



INCLUSIVE EDUCATION: WHAT, WHY, AND HOW

A Handbook for Program Implementers



Save the Children

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ACRONYMS

CBR

Community Based Rehabilitation

C-EMIS

Community-Based Education Management Information System

CFS

Child-Friendly Space

CMC

Center Management Committee

CRC

Convention on the Rights of the Child

CRSA

Child Rights Situational Analysis

DFID

Department for International Development (UK)

DPO

Disabled Persons Organization

ECCD

Early Childhood Care and Development

EENET

Enabling Education Network

EFA

Education for All

EMIS

Education Management Information System

FGD

Focus Group Discussion

FGM

Female Genital Mutilation

IDDC

International Disability and Development Consortium

IDP

Internally Displaced Person

IE

Inclusive Education

IEP

Individual Education Plan

IEWG

Inclusive Education Working Group

ILFE

Inclusive Learning-Friendly Environment

INEE

Inter-Agency Network for Education in Emergencies

MEAL

Monitoring, Evaluation, Accountability, and Learning

MoE

Ministry of Education

NGO

Non-Governmental Organization

PTA

Parent Teacher Association

QLE

Quality Learning Environment

SCI

Save the Children International

SMC

School Management Committee

SNAP

Special Needs Education Pack

USAID

United States Agency for International Development

WASH

Water Sanitation and Hygiene

SETTING THE SCENE

Diversity enriches teaching and learning for everyone

NOTE FROM A SAVE THE CHILDREN EDUCATION MANAGER

When I travelled to Sylhet in northern Bangladesh I visited Kanchijhuli government primary school and met Ms. Shika Ahmed. She has been a multi-grade teacher for grade 2 and 3 for many years and invited me to her classroom. There were 28 children - some from the nearby town of Sylhet, others from poor families working in the tea-gardens; some fluent in Bangla, others still struggling because at home they speak Sileti or another language.

Surprisingly, children were not sitting in rows, but working in groups and pairs doing a variety of activities. One group was even sitting on a mat on the floor, reading. Shika had learned about active teaching and the use of cooperative learning. “I am happily surprised by the results. Since I stopped my constant lecturing and children having to repeat after me, all the children have become more alert and interested and they speak out and share ideas.”

Shika understands that different children learn in different ways, so she varies her teaching activities. “I do not just write on the blackboard, but I teach through games, songs, dance, poems, and acting and because children enjoy it, they learn better.”

Later, I found out that this multi-grade class has a girl who is HIV positive and a boy with a hearing impairment, but I would not have known through my classroom observation, because all children were working together and nobody was left out. In the group on the floor, buddy-reading was taking place with strong readers from grade 3 helping poor readers from grade 2.

Shika moved around to teach individual groups and provide additional support where needed, while modeling friendly and respectful interaction with all her children.

Is this what it means to be an inclusive teacher?

■ WHO IS THIS HANDBOOK FOR?

This handbook has been developed specifically for Save the Children program staff, implementing partners, and practitioners supporting education programs in any context – development, emergency, or protracted crisis. Although not all education projects have the word “inclusive” in the title or goals, every education project can and should be made more inclusive, and we encourage this resource to be used by all education staff, not only those working on targeted inclusive education projects.

A document review conducted by the Inclusive Education Working Group (IEWG) in 2013 found that despite a large number of resources available on inclusion, most have not led to universal understanding and uptake of inclusive education. Many inclusive education manuals are very long, and are not easily accessible to busy project managers. The majority of documents also targeted a wide audience, and in doing so, limited their utility to any specific group. The IEWG recognizes that inclusive education begins with the work being done by education staff in the field, and have therefore designed this handbook specifically with them in mind. Guidance has also been structured along the project cycle, so that it may be useful to programs regardless of their current stage of implementation.



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Making friends in an inclusive kindergarten, Kosovo

INTRODUCTION

■ UNDERSTANDING INCLUSIVE EDUCATION

The concept of **special educational needs** was originally meant to be broad and to refer to a wide range of difficulties that all types of learners might experience, temporary or permanently. In practice, it often has a narrower (typically disability-related) focus, but has been, and can continue to be a key influence on and support for inclusive education development.

Education as a right has been enshrined for all children in numerous international declarations since the 1948 Universal Declaration of Human Rights, most notably through the Convention on the Rights of the Child (CRC) as well as focused treaties

reiterating the right to education for children with disabilities, girls, racial minorities, and migrant workers¹. The right to be educated together in a regular or mainstream system is also highlighted in the Education for All (EFA) movement and the subsequent Sustainable Development Goals. Although the right to quality education applies to all children, many children are still excluded from or within education systems. Some children are denied access to education entirely, while others may be segregated in separate special education (e.g. children with disabilities) or non-formal programs (e.g. children living in urban slums). Discrimination, with its many faces, continues to prevent millions of children from realizing their right to education – the UN Committee on the Rights of the Child has recognized more than 50 grounds of discrimination against children².

Debates about the definition of inclusive education are important. There are many different understandings and interpretations and these can determine the effectiveness of interventions. Key is that inclusion realizes the right to non-discrimination, which is one of the core principles of the CRC. Save the Children

recognizes inclusive education as education that welcomes all children, and ensures that they are not discriminated against by teachers, parents, other children, policies, school curricula, buildings or any other aspect of education. In its simplest terms, Save the Children defines inclusive education as education that **enables all children to learn together with support for their individual needs**. The more detailed definition upon which this is based appears in the box below.

Inclusive education is one dimension of a rights-based quality education which emphasizes equity in access and participation, and responds positively to the individual learning needs and competencies of all children. Inclusive education is child-centered and places the responsibility of adaptation on the education system rather than the individual child. Together with other sectors and the wider community, it actively works to ensure that every child, irrespective of gender, language, ability, religion, nationality or other characteristics, is supported to meaningfully participate and learn alongside his/her peers, and develop to his/her full potential.

Source: Save the Children (2014) *Save the children stands for inclusive education*

There is no standard model for ensuring that education is inclusive and responsive. Education which is inclusive ensures the presence, participation and achievement of all learners in places of learning. It often requires working to change the policies, systems, practices and cultures in schools so that they can respond to the diversity of learners in their locality, as well as working closely with the communities and society at large. Interventions may therefore need to happen at different levels at the same time, from national policy advocacy to teacher education, and from demonstrating good practices to raising public awareness on rights and responsibilities. This handbook is designed to guide you through the different attitudes and barriers that could be causing educational exclusion, as well as to identify key strategies to address them.

¹ See: UN Convention on the Rights of Persons with Disabilities (2006), Article 24; UN Convention on the Elimination of All Forms of Discrimination against Women (1979), Article 10; UN International Convention on the Elimination of All Forms of Racial Discrimination (1965), Article 5; UN International Convention on the Protection of the Rights of All Migrant Workers and Members of Their Families (1990), Article 30.

² See: Child Rights Information Network (CRIN) *Guide to Non-Discrimination and the CRC, Article 2, first link under "More information"* https://www.crin.org/docs/CRC_Guide.pdf

■ A NOTE ON TERMINOLOGY

It is important to reflect on the terminology we use. Negative and patronizing words produce negative and patronizing images and attitudes. The language we use should not offend or reinforce negative stereotypes (e.g. do not use terms such as ‘mental retardation’, ‘cripple’, or ‘slow learner’). Instead, positive and respectful attitudes can be shaped through careful use of words that objectively explain and inform without judgmental implications. We should not say that a child is blind but that he/she has a visual impairment – a child has many characteristics and having a disability is only one of them. Talking about “the disabled” or “the poor” is also insulting to a person’s dignity as it devalues the individual, and reinforces stereotyping instead of focusing on the uniqueness of the person. Likewise, it is also important not to refer to a person as an acronym (e.g. CWD). Keep in mind that different individuals with disabilities may have a different preference for terminology. Put the person first (e.g. “a child from an ethnic minority” rather than “an ethnic minority child”) and if you are in doubt about the most appropriate way to refer to someone’s disability, ask the person him or herself.

■ THE LINK TO QUALITY AND LEARNING

Education cannot be inclusive without being of quality, nor can it be of quality without being inclusive. In order to realize the right to education, access and quality must be interlinked. While there is no single universally accepted definition of quality, most conceptual frameworks incorporate two important components: learning and cognitive development, and the role of education to promote values and attitudes of responsible citizenship and socio-emotional development. Effective learning must be understood based on the fact that children are individuals with different characteristics and backgrounds, and the strategies to improve quality should therefore draw on such diversity.

A growing body of international research³ has demonstrated that quality does not directly depend on the cost of education. Learning outcomes relate much more to the quality of teaching than to other factors such as class size. By working towards quality learning environments where all children are educated side-by-side in inclusive classrooms, children are provided with the chance to truly accept and learn from each other. Studies also show that inclusion is “more cost effective, and academically and socially effective, than segregated schooling”⁴. Furthermore,

enabling children to learn together benefits all children, not just those with additional needs, and has been linked to better learning outcomes for all⁵.

■ RIGHTS AND RESPONSIBILITIES

*“All children and young people of the world, with their individual strengths and weaknesses, with their hopes and expectations, have a right to education. **It is not our education systems that have a right to certain types of children.** Therefore, it is the school system of a country that must be adjusted to meet the needs of all children.”*

Bengt Lindqvist, UN Special Rapporteur on Disability (1994)

As mentioned above, numerous human rights treaties protect the right to education for all children, including the Convention on the Rights of Persons with Disabilities, which states that “States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and life long learning...”⁶. The Committee on the Rights of Persons with Disabilities also announced that in 2016 it will be releasing a General Comment on Art. 24 further detailing the Right to inclusive education and obligations of State Parties in its implementation. In addition, the CRC – the most widely ratified international human rights treaty – emphasizes that the aim of education is the holistic development of all children, delivered in a spirit of peace and tolerance. The child’s right to education is therefore not only a matter of access but also of content, educational processes, pedagogical methods, and the environment within which education takes place. Ensuring that different children are able to learn together not only defends their individual right to access education, but also protects their right to receive education that is directed to “the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples, ethnic, national and religious groups and persons of indigenous origin”⁷. Education is also an important

³ UNESCO (2009) *Policy guidelines on inclusion in education*

⁴ UNICEF (2012) *Position Paper on Education for Children with Disabilities*

⁵ Waldron, Cole, and Majd (2001) and Freeman and Alkin (2000)

⁶ UN Convention on the Rights of Persons with Disabilities (2006) Article 24

⁷ UN Convention on the Rights of the Child (1989) Article 29

What needs to be addressed for schools to be inclusive?

- Information gap: inadequate data on disadvantaged children
- Attitudes: fear, embarrassment, low expectations, social barriers
- Poverty: economic barriers
- Environment: accessible school buildings, WASH
- Policies: inflexible, no home language education, segregated education
- Practices: lack of learner-centered, cooperative teaching
- Resources: teacher shortage, large classes

Source: EENET (2005) *Learning from Difference*

enabling right, helping children to learn life-skills and enabling them to access other rights throughout their lives.

Inclusive education is further supported through the Salamanca Statement⁸ which calls on governments to prioritize policies and budgets that enable them to include all children regardless of individual differences or difficulties and “adopt as a matter of law or policy the principle of inclusive education, enrolling

all children in regular schools, unless there are compelling reasons for doing otherwise” because “regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all; moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system”⁹.

■ OUR POSITION

Save the Children takes its mandate from the CRC and therefore recognizes that every child has the right to learn and develop, and that *all children can learn*. This includes both boys and girls of all ages, children with different (dis)abilities and talents¹⁰, children from remote or nomadic populations, children from linguistic, ethnic or cultural minorities, children who are working or living on the street, children affected by HIV/AIDS, children affected by crisis and conflict, and children from other deprived groups. As an organization that prioritizes the most deprived children, it is imperative that we take an inclusive approach to our education programs at all levels to ensure that all children are welcomed into and supported by education systems. This requires that we make all children visible – especially those

who are excluded – and respect their situation as holders of equal rights.

Save the Children also recognizes there is no “one-size-fits-all” approach to inclusion. Programs must reach out to the most deprived children in the impact area, and take into account the fact that every child has unique strengths and needs. Enrolment is only a first step – simply allowing children to attend school or ECCD is not the same as proactively including them once they are there. Programs need to be developed, implemented and monitored in a way that not only addresses exclusion *from* school, but exclusion from participation and learning *within* school. For example, many children struggle when their lesson or textbook is not written in their first language, if they are never asked to contribute, or if they cannot see the blackboard or hear the teacher¹¹. Save the Children recognizes that all children must be supported to participate, learn, and develop, and that an inclusive learning environment not only addresses many of these barriers, but also provides the opportunity to learn about, accept and celebrate diversity, enriching the teaching-learning process for everyone¹².

Save the Children supports inclusive education as a thematic priority in ECCD and basic education, in both development and humanitarian contexts. The Inclusive Education Working Group (IEWG), under the SCI Education Global Initiative, was formed to help advance and expand the agency’s inclusive education work and highlight it in the education strategic planning. Inclusion and equity are key components of the education results and objectives in the 2016-2018 strategy, and 2030 vision. This handbook is part of the IEWG’s initiative to ensure that Save the Children education programs are inclusive and supportive of all children.

■ SAVE THE CHILDREN’S THEORY OF CHANGE

Our approach to inclusive education is based on the Save the Children Theory of Change. In order to achieve more for children – especially the most deprived – we leverage our resources, and inspire the global breakthroughs we want to see for children. Under this framework inclusive education programs seek to:

⁸ UNESCO (1994) *Salamanca Statement and Framework for Action on Special Needs Education*

⁹ UNESCO (2005) *Guidelines for inclusion: Ensuring Access to Education For All*

¹⁰ Children with disabilities may also be gifted, e.g. children with autism often have special talents

¹¹ UNESCO (2005) *Guidelines for inclusion: Ensuring access to education for all*

¹² Save the Children (2014) *Learning Together – Programmatic Approaches, Methodologies and Best Practices for Inclusive Education in the Balkans*

Be the voice of children: addressing attitudes.

