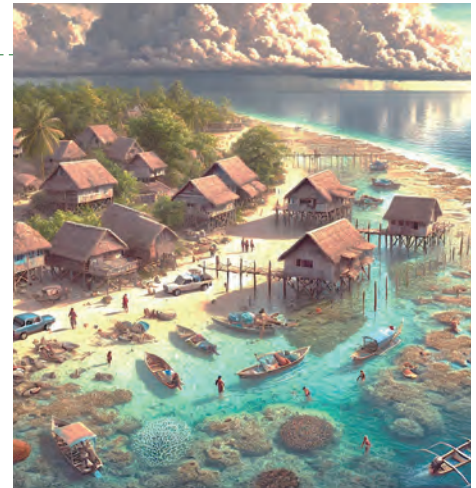
By focusing on inclusion, societies and organizations strive not just for diversity in numbers but for creating environments that allow everyone to engage equally, feel accepted, and achieve their full potential.

2) What is role play?

- Role play is an activity where participants **assume specific roles** in a simulated **scenario** to practice skills, solve problems or **explore perspectives** in a safe and controlled environment.
- In an artificially constructed role play, you are asked to take on roles with which they may be **unfamiliar** or uncomfortable, or to act out situations which they have **never experienced** for a particular purpose.

Scenario

This small island community faces significant challenges due to the impacts of climate change, natural disasters, and declining fish stocks that threaten their primary source of livelihood—fishing.



This community was selected as a pilot project site by a local NGO dedicated to promoting community resilience and social inclusion due to its high vulnerability to climate change.

However, the NGO has limited capacity and collaboration with other stakeholders are crucial to addressing the community's wide-range challenges and needs effectively.



To address the various challenges faced by the community, it is essential to develop a comprehensive action plan aimed at building a sustainable and resilient community.

Equally important is the incorporation of social inclusion within this planning process to ensure adequate support for vulnerable groups, including persons with disabilities, the elderly, and women.

To move forward, the NGO will organize a meeting, inviting key stakeholders to develop a collaborative action plan.

The plan seeks to foster a sustainable, inclusive, and resilient community.



2 Practice

1) Instructions for the meeting

1. Read the scenario and your role and prepare for the meeting. (5-10 min)
2. Meeting
 1. The local NGO will welcome the participants and begin the meeting by outlining the background and objectives. (5 min)
 2. The participants will briefly present their interests and thoughts. (15 min)
 3. Discuss and develop an action plan for sustainable, inclusive and resilient community (45 min)

2) Meeting outputs

• Complete the Action Plan Template:

Fill out the template with the agreed-upon strategies and detailed action plans. Ensure that all sections are addressed, including resources, stakeholders.

• Present the Action Plan:

Present your completed action plan in the plenary, highlighting the key strategies and actions.

3 Reflection

1) Stakeholders

- NGO Representative (Facilitator)
- Women's Group Leader
- University
- Village Leader
- Local Government Unit
- School Principal
- Fisherfolk Representative

2) Reflections of the role play

1. Were all voices heard and valued during the process?
2. Were there any differences of opinion or priorities among the stakeholders that made consensus-building difficult?
3. How did the facilitator or any other participants assist in reaching consensus?
4. Were all community representatives present at the meeting? How balanced were the participants in terms of gender and age?
5. Which individuals or organizations could be involved as partners to implement and enhance the project?
6. What next steps can help ensure successful project implementation and maintain ongoing collaboration among stakeholders?

3) Presentation on Real Project

The lesson facilitator can present the real case, referring to Case 3: PILCD Project in the Philippines (P.44-51), to reflect on the discussion during the role play.

4) Insights and Takeaways from the Role Play

1. What did you learn from the role play, and what are your key takeaways from the exercise?
2. How did the role play contribute to learning about sustainability and inclusion?

Each participant received a Scenario Card and their Role Card.

Scenario Card

This small island community faces significant challenges due to the impacts of climate change, natural disasters, and declining fish stocks that threaten their primary source of livelihood—fishing. This community was selected as a pilot project site by a local NGO dedicated to promoting community resilience and social inclusion due to its high vulnerability to climate change.

However, the NGO has limited capacity and collaboration with other stakeholders are crucial to addressing the community's wide-range challenges and needs effectively. To address the various challenges faced by the community, it is essential to develop a comprehensive action plan aimed at building a sustainable and resilient community. Equally important is the incorporation of social inclusion within this planning process to ensure adequate support for vulnerable groups, including persons with disabilities, the elderly, and women.