This is a priority in order to build an inclusive culture. It is of critical importance to raise the awareness of children, parents, communities, policy makers, local and national authorities as well as other implementing agencies on inclusive principles and values. Through this effort, we enable and encourage the development of education environments that respect and promote the rights of all children.

Save the Children in **Bosnia and Herzegovina** engaged children, parents and school personnel in the use of a participatory methodology, the *Index for Inclusion*, to assess and enhance the inclusiveness of their schools. This improved the access, participation and learning of marginalized and vulnerable children, in particular girls, children belonging to the Roma ethnic minority and those with disabilities, and contributed to creating an inclusive culture in their communities.

Be the innovator: addressing barriers to access, participation and learning.

At the local level the most important strategy of intervention is to create inclusive learning environments, with particular attention to building the capacity of teachers and administrators. Strong teachers and ECCD caregivers are a central component of a quality education that allows all children to learn effectively, and it is crucial that they are adequately trained in inclusive methodologies and equipped with the necessary materials. Inclusive education programs must continue building on research, lessons learned and best practices, and pilot new methods to identify the most effective inclusion methods in every context.

Save the Children in **Uganda** explored low-cost, innovative ways to increase children's access to relevant reading materials to improve literacy outcomes, using both children's home-language and the language of instruction (English). A story-writing workshop with teachers resulted in the publication of a bilingual story-book, written by teachers and illustrated by children.

Achieve results at scale: supporting expanding coverage.

At all levels advocacy and policy work is needed to ensure that the voice of the most deprived is heard and that their rights to education and non-discrimination are respected. Education authorities and institutions need to be encouraged and supported to take ownership in developing

inclusive laws and implementation strategies and, where necessary, adopt targeted measures to address specific children who are particularly at risk of exclusion.

Save the Children in **Ethiopia** built the capacity of government departments on disabilities, and as a result of advocacy efforts the government has now adopted guidelines to provide education to children with disabilities in inclusive settings.

Build partnerships. In an effort to create effective and lasting change, Save the Children's programs consult and collaborate with children, civil society, communities, governments, NGOs/DPOs, UN agencies, universities, media and the private sector. Partners share knowledge, lobby together, learn from, and complement each other, raise funds and build capacity to ensure that all children's rights are met.

After the government decided pregnant girls in Junior Secondary School would not be allowed to take the Basic Education Certificate Exam, non-governmental organizations in **Sierra Leone**, including Save the Children, called on the government to urgently act on international commitments to guarantee pregnant girls' equal right to education.

EVIDENCE-BASED ADVOCACY

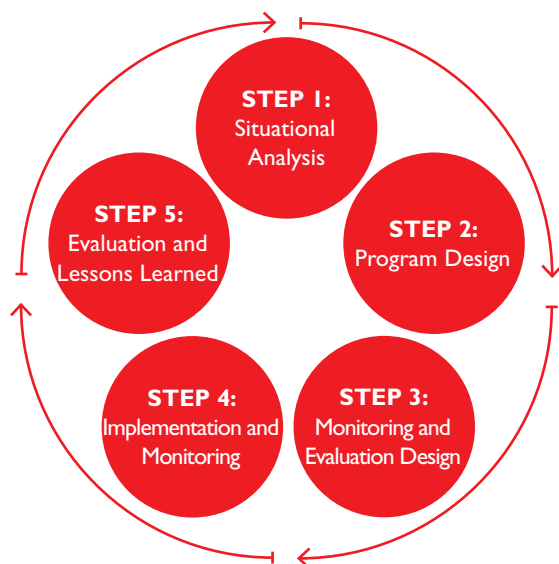
Once we identify *who* is being excluded, *how*, and *why*, strategies must be developed to address the root barriers that are responsible. As governments are the duty bearers of the right to education, most inclusive education programs involve advocacy at local, national, and/or international levels. Inclusive education systems and societies can only be realized in a sustainable way if governments are aware of the challenges to be responded to and acknowledge their responsibility to address them.

In the LEARN (Lao Educational Access Research Network) project, Save the Children in **Lao PDR** works in partnership with the World Bank and Plan International to assess the situation of out-of-school children, both those who had never enrolled and those who dropped out. Through this partnership better quality data from different sources are becoming available, which can be used for improved program planning and evidence-based advocacy.

Save the Children often works with other stakeholders to influence education and push governments to uphold their responsibilities to children under the CRC. Effective advocacy requires sharing evidence from our programs with actors involved in policy and programming, as well as those that influence them, such as the general public and mass media.

■ **STRUCTURE OF THE HANDBOOK**

Because it is our mandate to support the most deprived children across all of our projects, this handbook provides guidance for *all* education projects, not only those that have a targeted focus on inclusion. The handbook has been structured to guide you through building inclusion into each step of the program cycle. Whether you are designing a new project, or already at the stage of full implementation, the guidance in each of the following chapters will help you consider the different factors that are influencing exclusion and inclusion in the schools you support.



The guidance in this handbook can be applied to both development and humanitarian programs, although some adaptations may be necessary depending on your specific context. Similarly, the handbook is meant to be relevant to Basic Education as well as ECCD projects,

with adjustments as necessary. The information in this handbook is by no means exhaustive – in fact, every effort was made to keep it short and easily accessible for busy education staff. As much as possible, we have included references to additional resources that are available for those who would like to explore specific aspects of inclusion further.

Each of the following chapters include four key sections:

- What happens when this step is not inclusive
- What you can do to make this step more inclusive
- A case study
- Quick reference chart

The quick reference chart at the end of each section summarizes key steps to take, and resources that may be of use to you. The chart provides specific guidance for inclusive education projects, but also for broader education projects, and specifies what you can do if your project is already running or just about to start. While projects with funding earmarked for inclusion activities can accomplish more, it is also important to realize that there are inclusion efforts that all projects can and should make in order to better support the most deprived children.

■ **OTHER RESOURCES**

The IEWG reviewed over 80 different inclusive education resources during the development of this manual. The intention for this handbook has always been not to “reinvent the wheel” but to address gaps identified in existing resources, and support program staff to better navigate the information that is out there. Where relevant, key resources are recommended for additional information. Updated information, webinar recordings, and discussion boards can also be found on the Inclusive Education OneNet page, located here:

<https://onenet.savethechildren.net/whatwedo/education/Pages/Inclusive-Education.aspx>



Step I: **SITUATIONAL ANALYSIS**

The aim of a situational analysis is to identify problems, needs and opportunities to inform the project design. It analyzes existing secondary resources – including policies and laws – and involves stakeholders such as children, parents, communities, schools, government officials and civil society to develop responsive and appropriate programs for all children – including the most deprived.

■ WHAT HAPPENS WHEN THE SITUATIONAL ANALYSIS IS NOT INCLUSIVE?

If a situational analysis, baseline, or needs assessment is not inclusive, we may design programs without fully understanding the education barriers that different children face in access, participation and learning. This can mean that certain groups of children remain invisible in our programs as well as in a country's Education Management Information System (EMIS) – they are not planned or budgeted for, and are unlikely to benefit from interventions.

A situational analysis which is not inclusive may also result in projects contributing to discrimination against children. If a situational analysis does not include representatives of the most deprived children, programs are likely to be developed based on assumptions and perceptions of a select few, without prioritizing the right issues or considering the correct underlying dynamics. In all programs, not just in inclusive education programs, it is therefore important for key stakeholders – including children – to be actively involved in the situational analysis or needs assessment and subsequent steps of the program cycle. Only a situational analysis that is truly inclusive will reveal the true factors influencing educational exclusion – including some which may actually have little to do with education. For example, many poor children or those with disabilities are out of school not because of their poverty or disability, but because of entrenched social prejudices and resistance to change.

■ WHAT YOU CAN DO TO MAKE YOUR SITUATIONAL ANALYSIS MORE INCLUSIVE

As a child rights organization, Save the Children aims to promote, protect and monitor children's rights in every program. It is for this reason that all country programs complete a **Child Rights Situational Analysis (CRSA)**¹ in order to ensure that project in-

terventions are addressing priority needs related to the rights of children in our impact areas. Individual projects – both in development and emergency contexts – are also typically informed by a targeted situational analysis or needs assessment. These assessments provide key information about the education situation in a specific area, and with a few adjustments and additions (suggested questions appear later in this chapter), they can easily be used to specify who is being excluded from learning and how.

What happens in schools and ECCD centers is often a reflection of attitudes and behaviors in communities and households. An inclusive situational analysis must start by involving a range of different stakeholders – including non-education stakeholders – in providing information about the current situation. For example, it is important to involve ministries beyond education, such as the ministries of social welfare, health, labor, finance and gender, who will be required to work together and coordinate to ensure full inclusion.

It is also important to analyze how discrimination affects participation and learning (and therefore also repetition and dropout rates). When developing assessment tools, we should disaggregate to identify who is currently excluded, how and why. Try to disaggregate all data that is collected across as many variables as possible (gender, disability, language group, etc.). Specific trends and exclusions will become evident the more you are able to specify *which* children you are describing (i.e. which ones are dropping out, which are failing exams, and which never enroll?). As a general rule, make sure none of your questions refer to “children” as a singular group. For example, instead of asking “Why are children absent?” ask: “What reasons cause the following children to miss school?: Boys? Girls? Children with disabilities? Minority language groups?”.

Barriers to education can be located within the learning environment, the education system and the broader social, economic and political context.

¹ See: http://resourcecentre.savethechildren.se/sites/default/files/documents/crsa_guidelines2.pdf for more details.

Discrimination needs to be understood in context, and across all levels that may prevent children from attending school and ECCD services or from learning:

1. Family and community: a child's participation and success in school and preschool programs is directly related to his/her family situation. Income level, social relationships within the family, beliefs about childhood and child responsibilities, perceptions about gender or disability, and the family's status in the community, all have a significant impact on a child's opportunity to learn. Be prepared for the fact that within a community people may have different attitudes and expectations. Depending on the time available for your project, the community can also be engaged around data collection and self-assessment as part of the situational analysis – although typically a more involved self-assessment becomes a separate activity of the project once implementation is underway. Two key tools that can be used for community self-assessment are discussed further in Step 3: MEAL Design.

Few countries in Latin America have reliable information on the situation of indigenous children. In **Panama** three times as many indigenous children compared to non-indigenous children lack access to education. In addition, gender inequalities also continue to have a disproportionate impact on indigenous girls. Respecting the rights of indigenous groups means that these populations are involved in the situational analysis, design, implementation and monitoring of bi-lingual and multicultural education programs.

Source: ECLC/UNICEF (2012)

2. School and bureaucracy: teachers' understanding and application of child development principles, supervision and professional support of teachers, the curriculum, school and ECCD environment (health, safety, physical and other abuse), roles of School and Center Management Committees (SMCs/CMCs) and Parent Teacher Associations (PTAs), and attitudes of teachers and students all have a significant impact on a child's opportunity to learn.

3. Education policy: a country's commitment to a more flexible and child-friendly education system for all children, allocated budget, teacher training systems, outreach for hard-to-reach children, level of decentralization, quality monitoring, and reliance on special schools also all have a significant impact on a child's opportunity to learn.

It is important to review situational analysis questions and data collection methods from an inclusion perspective across all three levels, considering diversity issues such as gender, ethnicity, disability, language, geographical coverage, and age. **Remember, our beneficiaries are a diverse group of children and adults, so respondents providing information during this step of the project cycle should be equally diverse** (e.g. if a community includes a variety of ethnic groups, make sure that you interview some parents from each of the groups, and mothers as well as fathers). Actively involving children is also critical; they tend to provide more honest answers than adults, simply because they see the situation from a different angle.

■ SAMPLE QUESTIONS TO ASK OR RESEARCH DURING THE SITUATIONAL ANALYSIS

Although a situational analysis will look different in different contexts, based on the specific gaps and discriminations you are trying to address, the suggestions below will help you think through some of the key questions you might ask.

If you are conducting a needs assessment as part of an emergency response, be sure to ask how any of the answers to these questions have changed since the emergency – for example, was there a system in place to support children with disabilities in school before the emergency? If inclusive education was in place prior to the emergency, it may be easier to restart it now, since there is presumably more understanding as to what it is, and more people with the capacity to implement it. However, if inclusive education was not in place before the emergency, this is a great opportunity to “build back better” and consider all children – including those who may have been excluded from access or learning before – in the response.

While working with teachers, children, government officials and communities keep asking yourself:

1. What are the barriers to access, participation and learning?
2. Who is perpetuating the barriers, how, and why?
3. Who is experiencing these barriers? Are some people more affected by these barriers than others?
4. How can these barriers be minimized?
5. What resources (human, financial, material) are available to support access, participation and learning of previously excluded children? How can we mobilize additional resources?

In addition to asking specific questions about children who are excluded, you should also try to verify whether other information you gather is applicable to all children. For example if a group of parents tells you that children stay in to do their homework at night, ask them whether this is true for boys and girls, working children, children from ethnic minority groups or children with disabilities.

Ask Teachers:

- 1 Which children are especially struggling in school (or ECCD center)? Why are they struggling?
- 2 What adjustments in teaching are made to ensure access and learning for children with disabilities, ethnic and language minorities?
- 3 Do you have access to adapted teaching-learning materials that can help you to support struggling learners?
- 4 Have you received training on supporting different children with different learning problems? If so, what?
- 5 Which children do not regularly attend school? Which children do not access ECCD services? Why don't they attend?
- 6 Are school buildings or temporary learning spaces (including WASH facilities) accessible, protective and gender-sensitive for all children?
- 7 Where is the nearest "special education school" or resource center for professional support?

Ask Head Teachers and Principals:

- 1 Does the curriculum allow for variation and adequate flexibility in teaching and learning methods?
- 2 Is the curriculum sensitive to gender, disability, cultural identity and language background?
- 3 Are principles of non-discrimination, appreciation of diversity and tolerance being fostered through the curriculum?
- 4 Are children's rights part of the curriculum? Does the curriculum address the link between rights and responsibilities?

Ask Parents:

- 1 Are parents/community members involved in the management of the school (or the ECCD center)? If so, which parents and how? Are there any groups of parents excluded from involvement, and if so, why?
- 2 Are the costs of education the same for all children? If not, why not? (Note: consider direct costs such as tuition fees, exam fees, school development fees; hidden costs such as for uniforms, school-lunch, transport, text-

books, stationary; and opportunity costs such as children not able to work or not providing child care for younger siblings)

- 3 Are parents involved in the education of their children? If so, how?

Ask Children:

- 1 Do you know children in your community who do not go to school (or ECCD center)? Who are they? Why do you think are they not going to school?
- 2 How do you go to school? How far is the school/center from your home (how much time does it take you)? Is the path/road safe? Can children with disabilities also come to school?
- 3 Are there children in your school/center that nobody wants to play with or sit next to? Who are they? Why do you think this is the case?

Ask Government Officials and Local Partners:

- 1 Do current education laws favor particular groups at the expense of deprived ones? If so, in which ways? Does this create obstacles to inclusion?
- 2 Is there any policy statement with regard to excluded groups? Are any particular groups specified? Do these policies relate to both primary education and ECCD?
- 3 Have studies, needs-based analyses, etc. been undertaken to identify and address the needs and challenges of children missing out on education or at risk of dropping out? If so, what are the findings?
- 4 Are any measures being taken with regard to data collection, indicators and statistics to ascertain the magnitude of marginalized and excluded children in the country?
- 5 What capacity exists to build and strengthen community level involvement (e.g. Community-Based Rehabilitation, community-based EMIS, inclusive community-based ECCD)?
- 6 Are there mechanisms to identify children already in schools, but not learning?
- 7 Are there special schools or other separate schools or learning centers for children perceived as different?

A recent international survey by Children's Society measuring children's well-being in 15 countries, highlighted that children in the **UK** are among the unhappiest at school. The survey found that many children perceived as "different" are physically and emotionally bullied and excluded by their peers, with a serious negative impact on their participation and learning.

Source: <http://www.childrenssociety.org.uk/what-we-do/resources-and-publications/the-good-childhood-report-2015>

CASE STUDY: COMMUNITY-BASED EMIS IN TAJIKISTAN

© Edukans / Save the Children



In the early 2000s in Tajikistan, very few of the poorest children, those in remote areas, girls, working children and those with disabilities were able to attend school. Most children with disabilities were not allowed to enroll and there were many barriers to participation for children, especially girls, in secondary education. Many schools lacked toilets, drinking water, playgrounds and materials. At the same time, there was no qualitative information on why children were not registered, why they did not attend regularly and why they dropped out, nor was there any mechanism to involve the community in resolving the problems. Accordingly, Save the Chil-

dren developed a Community-based Education Management Information System (C-EMIS) to produce more rigorous and qualitative data to use as a situational analysis and planning tool.

C-EMIS is a tool which helps community members, children, parents and teachers to come together, collect information on barriers to education, identify causes and suggest solutions. C-EMIS complements the government's EMIS with data and analysis for inclusive planning and monitoring. It was designed by experts in India and further developed by Save the Children in South and Central Asia.

In Tajikistan, 150 communities involved in the program between 2004 and 2007 formed an Education Development Committee and a children's group. These two groups worked together to record which children were in and out of school, and which children were at risk of dropping out. Group members received training in data collection and analysis, planning, gender, inclusion, and child rights.

An adult (from the Education Development Committee) and a child (from the children's group) would then visit each household in the community. They interviewed the children and adults in the household separately, finding out which children are not in school and whether there are any discrepancies between adults' and children's views regarding the reasons why. In many cases, adults would say they were keen for their child to go to school, but the child would say that in reality their parents wanted them to work, or were prioritizing the education of another child.

Another aspect of the C-EMIS model was that the children's group started collecting daily attendance records. Children attending less than 15 days a month were deemed to have dropped out of school. The two-person research teams would then visit the households of at-risk children and find out why they were not attending, and work with the parents and community to overcome the barriers they were facing. Solutions have ranged from organizing extra help with homework to creating funds to help the poorest families take their children out of work and into school.

The accuracy and simplicity of a C-EMIS database means it is viable for integration into the national EMIS system. District education officials are now using C-EMIS data to prioritize their resources and reach all school-age children.

Adapted from: Save the Children UK (2008) Making schools inclusive – How change can happen.

QUICK REFERENCE CHART

New education projects	<ul style="list-style-type: none"> ✓ Ensure the situational analysis information you collect is disaggregated by gender, disability, economic situation, rural-urban, ethnicity, language, etc. ✓ Ensure the situational analysis provides a clear picture of child diversity in and out of school/ECCD services (including reasons for exclusion) ✓ Ensure that children at risk of exclusion and their families are consulted ✓ Collect data on how diversity is perceived (attitudes/ behaviors) in community/society
Projects that are already running	<ul style="list-style-type: none"> ✓ Check with stakeholders, including children, whether they know of children who are not in school, participating or learning, and why ✓ Collect data on how diversity is perceived (attitudes/ behaviors) in community/society
Projects with targeted funding for inclusion	<p><i>All steps above, and...</i></p> <ul style="list-style-type: none"> ✓ Conduct an in-depth analysis of policy and financing in relation to the inclusion of different groups in education ✓ Conduct in-depth analysis about excluded groups (through interviews and FGDs)
Additional Resources	
<p>1 Save the Children UK (2008) <i>Schools Inclusive - How Change can Happen</i> See: pg. 26-35: Building inclusive school communities See: pg. 47-48: Addressing financial barriers to inclusive education http://www.savethechildren.org.uk/resources/online-library/making-schools-inclusive-how-change-can-happen-save-the-childrens-experience</p> <p>2 UNESCO (2007) <i>Toolkit for Creating Inclusive, Learning-Friendly Environments</i> See: Booklet 1, pg. 31-35: How to plan on becoming an Inclusive Learning Friendly Environment (ILFE) See: Booklet 3, pg. 13-19: Finding children who are not in school and why http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/</p> <p>3 UNESCO (2009) <i>Needs & Rights Assessment – Inclusive Education in Afghanistan</i> See: pg. 19-39: Children vulnerable to exclusion and marginalization http://unesdoc.unesco.org/images/0018/001890/189011e.pdf</p> <p>4 INEE (2009) <i>Education in Emergencies: Including Everyone</i> See: Annex 1, pg. 37: Some practical ideas http://resourcecentre.savethechildren.se/sites/default/files/documents/2933.pdf</p> <p>5 Save the Children (2008) <i>Non-discrimination in Emergencies – Training Manual & Toolkit</i> See: Part 6 and Part 7, pg. 60-70: Assessment & Analysis; Implementation of Non-Discrimination http://resourcecentre.savethechildren.se/library/non-discrimination-emergencies-training-manual-and-toolkit</p>	



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Recovering after the earthquake, Nepal

Step 2: **PROGRAM DESIGN**

The program design phase outlines key strategies to address the barriers and gaps that were identified through the situational analysis.

■ WHAT HAPPENS WHEN THE PROGRAM DESIGN IS NOT INCLUSIVE?

Any individual or group likely to be affected (positively or negatively) by the project must take an active part in its design and implementation phases. Project design is the product of negotiation and consensus.

If a program design is not inclusive we may accidentally only address the needs of some – likely not the most deprived – children in our program. If diversity

is not considered during the design phase, children perceived as different can unintentionally (or intentionally) be excluded from the benefits or outcomes the program aims to deliver. Even if the previous stage – the situational analysis – was not inclusive, it is not too late to ensure that the program delivers equitable outcomes for all children.

The situational analysis may have identified children whose right to education is denied because they are not in school or because they are in school but not learning. The program design must synthesize this information and ensure that the project is addressing the discrimination that is creating barriers to learning.

■ WHAT YOU CAN DO TO MAKE YOUR PROGRAM DESIGN MORE INCLUSIVE

It is important to understand that just because you are not intentionally excluding children from your education program, that does not mean your program is automatically inclusive. True inclusion requires that you intentionally and pro-actively design inclusive and responsive activities that acknowledge and meet the diverse needs of learners. Adequate time and effort must be allocated for developing a program that uses appropriate strategies to address the real needs identified through a participatory process.

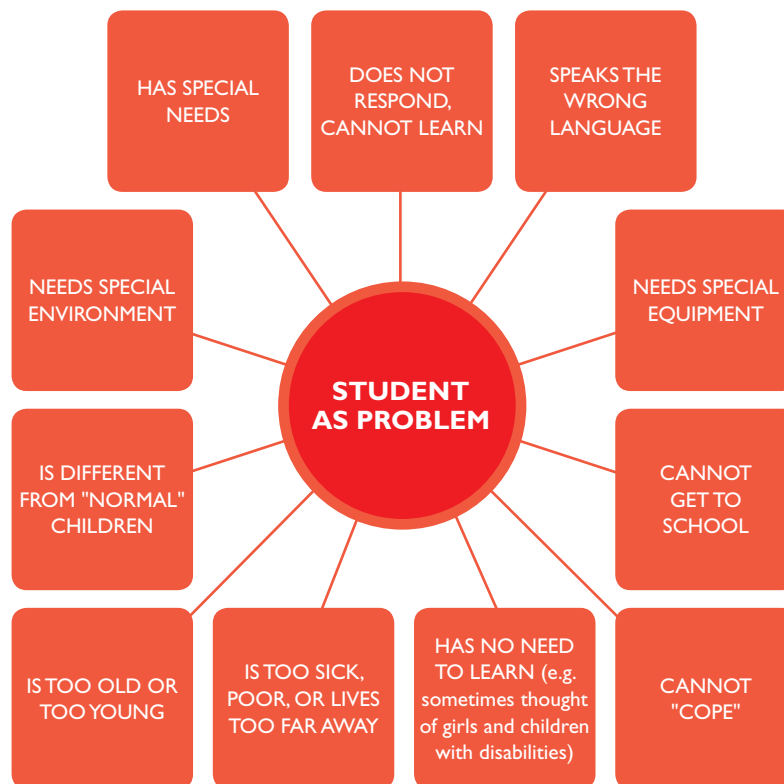
Organizations often develop projects in relative isolation, but it is critical to know what other

government and non-government actors are doing (or planning to do) in the same area. Learning happens not only in school or the ECCD center, and designs need to consider different settings where children's development and social inclusion can be fostered. Additionally, depending on the group of children excluded in your context, it may be necessary to work in conjunction with partner organizations who have more experience working with certain groups. For example, a Save the Children office may have an expertise in supporting children with learning disabilities and those who are second language learners, but may need to collaborate with another organization to ensure that children with severe disabilities are also being appropriately supported.

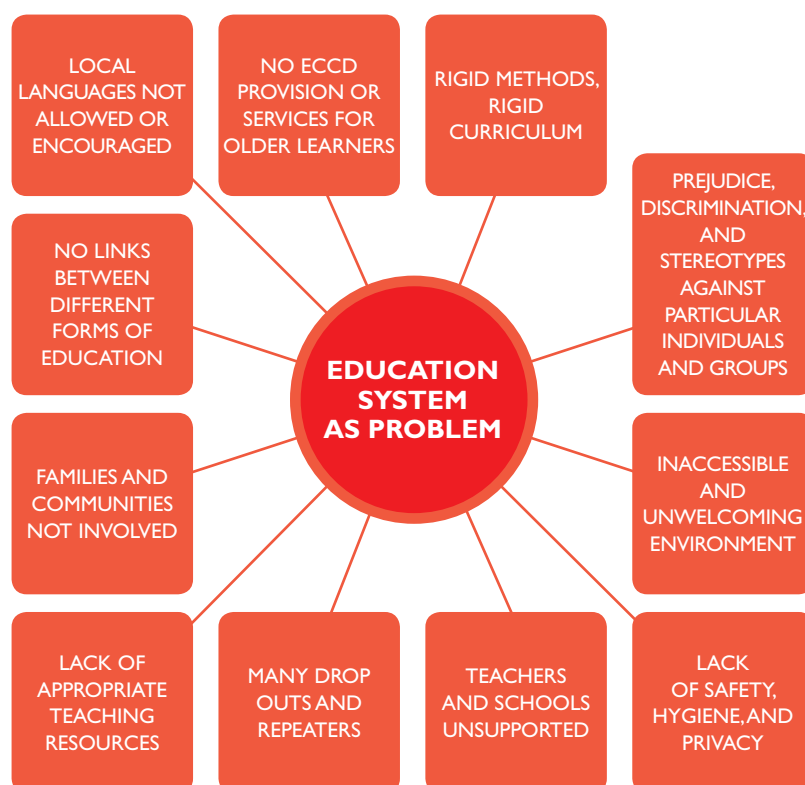
Inclusive education is based on the fact that national education systems and schools are responsible for *all* children. Therefore, it is important to start with the understanding that a child perceived as “different” should not be considered a problem; the problem is the inflexibility of the education system to meet that child's needs. The universal right to education means that it is the education system's responsibility to adapt to the child, and not the child's responsibility to adapt to the education system. Review the following two diagrams adapted from *Inclusive Education: where there are no resources*, to compare approaches that place the blame for being different on the child, as opposed to placing the blame on the inability of the school to meet his/her needs.

While it can be overwhelming to catalogue all of the barriers that are discriminating against children within the education system, it is important to know that inclusive education is a process. It will take time to address all of the barriers you have identified, but that does not mean that it is impossible. In fact, the sooner you begin, the sooner you will be able to start addressing what you can.

Designing a quality inclusive education program is about identifying and analyzing challenges and opportunities, and although countries in the



Source: Sue Stubbs/Ingrid Lewis (2008) *Inclusive Education – Where there are few resources* (pg. 15)



Source: Sue Stubbs/Ingrid Lewis (2008) *Inclusive Education – Where there are few resources* (pg. 16)

North may have more financial and human resources to develop inclusive education systems, the North and South share common problems and solutions in relation to exclusion and inclusion, such as teacher training quality and whether different learning needs are responded to, resourced and supported. The following table, again from *Inclusive Education: where there are no resources*, provides suggested solutions to

many of the key challenges you will encounter in your inclusive education program design.