To move forward, the NGO will organize a meeting, inviting key stakeholders to develop a collaborative action plan. The plan seeks to foster a sustainable, inclusive, and resilient community by prioritizing sustainable fisheries management, coastal protection, alternative livelihoods, and disaster risk reduction.

NGO Representative (Facilitator) *Name: Ramon Dela Cruz, Age: 43*



- You and your NGO advocate for and implement projects focused on environmental protection, climate adaptation, and community development.
- You support vulnerable communities in building resilience and disaster risk reduction to climate change and other challenges while promoting alternative income sources.
- You conduct activities, including awareness raising, providing inclusive disaster risk reduction training.
- As the facilitator of the meeting, you ensure equitable discussions and guide the discussion toward a consensus that balances competing priorities, such as ecological conservation and socio-economic needs.
- You also mediate disputes, particularly between the fisherfolk and the government, ensuring that every party feels heard and understood.

As a facilitator of the workshop, you have the following challenges to consider :

- **Multi-stakeholder Collaboration :** How to make different agencies and institutions with different mandates and interests like the local government unit, community, university and NGO can work together.
- **Balancing local needs with national policies and programs :** Ensuring local contexts and needs are not overwhelmed by national programs and policies.
- **Conflict Resolution :** Explore potential conflicts, such as differing priorities between local government units and local communities, and how these can be resolved through dialogue and compromise.
- **Social Inclusion :** Ensure that community members feel their voices are central to the planning process, and that needs of the most vulnerable are not overlooked.
- **Conflict Management :** The facilitator may need to mediate if there's a conflict arising and facilitate to reach a consensus or compromise.
- **Resource Sharing :** With each stakeholders limited resources, discuss how resources (funding, technical expertise, local knowledge) will be shared among stakeholders to ensure the plan's success.
- **Sustainability :** Emphasize the importance of long-term commitment and the sustainability of the action plan, ensuring that it can adapt to future challenges.
- **Community Participation and Local ownership :** Community members may see the initiative as outsider driven and dependently rely on the external stakeholders as drivers of the process rather than supporters. How community will be active participants and not passive recipients.

ROLE CARD

Village leader

Name: *Pedro Gutierrez, Age: 60*



- You are the village leader.
- You represent the interests of the fisherfolk and the women's group, strongly advocating measures that address declining fish stocks while safeguarding the economic well-being of fisherfolk families.
- You are deeply concerned that the community may resist interventions if they negatively impact their income. You encourage partnerships with other agencies to tackle the issues of declining fish stocks and the livelihoods of the community.
- You are concerned about frequent storms and want all community members, including vulnerable groups, to be prepared for disasters but are unsure how to achieve this.

ROLE CARD

Fisherfolk Representative

Name: *Andres Tala, Age: 43*



- You are the representative of fisherfolks.
- You want urgent solutions for declining fish stocks but resist restrictions that could further reduce your already limited income.
- You are worried about how you will earn a living if strict measures are imposed, as you lack the money to switch to other jobs or the skills to adopt new methods.
- You seek immediate solutions that balance ecological and economic needs and demand temporary subsidies or compensation during restrictive periods.
- While you are open to viable income alternatives and sustainable fishing practices, you are concerned that these alternatives might be costly.

ROLE CARD

Women's Group Leader

Name: *Ms. Victoria Castillo, Age: 30*



- You rely on daily fish sales for income and worry about losing this livelihood if catches are restricted.
- You feel women's contributions are often undervalued and advocate for their inclusion in decisions about fisheries and livelihoods.
- You support alternative livelihoods like fish processing or aquaculture and push for education and training programs to equip women with skills for alternative livelihoods, such as fish processing, aquaculture, handicrafts, and eco-tourism.
- You emphasize equitable access to resources and funding for women-led initiatives.
- Some families have children with disabilities and elderly members who may struggle to evacuate or respond appropriately during emergencies, which is a concern.