■ SUGGESTED INCLUSIVE EDUCATION ACTIVITIES

Each inclusive education project will look different, based on the needs that were identified in the situational analysis, but the following pages

PROBLEMS	SOLUTIONS
Particular groups and individuals not learning or participating	<ul style="list-style-type: none"> • Promote respect for diversity (gender, disability, minorities, health and social status, poverty) and <i>model</i> behavior valuing diversity • Develop social safety nets, including school scholarship programs for economically and otherwise disadvantaged learners • Sensitize “mainstream” groups and individuals on the meaning of equal rights and opportunities
Poor teaching practice due to theoretical, rigid, poor quality/ quantity of training programs	<ul style="list-style-type: none"> • Invest in practical training and support of teachers from local communities by using teacher training guides such as the UNESCO ILFE toolkit • Support with relevant, school-based or cluster-based in-service training on inclusive methods
Children are passive and not encouraged to engage in active learning. Many are excluded, repeat classes or drop out.	<ul style="list-style-type: none"> • Promote child-friendly schools and ECCD centers and active learning based on children’s individual needs • Involve <i>all</i> children in creating solutions. Use child-to-child approaches
Poor school/ECCD facilities and environment: buildings, water and sanitation facilities, unsafe and unhealthy environments	<ul style="list-style-type: none"> • Involve communities, local NGOs/DPOs and government in improving infrastructure, including sanitation, in order to be safe, clean, accessible and private for all learners – also those with disabilities
School not relevant to life, not related to daily life realities. Over-loaded and/or outdated curricula.	<ul style="list-style-type: none"> • Learn from successful non-formal or special schools • Participate in and influence curricula reviews to make curricula relevant to needs and abilities of different learners
A social-emotional school environment where violence and disrespect prevent children from fully participating and learning (e.g. physical punishment, bullying)	<ul style="list-style-type: none"> • Train teachers, principals, teacher educators and parents on alternative methods of classroom management and discipline based on improved knowledge and understanding of child development • Create stakeholder awareness of children especially vulnerable to bullying or abuse, such as those from minorities or children with disabilities • Support and monitor the <i>application</i> of new knowledge and skills • Support teaching about child rights linked to the right to non-discrimination, protection and participation

Source: Sue Stubbs/Ingrid Lewis (2008) *Inclusive Education – Where there are few resources* (pg. 32)

will introduce you to common suggested activities for inclusive education programming.

Access

Inclusive access activities focus on making stakeholders aware of children who are not in school, based on the information collected in Step 1. This will likely require addressing social stigma about different types of children and their equal right to education. In the past, many Save the Children inclusive education projects have focused almost entirely on access and enrollment. It is important to pair access-focused activities with support to teachers (see quality and learning sections below), so that they are prepared to teach these children once they arrive in the classroom.

Key inclusive access-focused activities include:

- ▶ Awareness-raising on equal rights for all children (through community meetings, distribution of printed materials, use of media such as radio and TV, etc.)
- ▶ Community mapping exercises to identify out of school children
- ▶ Household visits
- ▶ Enrollment campaigns
- ▶ Link with other program or government sectors – such as health and child protection – to identify children who are still out of school
- ▶ Identification and removal of any physical barriers that may be preventing a child from accessing the school/ECCD building (e.g. a building that does not have a ramp or wide enough doorways for wheelchairs). Any construction that is supported by Save the Children should follow the *Towards Safer School Construction* guide released in 2015¹
- ▶ If small scale construction is not feasible, consider alternative approaches, like a buddy system to help the child get to school, or moving the child's classroom to a more accessible location.

Quality

A design that promotes quality for all learners requires targeted capacity building at different levels for different stakeholders. Workshops and trainings are often selected as the only approach to addressing capacity gaps. However, there are also many other ways to increase professional knowledge and

After the **Pakistan** earthquake in 2005, Save the Children's team set up community education councils linked to each rehabilitated school. Each council had at least two children on board. Children would report who was not in school and why they thought these children were absent. Often girls and children with disabilities were kept at home because their families thought going to school was not safe, or that they would not benefit from education anyway. Once these children had been identified, the community education council designed a plan for making it easier for these children to get to school and to have a positive experience once there.

Source: INEE (2009) *Education in Emergencies: Including Everyone*

skills for inclusion that can be incorporated into the program design, such as team teaching, mentoring by more experienced teachers, classroom-based action research or teacher exchange visits. It is critical that the training design does not rely uniquely on one-off workshops, but create regular opportunities for training and mentoring and time in between sessions to practice new skills in the classroom. It is also important to remember that teachers are not alone in creating inclusive learning environments. There are many resources they can turn to, including other teachers, headmasters/principals, students, parents, and government officials. Schools that are further along in ensuring inclusion can be recognized as model schools for their cluster, and can help showcase what an inclusive child-friendly school is able to do for *all* its learners. School clusters or higher-quality special schools can also be used to share experiences between schools that are near each other and ensure that all teachers have a built-in support network.

Inclusive education is built around the development of flexibility across the education system, so that teachers, classrooms and schools are able to work in a way that accommodates every child's needs. Contradictions often arise when an education system is striving to be inclusive, but still has a curriculum (and exam) system that is rigidly centrally standardized and controlled.

Since there is a clear overlap between quality and inclusion, many of the activities you already implement to improve quality will contribute to a more inclusive environment. To further strengthen the inclusion and quality of your schools and ECCD centers, consider:

¹ Global Alliance for Disaster Risk Reduction and Resilience in the Education Sector (2015). *Towards Safer School Construction: A Community-Based Approach* https://www.gfdrr.org/sites/default/files/publication/45179_towardssaferschool-construction2015_0.pdf

A note on Special Schools

In the years before inclusion was recognized as a best practice for educating children with disabilities, segregation was the preferred approach in many countries. Special Schools are schools that accept only children with disabilities. They are frequently – although not always – residential programs, where children must live away from their families and their communities. Many of these Special Schools still exist. In some countries, they are transitioning to serve as resource centers for nearby schools, providing training and support related to including children with disabilities. In other contexts, Special Schools are the preferred education option by families of children with disabilities – this is most common for children with sensory impairments (hearing or vision), or severe disabilities. Unfortunately, however, there are also many cases in which Special Schools are of very low quality, and serve as glorified day care centers for children with disabilities, where children are not encouraged to learn and develop, and/or are subjected to corporal punishment.

Although the benefits of inclusion are clear, and studies show that children with disabilities learn better in inclusive, rather than segregated settings, Save the Children recognizes that the role of Special Schools is very complex, and will be different in different contexts. We strongly encourage program teams to get to know any Special Schools in their impact areas. Try to identify the quality of education that the school provides to children with disabilities – if it is of good quality, and uses positive discipline, explore different ways in which the school can provide support to inclusive schools and teachers in the area. This may even include working with the MoE to establish a Special Unit in the local school, where children with disabilities can receive the specialized services they require, while still living at home and attending school with their peers in their community.

Ultimately, the decision of where a child with disabilities should be educated is that of his/her family. Work with parents to make sure they have all of the facts about services available, to ensure they can make a well-informed decision for their child. If they do decide to send their child to a Special School, try to encourage social inclusion in other ways – the child will likely be returning to his/her community to live, so it is important that he/she still has opportunities to become an accepted member of the community. Also, while this may be the best option for their child at this point, encourage the family to remain open to the child being mainstreamed into his/her local school as needs and services evolve.

- Ensure that all teachers and headmasters/principals are trained on inclusive education (See *Quick reference chart* for links to inclusive education teacher training resources)
- Work with headmasters/principals to increase their approval and buy-in of inclusive education, and ensure that they understand how to support their teachers in using inclusive methodologies
- Advocate for inclusive education to be included in pre-service trainings. Every teacher needs to learn about inclusive education, from day one of their training
- Using teacher-learning-circles or a cluster approach to create peer-to-peer support
- Produce low-cost teaching-learning aids in collaboration with the community to ensure that teachers are able to use diverse and active pedagogical techniques
- Ensure that teachers are encouraging every child to learn
- Work to eliminate bullying so that schools are a safe and welcoming space for everyone
- Ensure that children and adults participate in all phases of the program, and that their views are taken into account
- Encourage teachers to use self-assessment tools to reflect on the inclusiveness of their classrooms. An example of a teacher self-assessment tool is included in Annex IV.

Learning

For all children to learn, teachers need to establish an environment where all children feel welcome, valued, and supported. An inclusive curriculum is one that is child-centered, addresses each child's cognitive, emotional, physical and creative development, and fosters knowledge about rights and responsibilities as well as critical thinking and problem-solving skills. Such a curriculum moves away from rote learning towards greater emphasis on hands-on, experience-based, active and cooperative

The head-teacher on the island of Lombok, **Indonesia**, decided to involve groups of teachers, students and parents in the design of extra classrooms by asking them what kind of classrooms they want, what their needs are and how classrooms have been used up till now. Space, light and materials affect the way we experience education. A process of inclusive school design gives members of a school community a feeling of pride and ownership of their school. This can provide an opportunity to fit a school more effectively with its different learners and the community, for example by also incorporating elements of local culture and art into the buildings and ground.

*Adapted from: Y. Trimulyana - EENET (2007) **Enabling Education** 11*

learning. In fact, a foundation of inclusive education is active learning – inclusion recognizes that each child learns best in a different way, so an inclusive teacher uses varied and active approaches to make the lesson more accessible to the diverse group of students in the class. This is one of the many ways in which inclusive education is beneficial to all students, not just those who are considered “different”.

Planning for diversity and ensuring that the curriculum is flexible enough to meet the needs of different learners is called Universal Design for Learning². In countries where the curriculum is so rigid that the teacher cannot do anything but lecture, Save the Children should advocate for curricula that are flexible enough to allow for school-level adaptations and for modifications to meet individual student’s needs.

Teachers should also be encouraged to keep track of what their students’ strengths and weaknesses are – particularly for the students who are struggling the most. An Individual Education Plan (IEP) is a document that helps teachers track students’ progress against individual learning goals. It should be completed by the teacher in close coordination with the child’s parents, and as much as possible, the child himself. In schools where children are taught by multiple teachers (e.g. subject teachers or co-teachers), the adults should work together to ensure that the IEP is well-informed, and closely followed. In the case of children with disabilities, the IEP can also help to adopt a holistic approach to the child’s development and overall autonomy, linking educational, rehabilitative and social aspects. Therefore, it is

advisable to involve also health personnel and social workers in its development whenever possible, thus creating a multidisciplinary team. See Annex I for a sample Individual Education Plan template.

Effective learning for all children is also strongly related to, and dependent on, social and emotional well-being. It is important to recognize that conditions may arise which impact negatively on a child’s emotional well-being (e.g. conflict, displacement, bullying, domestic violence at home, etc.), place the child at risk, and make him/her less likely to be open to learning. Inclusive, responsive teachers are observant to signs that reveal a child’s emotional well-being, and promote a culture of support in the classroom. Inclusive teachers do not label children or contribute to stereotypes and bullying, they model respectful behavior and foster constructive interactions among learners. Again, good teaching is good teaching for all – a positive, supportive teacher will benefit all of the students in the class.

Key strategies to address inclusive learning include:

- Identify whether the curriculum is flexible enough for diverse learners – advocate for additional flexibility, where necessary
- Ensure that teachers are supportive and welcoming of all students
- Support teachers to establish Individual Education Plans for children who are struggling
- Where possible, work with the MoE and head teacher to establish a Resource Room in the school. A Resource Room is an extra room in the school, where children who are struggling can go during the day for extra instruction and support. It should not be used as a daycare center for students the teacher doesn’t want to keep in the class, but as an added value to boost learning where additional or targeted instruction is necessary (e.g. a child who is learning the language of instruction, a child who has a learning disability, or a child who needs a quieter location for test taking and assignment completion). Because this requires an additional teacher – or, if necessary a trained volunteer – it is important to plan closely with the education authorities
- Ensure that teachers have been trained and are supported to incorporate key inclusive approaches, such as:
 - Using active teaching and learning practices
 - Practicing patience, and providing adequate time for children to complete tasks

² See: <http://www.udlcenter.org/aboutudl>

- Identifying and encouraging strengths and interests that students have
- Teaching concepts in as many different ways as possible
- Assigning buddies to children who need extra help
- Promote cooperative learning in heterogeneous groups
- Speaking slowly and clearly, facing the students, to ensure that everyone can hear
- Using small, concrete steps when introducing a new concept
- Communicating with parents so children are supported in their learning at home

Further teaching strategies can be found in Annex III. In addition to the activities listed above, and the resources you will find in the *Quick reference chart* at the end of this chapter, Save the Children has teamed up with EENET to create a *Compendium of Remediation Strategies*. The Compendium includes information on recommended programs that support children who are falling behind in school. The finalized Compendium resources will be made available on OneNet and EENET.

After the Ebola crisis in **Sierra Leone**, many children who had been affected by the disease – those who had contracted Ebola, or lived with someone who had – encountered discrimination upon their return to school. Teachers are learning psychosocial first aid skills so they can recognize and deal with signs of stress in children, and contribute to stronger learning outcomes for all.

Source: www.wvi.org/ebola-crisis

Community

It is important that the project design focuses not only on schools or ECCD centers but also on communities. Many community members can contribute to inclusive development such as Community Based Rehabilitation (CBR) workers, religious leaders, Disabled People Organizations (DPOs), community elders, parents and children themselves. Making use of locally available human and material resources when designing a program helps to develop links between schools, families and communities, as well as promoting shared ownership of inclusive developments. Key approaches include:

- Mobilize communities around identifying sources of exclusion, and developing school improvement plans to address key barriers. The Index for Inclusion, described in the session on MEAL Design, is a comprehensive approach to participatory school self-assessment
- Encourage parents to play a more active role in monitoring and supporting schools to implement inclusion
- Mobilize community members around enrollment campaigns and rights-based awareness-raising
- Link with other sectors – such as health and child protection – to ensure that children are receiving support outside of the classroom as well
- Provide training to parents so that they understand their roles in supporting their children, including:
 - Encouraging and supporting your child so he/she develops confidence and perseverance
 - Advocating for your child
 - Modeling confidence and acceptance for your child
 - Focusing on your child's strengths
 - Encouraging your child to ask for help when needed
 - Identifying how your child learns best, and share what you know works with his/her teacher
 - Encouraging the teacher and scheduling meetings to check in
 - Volunteering in class

Policy

Most countries have legally guaranteed the right to education. Based on the results of the situational analysis, Save the Children can design targeted advocacy to address gaps that have been identified in education policy and sector planning. Ultimately, inclusion should be an integral part of education sector planning and not be treated as a separate concern.

Save the Children and its partners (Civil Society Organizations such as those lobbying for minority or disability rights) should work together to design effective advocacy messages targeting duty-bearers at community, district, provincial and/or national level, to become accountable for children's equal rights and opportunities. Suggested approaches include:

- Review the education policies and laws in your country, and identify whether advocacy is needed to make them more inclusive

- Monitor whether inclusion is accounted for in the education sector planning and budgeting, and advocate to address identified gaps
- Analyze how education policies interact with and are supported by policies in other sectors like health and social welfare, and advocate for improving synergies and coordination
- Share project evidence and lessons learned with the government to encourage broader uptake
- Review pre-service training available to teachers, and advocate for a stronger focus on inclusion if needed

In **Kosovo**, Save the Children organized two communication campaigns at national level: in 2011, a campaign called “Mobilization of all for the inclusion of children with disabilities in preschool and primary school” was organized, and in 2014, a second campaign titled “Inclusion is right” was launched. Both campaigns involved authorities, children and parents in the creation of TV and radio spots broadcasted by the main national networks.

Source: <http://resourcecentre.savethechildren.se/library/learning-together-programmatic-approaches-methodologies-and-best-practices-inclusive>

CASE STUDY:

DESIGNING FOR GENDER EQUALITY IN SIERRA LEONE

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Gender inequality is a root cause of many barriers to sustainable development in Sierra Leone. Although gender equity in education has been reached for young children, girls' retention rates seriously decreases when they reach puberty, and 71% of girls who drop out do so as a result of pregnancy. Domestic violence is a significant problem, and is largely accepted by the community. Furthermore, acceptance of domestic violence and justifying husbands who beat their wives is high. Female Genital Mutilation (FGM) still affects many women and girls. More than 70% of 15-19 year olds were cut in 2013 indicating that not much progress has been made in limiting the practice.

Refusing these initiation rites can lead to exclusion from society for the girl and her family. The physical and psychological effects of sexual violence are severe, often leading to further ostracism and more violence.

After identifying these barriers, the Save the Children office in Sierra Leone designed a project that aims to promote gender equality in all work and across the organization, guided by the following six principles:

- 1** Equality as a right: gender equality is an essential component of a child rights approach; we cannot fulfil our organizational mandate without a focus on gender.
- 2** Addressing root causes: causes of inequality must be identified and responded to; this requires addressing social norms and institutions which reinforce gender inequalities, as well as advocating for legislation and policies that promote gender equality.
- 3** Holistic approaches: gender equality is about relationships which requires working with communities and at all levels, equally engaging female and male stakeholders in culturally-sensitive program work.
- 4** Meaningful participation: girls and boys are active citizens and must be equally engaged in dialogues around gender and in promoting equality.
- 5** Independent and cross-cutting: gender is both an independent focus area and a critical priority across all thematic areas, global initiatives, breakthroughs and organizational values.
- 6** Collaboration and learning: mainstreaming a gender analysis in research and programs gives new insights and solutions to challenges. It is important to participate in communities of practice, collaborate with organizations and stakeholders working on gender, translate what we learn into practice and share what we have learned widely.

Source: Save the Children (2014) *Transforming inequalities, transforming lives* – Sierra Leone Gender Equality Policy

QUICK REFERENCE CHART

New education projects	<ul style="list-style-type: none"> ✓ Plan to create model inclusive schools or ECCD centers at cluster level as an integral part of the project ✓ Advocate for and support inclusive teaching methods to be part of pre-service and in-service teacher training ✓ Liaise with other specialized organizations or entities ✓ Plan to document examples of good practice of inclusive education
Projects that are already running	<ul style="list-style-type: none"> ✓ Identify strong schools in existing projects that can be supported to incorporate inclusive education ✓ Incorporate aspects of inclusive education in your teacher training plan ✓ Liaise with specialized organizations or entities and explore how existing approaches can become inclusive
Projects with targeted funding for inclusion	<p><i>All steps above, and...</i></p> <ul style="list-style-type: none"> ✓ Use successful teachers as peer mentors ✓ Invest in advocacy for system/policy change ✓ Support inclusive infrastructure and teaching materials ✓ Video document inclusive classroom practices for schools/teachers too far away to visit regularly
Additional Resources	
<p>1 Save the Children India (2013) <i>Inclusive Schools. A training Module for Teachers</i> A training module for teachers based on UNESCO's ILFE toolkit. http://resourcecentre.savethechildren.se/library/inclusive-schools-training-module-teachers</p> <p>2 International Disability and Development Consortium (2013) <i>Teachers for All: Inclusive Teaching for Children with Disabilities</i> See: pg. 10-11: Why do policy-makers and teacher trainers need to understand inclusive education? See: pg. 13: What sort of teacher training is needed? http://www.eenet.org.uk/resources/docs/IDDC_Paper_Teachers_for_all.pdf</p> <p>3 EENET (2013) <i>Using Action Research to build Teachers' Inclusive Education Capacity in Zanzibar</i> http://www.eenet.org.uk/resources/eenet_newsletter/eer3/page16.php</p> <p>4 UNICEF (2011) <i>Promoting Gender Equality through UNICEF-supported Programming in Basic Education</i> See: pg. 14-28: Integrating gender analysis into the programming process http://www.unicef.org/gender/files/BasicEducation_Layout_Web.pdf</p> <p>5 ADB (2010) <i>Strengthening Inclusive Education</i> See: pg. 23-40: Inclusive Education and how to do it https://openaccess.adb.org/handle/11540/1045</p>	



Early stimulation and support, Kosovo

Step 3: MONITORING AND EVALUATION DESIGN

Monitoring, Evaluation, Accountability, and Learning (MEAL) are all critical methods for ensuring that our programs are creating positive and effective change. A comprehensive and consistent MEAL approach is a way to ensure that we continually improve the quality of our programs and measure our impact for children.

■ WHAT HAPPENS WHEN THE MEAL DESIGN IS NOT INCLUSIVE?

A MEAL design that is not inclusive does not allow those working on the project to track whether activities and benefits are reaching the most deprived children. Data that is collected is not able to be disaggregated by different groups, and no information is collected on whether the services provided are flexible and welcoming enough to meet the needs of different children. When a MEAL system is not inclusive, we are not able to demonstrate the impact of our interventions on improving the educational and social inclusion of the most deprived children.

■ WHAT YOU CAN DO TO MAKE YOUR MEAL DESIGN MORE INCLUSIVE

There are two key ways to factor inclusion into your MEAL design:

- 1 Ensure that all collected data, from the baseline to final evaluation, are disaggregated by gender, disability, age, urban-rural, ethnicity, language, wealth and/or other context-specific diversity issues, in a way that allows you to assess a program's impact on different children. For example, if your project is planning to track attendance and literacy scores, make sure you are gathering enough information to be able to describe *who* is struggling with attendance or literacy. Being able to identify how the situation is different for different children will help you target your program more effectively. Additional examples of education indicators that should be disaggregated appear in the following pages.
- 2 In addition to ensuring that the information you track is disaggregated by different groups, it is also strongly encouraged that you include indicators measuring the "inclusiveness" of a school community. This means going beyond enrollment numbers

that tell you that the student body is diverse, to actually verifying that the education children are receiving is welcoming and supportive of their different needs. There are several tools already in existence to help measure inclusion, two of which – the Index for Inclusion and the Inclusive QLE – are described in the following pages.

In addition to selecting inclusive indicators and tools for your MEAL plan, it is also important to reflect on how the MEAL process itself can be inclusive or exclusive. For example:

- A MEAL plan is *functionally* inclusive in its objectives when it collects information about the inclusiveness of the project. This is what happens when you select inclusive indicators and disaggregate your data;
- A MEAL plan is *methodologically* inclusive in its way of implementation, when it allows people usually excluded from MEAL processes to participate in these processes. For example, if you ensure that people with disabilities and language minorities are included in your focus group discussions;
- A MEAL plan is *operationally* inclusive when the process of data collection itself contributes to reach the objective of fostering inclusion. For example, if you conduct participatory assessments on the inclusiveness of schools and this information is shared back to the community to increase awareness of continued exclusions.

Data disaggregation

Globally and within Save the Children, there is a growing focus on the need to disaggregate data to show a program's impact on children who are commonly discriminated against in education. It is no longer enough to say that learning outcomes improved through our project, we must also be able to say *which* children had improved learning outcomes, and which are still struggling. This is true across all levels of your MEAL framework – data that

you collect about children, their families and communities, and the larger education system should all be considered in terms of disaggregation.

Some types of disaggregation are easier than others. Save the Children projects already report using gender disaggregation, which is relatively straightforward to collect, as schools tend to keep gender disaggregated records. Disaggregating by other factors – such as disability, language group, poverty level, or ethnicity – can be more complicated. You will likely need to work closely with schools to identify how to collect the additional information about students. In areas where there is conflict or social tensions, be very sensitive to potential negative impacts of collecting and recording the data, and choose an approach that does not contribute to tensions, or put data in the hands of people who will use it to do harm. If you have any concerns about the conflict sensitivity of your approach, consult the INEE Conflict Sensitive Education Toolkit (http://toolkit.ineesite.org/inee_conflict_sensitive_education_pack).

Disaggregating information by disability poses a different challenge, as data on which children have disabilities may not be readily available. The IEWG recommends the following three approaches to collecting this data:

Step 1: Check if government health officials and schools have already diagnosed children with disabilities. In many countries, this data may already be on record. If it is not, explore what the government system is for screening and referral, and whether the ministries of education and/or health are able to conduct screening for disabilities in your target schools/ECCD centers and the communities you work in.

Step 2: If children have not been screened for disabilities in your target schools, ECCD centers and communities, identify local specialized partners or nearby Special Schools that might have the capacity to support screening and diagnosis.

Step 3: If options 1 and 2 are not feasible, and there is no other organization or service provider capable of screening children with disabilities, consider conducting a screening directly by Save the Children. Note that at most you will be screening children, not diagnosing them. Diagnosing a child with a disability must be completed by a trained professional, while screening children identifies those *at risk* of having a disability. Typically children who screen positive

for disabilities are referred to healthcare professionals for final testing and diagnosis. If that is impossible in your context, you may choose to disaggregate by “children who screened positive for disability” as that is the extent of information available to you.

Screening a child can be as short as adding an additional 6-8 questions to a background questionnaire (estimated to lengthen a survey by less than two minutes), or involve a detailed multi-stage assessment. A key tool to conduct a questionnaire-based screening is the UNICEF/Washington Group “Module on Child Functioning and Disability”, which can be found in its full version here: http://www.cdc.gov/nchs/data/washington_group/meeting13/wg13_unicef_child_disability_background.pdf. Please note that this tool is currently under validation, and a final version is likely to be released in 2016.

Another option is to use the Washington Group “Short Set of Questions on Disability” that is targeted towards adults but can be used with children older than 5, although with some limitations. The tool itself and guidance from DFID on using it can be found on page 15 of the report located here:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/481959/DFID_Disability_Framework_2015.pdf.

Alternatively, for guidance on conducting a full multi-stage screening directly with children, please refer to the Screening Manual for Children with Disabilities, produced by the Save the Children Cambodia country office, located here:

<http://resourcecentre.savethechildren.se/library/manual-screening-cambodian-children-disabilities>

Measuring inclusiveness

In addition to disaggregating data that is collected, inclusive MEAL plans also measure the inclusiveness of the school or ECCD environment. This can be done through Save the Children-led focus groups and observations, but is often more effective when led by the community itself through a School Self-Assessment. School Self-Assessments are driven by school communities who know their schools best and are best-placed to identify who might be excluded. One of the most common methods for School Self-Assessment is the Index for Inclusion, which has been adapted and used by Save the Children programs in many countries in Eurasia and Asia. The box below shows the Index for Inclusion indicators that were used in Laos, and additional information on the project’s approach is provided in Annex V.

INDEX FOR INCLUSION: LAO PDR

Over the course of a 16 year Inclusive Education project in **Lao PDR**, Save the Children engaged school communities to assess the inclusiveness of their schools. School coordination teams, made up of school staff, parents, community representatives, and where appropriate, older students, were responsible for gathering information in the following 17 categories, and using the results to develop an action plan for the school:

1. All pupils feel welcome in the school
2. All students support each other in their learning
3. All students are well supported by school staff
4. Teachers and parents cooperate well
5. All students are treated equally as valued members of the school
6. All students feel that their opinions and views are valued
7. All students can access learning in all lessons
8. All students can access all parts of the school building
9. All students attend school every day
10. All students enjoy lessons
11. All students are engaged in all lesson activities
12. All students achieve their learning in all subjects according to their individual ability
13. All students learn together
14. All students have access to appropriate health services as necessary
15. School ensures that the all students enter the school
16. All vulnerable children are successful in their learning
17. School creates a school environment which supports all students' learning

The full list of questions asked under each of these 17 indicators can be found in Annex V, and a link to the full report from the Laos project is listed in the Quick Reference Guide at the end of this section

Another tool that has been used to measure inclusiveness in Save the Children programs is the inclusive version of the Quality Learning Environment (QLE) framework. This tool is an adaptation of

the standard Save the Children QLE, and recognizes the fact that every learning environment needs to be inclusive in order to truly be considered good quality. The inclusive QLE introduced new and adapted items and scoring criteria to better identify specific barriers that are preventing children with disabilities and children from other excluded groups from accessing education and learning. Some examples of the additional criteria included in the inclusive QLE are:

- Children at risk of exclusion or discrimination experience welcoming attitudes and behaviors from teachers, school staff and peers
- The learning space (including sanitation facilities and play area) is fully accessible to children with disabilities
- All teachers have some knowledge and skills in inclusive methodologies
- Learning is not only evaluated against set standards but also in terms of individual progress (e.g. in relation to Individual Education Plans)
- The participation of children with different background, culture and ability is ensured in children's clubs, SMCs and other existing structures/mechanisms

When designing the MEAL framework it is important to think about what we *need* to monitor (e.g. donor requirements) and what we *value* to monitor (e.g. an improving child rights situation). We monitor for accountability, but not only. Monitoring should help us learn from what we do. Monitoring can be as simple as observing and recording. Classroom observation, for example, involves observing the way teachers and children relate to each other, which can help us learn more about inclusive and exclusive education practices¹. An example of a classroom observation tool appears in Annex II.