ROLE CARD

Local Government Unit

Name: *Roberto Garcia, Age: 42*



- You emphasize the importance of marine conservation and have plans to implement strict regulations.
- While you sympathize with the challenges fisherfolk face in regulating fish catch, you are mandated to enforce these restrictions to ensure the sustainability of marine resources.
- You are concerned about political and social pressures and recognize the need to build trust with the fisherfolk and women's groups.
- You can offer technical support, budget allocations for alternative livelihoods, and access to skills training programs to help mitigate the impact of these regulations.
- Natural disasters from climate change are increasing, and governments are introducing policies to strengthen disaster risk reduction (DRR). Enhancing DRR on each island is urgent, and you want to inform residents about it.

ROLE CARD

University

Name: *Dr. Claros Mendoza, Age: 52*



ROLE CARD

- You have the expertise to provide technical support by introducing research-backed solutions, such as sustainable aquaculture, mangrove restoration, and marine biodiversity conservation, to help reduce pressure on wild fish stocks.
- Your colleague from other department of the university is an expert in disaster risk management, including community mapping and creating hazard maps.
- However, the university faces limited funding and logistical support to implement these initiatives effectively.

School Principal

Name: *Ms. Teresa Santos, Age: 48*



ROLE CARD

- As the principal of the local school, you believe in empowering students to protect their environment and community.
- You aim to integrate mangrove conservation into the school curriculum to educate students about its importance for coastal protection.
- To foster hands-on learning, you plan to involve students in activities like mangrove planting, coastal cleanups, and monitoring programs.
- You also seek to collaborate with NGOs and university and local organizations to provide students with opportunities to engage in broader conservation efforts.
- However, due to the limited number of class hours, the time students can dedicate to these projects is also restricted.
- Your goal is to inspire a sense of environmental responsibility among the youth to safeguard coastal resources for future generations.

Workshop Material 3

Distributed to each participants with A3 hardcopy

Action Plan Template

1. Objective: To develop a collaborative action plan that fosters a sustainable, inclusive, and resilient community.
2. Vision for the Community: Please describe the desired future state of the community.

[_____].

3. Key Strategies and Actions

Please outline the key strategies and actions to achieve the vision. For each strategy, break it down into detailed actions, specify the resources needed, and identify the stakeholders involved.

Strategy	Detailed Actions	Resource needed	Stakeholders involved and their roles

ANNEX 3.

Workshop : Creating an Inclusive Society and Inclusive Schools

This workshop “Creating an Inclusive Society and Inclusive Schools” serves as an introductory session for the Role Play Workshop. Depending on participants’ level of understanding of inclusion and inclusive school, it provides a valuable opportunity to clarify their perspectives and develop a clearer image of those concepts.

The purpose of this workshop is not to establish a consensus on inclusion or inclusive schools but rather to provide an opportunity for participants to develop their own understanding of inclusion and an inclusive school. This understanding will help them engage more effectively in discussion during the Role Play Workshop.

Part I : Start by expressing your thoughts (in writing).

1. Schools (Assume compulsory education stages here) :

- (1) What kind of place and opportunity do you think a "school" is for children?
- (2) Why do you think society has created the system of "schools"?
- (3) Why is the "school" system necessary for society?
- (4) What would happen to children if there were no "school" system?
- (5) What would happen to society if there were no "school" system?

2. Society :

- (1) What does your ideal society look like?
- (2) For your ideal society to become a reality, what kind of place or opportunity should "schools" provide?

3. Inclusive Society :

- (1) Do you know what the United Nations means by "a society for all" or "an inclusive society"?
 1. If yes, write down what you know.
 2. If not, imagine and write down what you think it might mean.
- (2) < Lecture > The United Nations' concept of "a society for all" and "an inclusive society."
- (3) What do you think about the UN's idea of "a society for all" and "an inclusive society"? Write down your thoughts.

4. Inclusive Schools :

- (1) Do you know what the United Nations means by "education for all," "an inclusive education system," and "inclusive schools"?
 1. If yes, write down what you know.
 2. If not, imagine and write down what you think it might mean.
- (2) < Lecture > The UN's concept of "education for all," "an inclusive education system," and "inclusive schools."
- (3) What do you think about the UN's idea of "a society for all" and "inclusive schools"? Write down your thoughts.

Part II : Discussion, Organization, and Confirmation of Direction

The role of "schools" in the society we aim for.

Share and discuss what was considered in Part I. Participants will understand the meanings and relationships between the UN's concepts of "a society for all," "an inclusive society," "education for all," "an inclusive education system," and "inclusive schools," confirming these as the future direction.