■ SUGGESTED INCLUSIVE EDUCATION INDICATORS

When designing a MEAL framework you should reflect on the specific questions you need to answer. For example, if the situational analysis identified lack of equitable access to textbooks as a barrier, your MEAL indicators may track how the teacher is using textbooks with different learners. With that in mind, a menu of suggested inclusive indicators for your education project includes:

¹ EENET (2005) *Learning from Difference. An Action Research Guide*

Access

- Student enrollment rate (disaggregated by gender, disability, language, poverty, and other groups commonly discriminated against)
- % of out-of-school children in the community/district
- Student attendance rate (disaggregated by gender, disability, language, poverty, and other groups commonly discriminated against)
- Student repetition and drop-out rate (disaggregated by gender, disability, language, poverty, and other groups commonly discriminated against)
- Student graduation rate (disaggregated by gender, disability, language, poverty, and other groups commonly discriminated against)
- % of schools or ECCD centers that are physically accessible to children with physical impairments
- # of children transitioning from special schools to adequately equipped mainstream school

Quality

- Inclusivity of learning environment (as measured through tools such as the Index for Inclusion or Inclusive QLE)
- % of teachers trained in inclusive education
- % of teachers receiving ongoing mentoring in inclusive education
- % of schools with teacher support systems

In 2015, the inclusive QLE was piloted in **Bosnia and Herzegovina** with a sample of 21 learning environments. This included 5 pre-schools, 13 primary schools, and 3 secondary schools, and generated inclusive adaptations of the QLE for both BE and ECCD settings. Additional information about the inclusive QLE tools will be made available on OneNet.

Learning

- % of children with improved learning outcomes (disaggregated by gender,

disability, language, poverty, and other groups commonly discriminated against)

- % of children achieving their individual learning objectives (disaggregated by gender, disability, language, poverty, and other groups commonly discriminated against). **Note:** this indicator is considered more inclusive than measuring improvements against MoE learning standards – for most children, their individual learning objectives are the MoE standards, but this indicator is flexible enough to account for children with intellectual disabilities who work towards separate objectives outlined in their Individual Education Plans.

Community

- % of School/Center Management Committees that are representative of the local community in terms of gender, disability, language, poverty, and other groups commonly discriminated against
- % of School/Center Management Committees that have been trained on inclusion and identifying barriers to education
- % of School/Center Management Committees that are working through action plans to address discriminatory barriers to access and learning

Policy

- # of national policies created or reviewed that support inclusive education
- # of MoE systems actively tracking which children are being reached with education (disaggregated by gender, disability, language, poverty, and other groups commonly discriminated against)
- # of MoE officials trained in inclusive education
- % increase in education budget allocation for inclusive education
- % increase in pre- and in-service inclusive education training opportunities for teachers
- # of new MoE education quality standards that incorporate standards of inclusion

CASE STUDY:

PROBING QUESTIONS LEAD TO DEEPER ANALYSIS AND IMPROVED PROGRAMS

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A Save the Children team in Uganda visited a rural ECCD center to use the QLE tools for program monitoring. According to the MEAL plan, probing questions were used to find out from caregivers and parents whether all children from the community were enrolled in the ECCD center, and if enrolled whether they were attending regularly, and if not, why they thought this was the case. That is how Bitalo, a little boy living with his grand-parents, was found. Caregivers and parents were of the opinion that Bitalo was not in school because he was not a “normal” child.

When the team visited the household, Bitalo welcomed the visitors with a big smile. He does not speak, but can hear. He may have a mild disability resulting from a serious malaria attack when he was very young. He drools and when he wants attention, he makes sounds and points at what he wants to share with you.

Bitalo's grand-parents take care of six grand-children, some of which go to school. Apart from Bitalo, whose father abandoned him and his two sisters, the household includes three cousins, among them a new-born baby, whose mother died from tuberculosis one month after giving birth. Often there is not enough food. Water is collected in jerry-cans from a source far away. The grand-mother earns a bit of money by working in the fields of other people. The grand-father is sick.

There are clearly more general poverty related problems: poor housing, food insecurity, health problems, and lack of money to pay for the most basic of services. It is easy to make the assumption that Bitalo is not going to school because of his “disability”, but further probing revealed that there was simply no money for school supplies and the morning porridge provided at the ECCD center.

The response therefore, instead of simply sending Bitalo to school, may need to be more holistic, cross-sectoral and long-term.

Adjusted from an earlier case study by the author. The child's name has been changed for privacy reasons.

QUICK REFERENCE CHART

New education projects	<ul style="list-style-type: none"> ✓ Disaggregate data and indicators in the MEAL design by gender, disability, age, urban-rural, ethnicity, wealth and other diversity issues ✓ Incorporate indicators that measure inclusiveness of the learning environment into the MEAL plan ✓ Monitor indicators from the perspective of different stakeholders, including out-of-school children
Projects that are already running	<ul style="list-style-type: none"> ✓ Strengthen the MEAL system to begin disaggregating data as much as possible ✓ Monitor differences in program effects on girls and boys, of different ages, living in rural or urban areas, with and without disability, from different ethnic and socio-economic backgrounds
Projects with targeted funding for inclusion	<p><i>All steps above, and...</i></p> <ul style="list-style-type: none"> ✓ Meaningfully involve girls and boys of different age groups, from urban and rural communities, with and without disability, from different ethnic and socio-economic groups in developing and implementing inclusive MEAL frameworks

Additional Resources

- Booth, T. & Ainscow, M. (2002) *Index for Inclusion: Developing Learning and Participation in Schools*
See: pg. 42 – 85: Inclusive indicators with sample questions
See: pg. 88 – 97: Examples of questionnaires for various stakeholders
<http://www.eenet.org.uk/resources/docs/Index%20English.pdf>
- UNESCO (2015) *Toolkit for Creating Inclusive, Learning-Friendly Environments*
See: Booklet 1, pg. 36-38: How to monitor progress
<http://www.unescobkk.org/education/inclusive-education/resources/ilfe-toolkit/>
- UNICEF (2006) *Assessing Child Friendly Schools: A Guide for Program Managers*
See: pg. 31-33: Assessing the inclusiveness of CFS
See: pg. 89-92: Assessing the gender-friendliness of CFS
See: pg. 117-127: Examples of CFS assessment tools
http://www.unicef.org/eapro/Assessing_CFS.pdf
- Save the Children Norway/Peter Grimes (2009) *A Quality Education for All. A History of the Lao PDR Inclusive Education Project*
See: pg. 156-165: Inclusive indicators (17) with clarifying questions
http://www.eenet.org.uk/resources/docs/A_Quality_Education_For_All_LaoPDR.pdf
- Save the Children Norway/Lao PDR MOES (2009) *Improving the Quality of Schools for All Tools*
See: pg. 2: Key features of effective self-evaluation
https://onenet.savethechildren.net/whatwedo/education/SCDocuments/Laos_School%20Self%20Assessment%20Tools.pdf
- EENET (2005) *Learning from Difference: An action research guide for capturing the experience of developing inclusive education*
See: pg. 34-39: Observing and recording
<http://www.eenet.org.uk/resources/docs/Learning%20from%20Difference%20Guidelines.pdf>



Child-centered learning is inclusive learning, Bangladesh

Step 4: IMPLEMENTATION AND MONITORING

Implementation and Monitoring is about delivering the strategies and tracking the indicators that were planned in the previous two program cycle steps. This step lasts for the length of your entire program. Key stakeholders, including government officials, need to be actively involved in this phase to ensure ownership and sustainability.

■ WHAT HAPPENS WHEN IMPLEMENTATION AND MONITORING IS NOT INCLUSIVE?

Children come to school different. It thus makes sense that schools and teachers also differentiate their instruction in response!

When implementation and monitoring is not inclusive we may invest in activities that only enable some children to access education, participate and learn. Non-inclusive implementation and monitoring may accept and contribute to current discriminatory attitudes and behavior – at best leaving some children out, and at worst actually reinforcing harmful behaviors and systemic discrimination.

Some programs may also look rights-based and inclusive on paper while in reality, implementation and monitoring make no effort to proactively identify the effects of the project on the most deprived children. Save the Children projects do typically disaggregate data based on gender, but by limiting our monitoring to one of two groups, we fail to acknowledge that every learner has multiple identities (e.g. a teenage girl from a religious minority who is pregnant) and that an intervention focusing on just one of those identities may not address educational exclusion if that same child is also facing discrimination because of other identities.¹

In **Sweden** all schools at all levels are required by law to annually develop an equal opportunity plan where they specify what actions the school staff will take to ensure that each child is seen, respected and supported. In addition, human rights, respect for every individual, non-discrimination, children's participation and democracy are integrated in the school curriculum and have equal importance as the traditional subjects such as mathematics, language, science etc.

■ WHAT YOU CAN DO TO MAKE YOUR IMPLEMENTATION AND MONITORING MORE INCLUSIVE

Creating a truly inclusive school environment is a process. There are no set paths or ready-made “quick fix” solutions to follow and it takes time. Do not get discouraged! There are many resources out there to help you during this process – this includes TA providers, other Save the Children offices, and targeted resources, such as UNESCO's Toolkit for Creating Inclusive Learning Friendly Environments (ILFE). As you continue your program, you will also discover new ways of problem solving and approaches that work in your context, which we encourage you to share widely. No matter what, try to keep a positive attitude towards change and a firm commitment to creating quality, inclusive, and diversity-responsive learning environments.

Implementing and monitoring towards more inclusive schools and systems must also consider unintended effects. Previously excluded children may start to access school in numbers beyond expectations or unexpected negative reactions from community leaders may jeopardize the program. Such effects should be anticipated and addressed positively.

Implementation: overcoming resistance

Programs that aim to develop inclusive education may face some resistance or uncertainty from stakeholders who feel the work is impossible or unnecessary. As part of making implementation more inclusive, we will need to work with these stakeholders too. It is important to analyze why those stakeholders think the way they do².

Developing inclusive schools and systems cannot be done by one school in isolation. Rather it requires the active cooperation and participation of all schools within a district – pre-primary, primary and secondary schools. Not only because it is much easier to foster inclusive attitudes and behaviors in children when

¹ Lewis I. and Little D. (2007) *Report to NORAD on desk review of inclusive education policies and plans in Nepal, Tanzania, Vietnam and Zambia*

² INEE (2009) *Education in Emergencies: Including Everyone*: pg. 34-35 http://www.miusa.org/sites/default/files/documents/resource/INEE-%202009-%20IE_in_Emergencies_.pdf

starting in the early years, but also in order to ensure continuity in the education of all children, especially those who need additional support to reach their full potential. Much good work will be undone if a child has to transition to another school/grade and the receiving school is not prepared to adapt to his or her individual needs. The education authorities should lead in bringing schools together, however, if this is not forthcoming, Save the Children can support teachers and head teachers to begin collaborating.

An effective support system is essential if schools are to become inclusive and give every child the opportunity to become a successful learner. While there may be a need for specialist support for some learners, the most important forms of support are already available to every school and ECCD center: children supporting children, teachers supporting teachers, parents becoming partners in the education of their children, and communities supporting their local schools. For example, teachers can visit each other's schools to learn about the initiatives they have taken in their classrooms to include all children from the community. Schools and ECCD centers can also establish a shared resource center of teaching aids and equipment, books, magazines and video programs that teachers and community members can use. It would be ideal if this was linked to a local teacher education institute. Teachers can also be seconded to another school for a period of time, such as a teacher from a special school staying at a regular school for 2 weeks to support staff towards diversity responsive teaching practices. Likewise, a teacher from a regular school could be seconded to a special school for a short time, to learn more about how to teach children with different impairments.

Teachers video-documented each other's lessons in **Uganda**. During school cluster meetings these video-clips were watched together and peer to peer feedback provided, focusing on the following three questions:

1. What is the teacher doing well and what additional suggestions can we give this teacher to do even better?
2. What active learning is already taking place in this teacher's classroom and what suggestions can we give the teacher to actively engage the learners even more?
3. What use of teaching-learning materials is already taking place in this teacher's classroom and what suggestions can we provide for the development and use of additional (low-cost) teaching-learning materials?

Six months later, new video-clips were made and the positive change in teaching-learning practices was remarkable!

Implementation: multi-grade classes

Rural-remote areas may only have small schools and ECCD centers with few teachers. However, good multi-grade teaching and learning is one of the most pedagogically sound and inclusive methods. Some people seem to think multi-grade is somehow "second class" education and something to move away from fast. However, in several countries in Europe, North America and Australia multi-grade education is *the first choice* of quality equitable education. It is a cost-effective approach to provide schooling to children otherwise denied their education rights and encourages children to learn with the help of their peers and therefore promotes cooperation and respect for diversity, and develops a positive attitude towards sharing³.

Implementation: ongoing support to inclusive teachers

Inclusive adaptations have already been built into Literacy Boost programming. In **Sri Lanka**, Literacy SNAP tools and teacher training – originally designed for the USAID All Children Reading project – provide teachers with simple strategies to identify and support struggling learners in the classroom, including those with disabilities.

Source: <https://onenet.savethechildren.net/whatwedoleducation/SCDocuments/Forms/Inclusive%20Education.aspx>

Most discussion about deprived and excluded groups within education refers to the learners, not teachers. Yet it is both an indicator of inclusion and a motivator for inclusion if teachers reflect the diversity of the community. Research tells us that the biggest factor in student improvement is the classroom teacher. It is therefore important to help teachers and other education stakeholders to put inclusive principles into practice. Supporting teachers and developing their confidence to work with previously excluded children is critical for successful inclusive education. Their own insights and knowledge of the realities

Children are a valuable and often under-used resource in education. At the same time, they are usually far more accepting of difference and diversity than adults. The child-to-child approach is a very effective way of mobilizing children's participation. Children have for instance been actively challenging negative attitudes in their communities towards disability, and identifying other children who are excluded from school. They often come up with innovative local solutions for local problems.

³ UNESCO (2005) - *Specialized Booklet 4: Practical Tips for Teaching Multi-grade Classes* (See: Quick reference chart).

A note about teaching large classes

In many contexts, teachers are faced with upwards of 40, 50, or even 100 children in one class. While it may seem daunting to implement inclusive education with so many children, you may find that inclusive techniques are more effective in your large class than lecturing. Some key tips for teachers of large classes include:

- Arrange the classroom furniture to enable children to work in groups, and for the teacher to be able to walk throughout, providing targeted support to individual children as needed. If that is not possible, consider removing unnecessary furniture, and replacing it with cushions or carpets
- Use space outside of the classroom, where feasible and safe
- Move around as much as possible, and step closer to a child when he/she asks a question
- Get to know your students – try to learn the names/strengths of 5 students per day. Use the students' names as often as possible
- Assign students to be your classroom assistants, helping to distribute and collect papers as needed
- Use group work and partner work to reinforce topics
- Establish clear rules for student behavior, and use positive discipline
- Plan lessons in advance, and try to anticipate challenges
- Use active learning techniques instead of lectures

Adapted from: UNESCO (2005) Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Classrooms

Student-centered teaching checklist:

- ✓ Children asked questions
- ✓ Children answered questions
- ✓ Children followed instructions
- ✓ Children looked interested
- ✓ Children were writing on the blackboard
- ✓ Children were using the teaching aids
- ✓ Children presented their work

Source: EENET (2005) *Learning from Difference*

in their schools are valuable for developing inclusive responses for different children. Teachers must be motivated to actively look for children in their schools and classrooms who are not participating or who are struggling to learn. Successful inclusive education projects ensure that teachers are provided with

consistent support and encouragement. Regular teachers need to understand and accept that they are responsible for teaching all children. Teachers with experience only on rote teaching methods are likely to find it difficult to adapt their teaching style to one that promotes more active, child-centered learning. They will need professional training on inclusive principles and techniques as well as opportunities to try out new methods, share and reflect on new ideas and observe other teachers using inclusive methods. Training should be ongoing, provided in short courses or modules and take place within a local school environment.

Problem-based, on-the-job training is frequently more effective than theoretical pre-service training. In fact, encouraging teachers to meet regularly to discuss their problems and develop confidence in

their own abilities, is one of the most effective forms of professional development⁴. For example, teacher peer-to-peer learning cycles or school cluster meetings can be initiated for teachers to regularly meet and support each other. They can discuss which learners are having problems, and what could be done to help them. Encourage teachers to see this as a valuable part of their professional development and responsibilities. The involvement of district education officials to facilitate and monitor such learning cycles may increase the likelihood of continuation beyond the project.

Additionally, continuous support for inclusive education can be fostered at three levels:

- For schools: pooling resources (e.g. cluster approach, sharing of specialized teachers, joint workshops, curriculum materials) to meet the needs of all learners.
- For teachers: bring in volunteers/assistant teachers – who could be parents – who work across grades to support learners, allow for extra time for teachers to plan lessons together as a team, and train teachers on effective pedagogy for group work, pair work, and multi-grade teaching⁵.
- For parents: become a member of a school community team that plans for inclusive education.

⁴ Save the Children UK (2002) *Schools for All*

⁵ UNESCO (2005) Specialized Booklet 4: *Practical Tips for Teaching Multi-grade Classes* (see: Quick reference chart)

Effective monitoring

Inclusion is often a tense topic. Many children who are discriminated against in the school system are discriminated against due to very long-standing stigma and cultural beliefs. Remember this as you are conducting focus groups or observations. Likewise, if schools know beforehand a monitoring visit will take place, they may prepare for such a visit and what you monitor may not be the reality. Inclusive monitoring requires asking the right questions and not being satisfied with what can be seen or is obvious, using probing and open questions and exploring perspectives of different groups.

To build effective school-community relationships, regular meetings with community groups should take place to share results of assessments and interventions, as well as to invite feedback. It

is especially vital that previously discriminated groups or individuals have a voice in such meetings. Issues to discuss include school policies, access and participation, the learning environment, or support to teachers. Monitoring information should be recorded to build up a bigger picture over time and to help with advocacy and seeking additional resources.

Questions to stimulate discussions with children for monitoring:

- Do you enjoy coming to school? Why or why not?
- What are your favorite activities in school? What do you like about them?
- Do you think that all the children enjoy school? Do all children feel welcome?
- What do you learn at this school? How well are you doing in this school? Are there children struggling with learning?
- Do the teachers make it easy for you to learn? How could they improve their teaching?
- If there was one thing you would change about this school, what would it be?
- Do you get enough support in school?
- Do you feel safe in school?

Save the Children in **South America** focused on strengthening the Latin American Campaign for the Right to Education (CLADE), a coalition of national NGOs, and on forming and encouraging national coalitions to focus on campaigning for inclusive quality education. The program has:

- helped grassroots and national organizations meet, exchange ideas and identify gaps in their ability to lobby successfully for the right to education;
- provided capacity support and research evidence to help close those gaps;
- helped to initiate studies such as in Peru and Brazil on the magnitude of exclusion from and within education, which supported evidence-based advocacy and campaigning.

Source: Save the Children UK (2008) *Making Schools Inclusive. How change can happen*

CASE STUDY: EDUCATION IN EMERGENCIES



© Save the Children

Many children in Syria have been forced to leave their homes with their families. Internally displaced people (IDPs) live in vacated buildings, open spaces without proper shelter and in camp settings mainly in the north of the country, near the border with Turkey. Save the Children provides education for many of these children. Up to half of the children surveyed by the organization reported they were 'rarely' or 'never' able to concentrate in class. It also became clear that Syrian children across the border were forced to receive their education in a foreign language. Furthermore, child refugees in these neighboring countries faced abuse, bullying, corporal punishment and discrimination.

Save the Children programs in refugee camps are responding with child-to-child activities, awareness raising, counseling and integrated programs.

From an almost 100% enrolment rate, Syria has now descended to the second worst rate of school attendance in the world with 2.8 million children out of school. Save the Children has restored education reaching out to around 23,400 children with inclusive and child-friendly programs responding to individual needs while helping children express themselves and cope with what they have been through.

In Iraq, Save the Children has set up Child Friendly Spaces (CFS) in camps for internally displaced people (IDP). Child-seeking strategies through community outreach activities brought many children to the CFS, including those with disabilities. A CFS provides a safe place for children in emergencies to make friends and engage in structured age-appropriate psychosocial and educational activities.

Inclusive and individualized support is important for children whose lives have been disrupted by a crisis. Furthermore, education re-introduces routine and a sense of normalcy into children's daily lives, an essential aspect that helps them overcome the trauma of conflict, fleeing and displacement.

Education monitoring is critical both during and after emergency situations to identify children's needs and follow their progress, so that programs can reduce disruption to their learning.



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QUICK REFERENCE CHART

New education projects	<ul style="list-style-type: none"> ✓ Implement programs that combine child-seeking strategies and flexible, diversity-responsive pedagogy ✓ Develop a twin-track approach that addresses required societal changes and individual children's learning needs ✓ Explore the need for accelerated or "bridging" programs to realize inclusion in existing projects
Projects that are already running	<ul style="list-style-type: none"> ✓ Find who is excluded and reach out to those learners ✓ Develop child-to-child approach for reaching previously excluded children ✓ Use school cluster approach to help teachers share and learn from each other
Projects with targeted funding for inclusion	<p><i>All steps above, and...</i></p> <ul style="list-style-type: none"> ✓ Promote close collaboration and coordination among local stakeholders, across NGO actors and ministry officials at local, district and national level ✓ Advocate for policies that are inclusive of all learners ✓ Link up with other organizations carrying out advocacy for specific groups of marginalized children/people ✓ Identify inclusive education resistance and develop targeted awareness raising campaigns
Additional Resources	
<ol style="list-style-type: none"> 1 INEE (2012) <i>Education in Emergency training module 15 – Inclusive Education</i> A module (2 hours) with training activities and materials relating to inclusive education in emergency contexts and six supplementary activities and suggestions for expanding the training http://toolkit.ineesite.org/pocket_guide_to_inclusive_education/implementation_tools 2 UNESCO (2015) <i>Embracing Diversity: Toolkit for Creating Inclusive Learning-Friendly Classrooms</i> See: Booklet 1 - pg. 31 Tool 1.3: <i>Steps to Becoming an ILFE</i> See: Booklet 2 - pg. 22-26 Tool 2.3: <i>The Community and the Curriculum</i> See: Booklet 4 - pg. 17-47 Tool 4.2: <i>Dealing with Diversity in the Classroom</i> See: Booklet 5 - pg. 11-17 Tool 5.2: <i>Maximizing Available Resources</i> - pg. 18-29 Tool 5.3: <i>Managing Group Work and Cooperative Learning</i> - pg. 46-49 Case study about active assessment in the Philippines See: Specialized Booklet 2 – <i>Practical Tips for Teaching Large Classes</i> http://unesdoc.unesco.org/images/0013/001375/137522e.pdf 3 UNESCO (2001) <i>Understanding and Responding to Children's Needs in Inclusive Classrooms – A Guide for Teachers</i> See: pg. 39-71: <i>Assessing Children's Individual Needs</i> http://unesdoc.unesco.org/images/0012/001243/124394e.pdf 4 UNESCO (2015) <i>Practical Tips for Teaching Multi-grade Classes</i> See: pg. 17-33: <i>Teaching effectively in a multi-grade classroom</i> http://unesdoc.unesco.org/images/0022/002201/220101e.pdf 5 CBM (2012) <i>Inclusion made easy – A quick guide to disability in development</i> See: Section 3, pg. 35-50 <i>Inclusive development practice within the project cycle</i> http://www.cbm.org/Inclusion-Made-Easy-329091.php 	



*Learning with others thanks to assistive technology,
Bosnia and Herzegovina*

Step 5: **EVALUATION AND LESSONS LEARNED**

An evaluation is time-bound and seeks to measure in a systematic and objective way how the program has performed and what impact it has had on different children. The relevance and success is measured against the original (inclusive) design, while also collecting lessons learned for future programming. Most programs carry out evaluations in the middle and at the end of the funding period.

■ WHAT HAPPENS WHEN THE EVALUATION AND LESSONS LEARNED ARE NOT INCLUSIVE?

Evaluation can be conducted in different ways and at different levels. Assessing a program's impact can also be demonstrated at different levels and from different perspectives. When evaluation and lessons learned are not inclusive, we may only learn from our own perspective or from that of a select few stakeholders. This, in turn, can mean that the next project does not learn fully from the successes and challenges of this one, and our programs may continue to inadvertently exclude certain groups of children. Endline evaluations must verify whether the planned results were achieved, and for all children. Inclusive education is a process, and it is expected that the challenges you identified in this project will be used to strengthen the next one.

■ WHAT YOU CAN DO TO MAKE YOUR EVALUATION AND LESSONS LEARNED MORE INCLUSIVE

Irrespective of whether an evaluation is conducted by an outsider or done as a self-evaluation, the involvement of stakeholders is critical, especially those previously excluded. From their own experience these stakeholders are the best placed to judge whether educational barriers have decreased or disappeared. Even if a program has not been inclusive in analysis, planning and implementation, asking diversity-specific questions in an evaluation can provide valuable lessons. This can include assessing and evaluating whether different children were included or not, and the benefits or negative consequences associated with their inclusion or exclusion. Most usefully, it can provide a better understanding of which future programs should include different groups of children, and how this can be achieved.

Evaluations strengthen accountability and help us understand the long-term effects of a program, how it integrates inclusion issues and is impacted by diversity issues. Evaluation can for example show us the results of an awareness-raising campaign on increasing access and participation of children previously discriminated. An evaluation may indicate whether a campaign effectively helped change attitudes or show us progress made by policies,

incentives and teacher training initiatives. Data on qualitative aspects is also important for evaluating changes in attitudes and beliefs about children who are perceived as different and the rights they hold.

Ensure that all evaluations have indicators that measure diversity, discrimination and progress towards more inclusive education, as well as evaluation practices that are themselves participatory and inclusive of all stakeholders' views.

A lesson learned from some projects is that many interventions only treat the symptoms of discrimination and do not deal with the root causes that result in those symptoms. The pressure to produce immediate and tangible results often leads to programs delivering goods and services that can be easily measured, but do not contribute to a sustainable solution beyond the program.

An inclusive education project in **Zanzibar** conducted an evaluative school-based Action Research a year before the end of the funding period. The aim was to reinforce teachers' confidence and skills for problem solving in inclusive classrooms. The action research also helped teachers, parents and children to work as a team on inclusive school improvements. The workshop on how to do action research included a school visit for participants to practice skills like observation, focus group facilitation and interviewing. The focus for the visit was: "Are all children participating in the learning process?"

Source: http://www.eenet.org.uk/resources/eenet_newsletter/eer3/page16.php

Questions to evaluate a program and identify lessons learned are program-specific, but typical guiding questions may include:

- What procedures are in place as a result of the program to measure increase or decrease in enrolment of different children?
- What strategies have been implemented to ensure that all children attend school? What has worked best? Why?