Part III : Workshop

1. Consider the relevant organizations and their roles in developing "inclusive schools."

These might include the national government (Ministry of Education, Culture, Sports, Science, and Technology), prefectures (Board of Education), municipalities (Board of Education), elementary and middle schools, parents, students, school management committees, and local communities.

2. Divide into groups based on the organizations involved in "inclusive school development" and carry out the following tasks :

- (1) Confirm the meanings and relationships of "a society for all," "an inclusive society," "education for all," "an inclusive education system," and "inclusive schools." Then, clarify how your group's organization will approach the development of "inclusive schools."
- (2) Identify what your organization can and must do based on its authority and role. Write and organize these tasks.
- (3) Identify what you would like other organizations to work on and what should be tackled collaboratively. Write and organize these tasks.
- (4) When organizing (1) and (2), divide tasks into "immediate actions," "actions to take within 3 years," "actions to take within 5 years," and "actions to take within 10 years."

3. Present and supplement each other's viewpoints, considering perspectives that may not have been noticed within the group.

4. Hold a general discussion to confirm and share key points.

Note : The role of the facilitator (moderator) is crucial in the workshop :

- (1) Regularly confirm the purpose and tasks at hand.
- (2) At the beginning, emphasize the importance of personal expression and avoid denying others' opinions.
- (3) Reflect during the process and confirm progress by verbalizing it.
- (4) Manage time effectively (speaking time for individuals, remaining time until the end, etc.).

Note : Using sticky notes and large sheets of paper can be effective for the tasks.

Resource material for debrief :

For part 1, facilitators are encouraged to refer to the following literature. Participants may find it useful to explore these resources after the workshop, either from one possible perspective or as material for comparison with their own or their group's ideas.

References :

Those are the references for you to see the ideas of UNESCO before or after this workshop.

UNESCO. (2005). Guidelines for Inclusion: Ensuring Access to Education for All

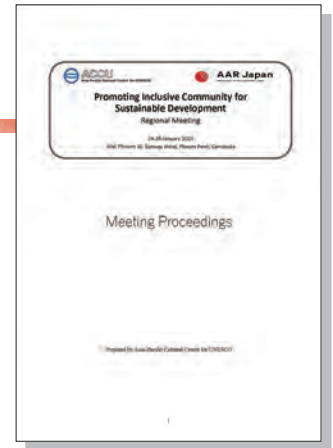
UNESCO. (2017). A Guide for ensuring inclusion and equity in education

UNESCO. (2021). Training tools for curriculum development: reaching out to all learners: a resource pack for supporting inclusive education

ANNEX 4. Report of the Regional Meeting in Cambodia

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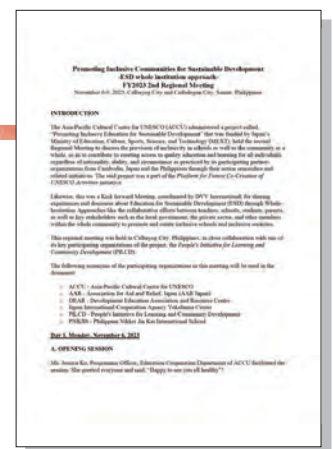
<https://unesco-sdgs.mext.go.jp/wp-content/uploads/2024/12/ANNEX2-1st-Proceedings-for-the-Regional-Meeting-in-January-2023.pdf>



ANNEX 5. Report of the Regional Meeting in Philippine

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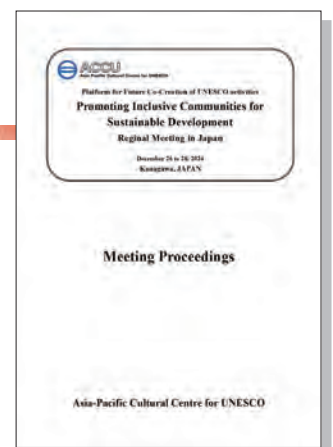
https://unesco-sdgs.mext.go.jp/wp-content/uploads/2024/12/ANNEX3-2nd-Proceedings-for-the-Reginal-Meeting-ACCU-2023_2nd-Regional-Meeting_Proceedings.pdf



ANNEX 6. Report of the Regional Meeting in Japan

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<https://unesco-sdgs.mext.go.jp/wp-content/uploads/2025/01/ANNEX4-Proceedings-for-the-Reginal-Meeting-in-Japan-Oct-2024.pdf>



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