Evaluation of a Save the Children project in Mindanao, **Philippines** showcased how an integrated, holistic package of education, child protection, health and nutrition interventions resulted in better outcomes for marginalized and discriminated children in Indigenous People's areas. In education, 71% and 100% of assessed day-care centers and elementary schools respectively, passed the Quality Learning Environment (QLE) standards. Due to health conditions many children did not attend regularly but attendance rates increased thanks to school feeding programs. Investments in teacher training resulted in indigenous children's improved reading skills e.g. in Hiligaynon from 4% baseline to 35%, while 51% of these exhibited reading and comprehension competencies in Filipino at the end-line assessment. Child protection committees were established in various tribal areas, resulting in decreased incidences of dropping out due to early marriage. Other countries (e.g. Timor Leste and Bangladesh) used this program for cross-country learning for improved diversity-responsive programming.

- Has the awareness and understanding of child diversity increased amongst school and program staff? What can be learned about the initiatives undertaken? Were some more successful than others? Why?
- Do different children (and their parents) have a better understanding of their rights and entitlements? How do we know that this is the case?
- Have teachers and principals been trained on inclusive education? What are they doing differently as a result of such training? How do we know?
- Have children – especially previously excluded children – been included

as stakeholders to be consulted in the evaluation? Do children tell evaluators they like their school, feel safe in school and receive adequate support from their teachers?

- How will the program be sustainable? Which factors may support or hinder such sustainability?
- Has Save the Children's policy-advocacy work resulted in improved policies by including reference to and consideration of diversity issues throughout? Are implementation strategies for previously excluded (groups of) children more inclusive and better resourced?

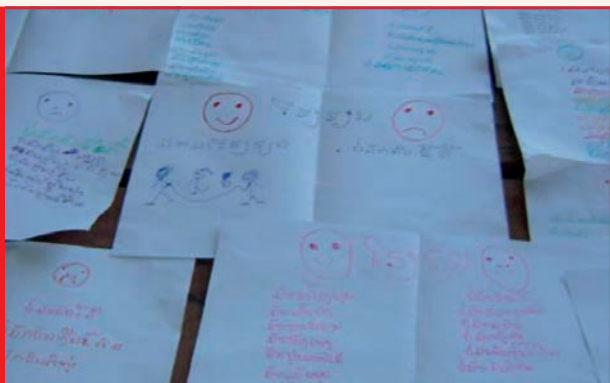
The following inclusive education lessons were learned in **Cambodia**:

- A physically accessible environment is important, but it is not a substitute for inclusive and responsive teaching and learning processes.
- Children are an important and valuable human resource. They can play an effective role in promoting inclusion while at the same time learning about social justice and human rights.
- Parents have a key role to play in supporting their children's education and in campaigning for inclusive education. Like children, they are a valuable human resource which is often overlooked by educators.
- School improvement can help prepare schools for diversity responsive programs. It is also possible for inclusive education to lead the way for school improvement to take place.
- Teachers can use a problem-solving approach to their own professional development (e.g. using action research in the classroom).
- Teachers need ongoing professional development such as short training courses followed by monitoring and coaching.
- Success does not depend upon a large budget or small class sizes, but on the careful and planned use of existing resources.

Source: Miles, S. (2005) *Mainstreaming Disability in Development – The example of Inclusive Education*

CASE STUDY: SCHOOL SELF-EVALUATION IN LAO PDR

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Schools found the best way of analyzing their evaluation data by concentrating on particular questions and comparing the answers from different groups. For example, if 95% of the teachers said they thought children enjoyed school, but only 60% of students and 75% of parents thought this was true, this was an area for a school to look into in more detail. This helped a school to decide what sort of activity to work on next. In this case, the inclusive education project team decided to talk to a group of students from each year, and separately to a group of parents.

A list of questions was developed about enjoying school to further discuss with both groups to find out which children weren't enjoying school and why. The children not enjoying school were largely in grade 1 because many of them did not understand the language the teacher used in the classroom. They felt they did not get enough support. The meeting with the parents confirmed this.

The school used what was learned in the following ways:

- 1** Teachers from grade 1 and grade 2 started to work together to observe each other's classes and provide feedback as a 'critical friend'. They also helped each other identify children who needed extra help and monitored each other's lesson plans on what was planned for these students.
- 2** Parents and teachers started to work together to develop low-cost flash-cards and other visual materials to help non-Lao speaking children learn Lao easier, while children who were good Lao readers were encouraged to volunteer and become reading buddies.
- 3** The school also started using a 'student suggestion box' to monitor improvements. The suggestion box allowed students to write anonymous notes to let the principal, teachers and parents know if they weren't enjoying school.

QUICK REFERENCE CHART

New education projects	<ul style="list-style-type: none"> ✓ Ensure that all evaluation processes have indicators that measure diversity, discrimination and progress towards inclusive education ✓ Encourage and support the development and implementation of evaluation practices that are participatory and inclusive of all stakeholders' views ✓ Make sure that information gained during evaluation processes feeds into revised policy and planning to improve both quantitative and qualitative outcomes for different children in the school system
Projects that are already running	<ul style="list-style-type: none"> ✓ Incorporate inclusive education indicators into Save the Children reporting mechanisms and raise awareness to ensure that programs are required to confront their inclusivity ✓ Add additional stakeholders to the evaluation and lessons learned process to include more diverse perspectives – including (previously excluded) children
Projects with targeted funding for inclusion	<p><i>All steps above, and...</i></p> <ul style="list-style-type: none"> ✓ Evaluate impact – positive and negative – on different children ✓ Document lessons learned from different perspectives (IE trained teacher; children in inclusive classrooms; parents of previously excluded children) describing what has changed
Additional Resources	
<p>1 Save the Children Norway/Peter Grimes (2009) <i>A Quality Education for All. A History of the Lao PDR Inclusive Education Project 1993-2009</i> See: pg. 59-104: Lessons from the IE Project http://www.eenet.org.uk/resources/docs/A_Quality_Education_For_All_LaoPDR.pdf</p>	
<p>2 MoES (2012) <i>How well do we support our learners?</i> See: pg. 15-22: Evaluating the quality of support for learners http://www.lcdinternational.org/sites/default/files/user-uploads/part_5_-_how_well_do_we_support_our_learners.pdf</p>	
<p>3 Norad (2012) <i>Inclusive education evaluation and lessons learned summary report</i> http://www.norad.no/globalassets/import-2162015-80434-am/www.norad.no-ny/filarkiv/ngo-evaluations/summary--inclusive-education-in-b-h-sub-projects-in-zenica-doboj-and-una-sana-cantons---end-evaluation.pdf</p>	
<p>4 Norad / EENET CIC (2014) <i>Midterm evaluation of project on inclusive education for children with disabilities in Tien Giang Province</i> See: pg. 58-68: Examples of research questions and school observation checklist http://www.norad.no/globalassets/import-2162015-80434-am/www.norad.no-ny/filarkiv/ngo-evaluations/midterm-evaluation-of-project-on-inclusive-education-for-children-with-disabilities-in-tien-giang-province.pdf</p>	



Early inclusion in the ECCD centre, Uganda

CONCLUSION

The reasons behind exclusion are complex and differ by context. Many children face exclusion from or within the education system: they may be learning in segregated institutions, discriminated against in their school environment, or taught by teachers who are unable or, in some cases, unwilling to meet their different learning needs. In these cases education systems prevent the most deprived children from accessing their rights to education and non-discrimination.

In every classroom some learners will experience barriers to participation that limit their learning. In order to improve educational practice it is necessary to examine what barriers exist for which children. This information can then be used to create conditions that will help fulfil the rights to education and non-discrimination for all children. Implementation of inclusive education entails a paradigm shift, requiring change in attitudes, policy, and school/classroom level interventions.

Inclusion is about how to live *with* difference and how to learn *from* difference in the classroom. It is an approach which views difference as normal. Inclusive schools do not just “tolerate” diversity, but welcome it, and see it not as a problem to be solved

but as an opportunity to be used to provide better quality education. Within the learning environment, *all* children must be encouraged to express their thoughts and ideas, to participate fully, and to feel comfortable about who they are and where they come from.

During the last few years, progress in reducing the number of out-of-school children has stalled, largely because those who are still excluded are often the hardest to reach and teach – for example, children with disabilities account for one third of all out-of-school-children¹. Ensuring quality learning and equity for all will require improved targeting of and support for poor and marginalized groups.

Save the Children’s vision is that all children receive a good quality inclusive education to achieve their full potential. To maintain our position as a world leader in reaching the most deprived children, Save the Children renews efforts towards ensuring that the right to education is fulfilled for *all* children.

This manual is designed to help education staff to contribute to this ambitious goal, but it will fulfill its purpose only if used effectively. It is up to all of us to make quality education a reality for all children!

¹ Leonard Cheshire Disability (2013) *Inclusive Education: an introduction*

The following pages include sample tools that can be adapted to inclusive education programs in different contexts.

ANNEX 1: SAMPLE INDIVIDUAL EDUCATION PLAN

To be used by teachers

Note: there are many different formats for individual education plans – this is one example.

Use the following template to keep track of useful information about your student's learning challenges and strengths. Be sure to update it quarterly and communicate findings with the child's parent/guardian so that effective practices can be used consistently in both the school and home environment. At the end of the year, share the completed Information Sheet with the student's future teacher(s).

STUDENT DEMOGRAPHIC INFORMATION			
Student Name		Parent/Guardian Name	
Age		Parent/Guardian Phone Number	
Primary Language		Parent/Guardian Address	
STUDENT LEARNING INFORMATION			
Student Goal for Trimester			
Key Strengths			
Key Challenges			
Under-Achieved Competencies			
Successful Strategies to Address Learning Challenges			
Other Comments			

ANNEX II: CLASSROOM OBSERVATION TOOL

To be used by program staff during classroom monitoring

TEACHER (male or female)	
SCHOOL	
GRADE/CLASSROOM	
SUBJECT	
ATTENDANCE/NUMBER OF STUDENTS ¹ /MALE-FEMALE	
SEATING ARRANGEMENT	
EQUIPMENT (blackboard & others)	
CLASSROOM CLEANLINESS/ DECORATION/VISUAL AIDS	
DATE/TIME	

QUESTIONS TO GUIDE THE OBSERVATION:

- 1** Has the teacher made a lesson plan with clear objectives, methods to be used, sequenced steps, also describing how to respond to the “special needs” learners?
- 2** **How** does the teacher **gain attention** of ALL learners at the beginning of the lesson and throughout the lesson (e.g. What is (s)he doing or saying to gain attention? How does (s)he engage children at the back of the classroom or those with “special” needs)?
- 3** **How** does the teacher **interact** with different learners (e.g. Does (s)he observe his/her students? Does (s)he smile or make jokes? Does (s)he encourage quiet children to also try and participate? Does (s)he know and use the names of all her/his students)?
- 4** **How** does the teacher **explain** the learning objective(s) of the lesson (and also link to previous knowledge)?
- 5** **What kind of teaching methods** do you observe is the teacher using during the classroom observation (ways of providing new information)?
- 6** **What learning activities** have you seen learners involved in during the lesson(s) you observed (variety/engaged time/differentiated activities/adaptations to individual needs of learners)?
- 7** **How** does the teacher pose his/her **questions** to learners (e.g. open questions; closed questions)?
- 8** **How** does the teacher provide **feedback** to learners (e.g. on participation; on given answers; on efforts; on performance)?
- 9** **How** does the teacher **assess** whether the children have understood (e.g. formative/summative; observation; children working together on review exercises; questions; written tests)?
- 10** **How** does the teacher **manage** the classroom (e.g. maintain on-task behavior; discipline)?
- 11** **What books** have been used during the observed lesson (e.g. including for children with disabilities)?
- 12** Do **all children** have textbooks (book-pupil-ratio), exercise-books, pencils?

¹ Compare with official enrolment figure for this class

13 Do children ask/are **encouraged to ask questions** (e.g. both boys & girls, children with “special needs”, children speaking a different language)?

14 Could it be observed that children are asked / encouraged **to help each other**?

OPEN QUESTIONS FOR INTERVIEW WITH TEACHER:

1 Do you have children in your classroom that you find difficult to teach? **Which** children and **why** are they difficult to teach?

2 **What** do you think could be done to help you teach those children better?

3 **What parts** of teacher training have been especially beneficial to your job as a teacher (two or three key topics)?

4 **How** have you tried to apply that learning in your own school/classroom?

5 If you were the Minister of Education in your country and you could change ONE thing in the education system, **what** would this be?

ANNEX III: SIMPLE STRATEGIES FOR TEACHERS²

To be used by teachers

STRATEGIES TO SUPPORT ALL STUDENTS	
Emotionally	Academically
<ul style="list-style-type: none">✓ Be patient✓ No teasing✓ Encourage questions✓ Give adequate time to practice✓ Give positive feedback✓ Use partner and group work✓ Identify and encourage strengths and interests (try noting on 5 students per day)✓ Use a positive tone and language to help the child feel emotionally secure	<ul style="list-style-type: none">✓ Speak slowly and clearly facing the students✓ Use small, concrete steps✓ Teach a concept in as many different ways as possible (recognize different pathways to learning!)✓ Be consistent and predictable✓ Provide lesson outlines✓ Assign buddies to children who need extra help✓ Support children to explore the level beyond their current comfort zone (scaffolding/zone of proximal development)✓ Experiment with mini lessons to reinforce topics✓ Ask for feedback from the students on what helps them learn✓ Communicate with parents so parents can support their child's learning at home

Note: While some children have strengths that allow them to thrive in a standard education classroom, other children respond better to more varied approaches. Use the suggested strategies below to identify successful methods for helping each struggling student learn. Do not be discouraged if the student does not respond to the first strategy you try—give each strategy a few weeks to work, and keep trying different methods until you find an approach that works for the individual student. Some helpful guidelines include:

- Discuss with the child to see what he/she feels would be helpful
- Ask the child's parents to see if they have any insight to what would help their child learn better
- Evaluate whether the strategies are making a difference for the child, and try new strategies as necessary
- Do not use all of the strategies for each child – experiment with 1-2 at a time, rather than over-adapting
- Do not assume that different children will respond in the same way to different strategies. Even children with the same learning challenges will not necessarily need the same support
- Be sure to document your findings and communicate them with the child's parents so that effective practices can be used consistently in both the school and home environment

² Adapted from Thomson, S. et al. (2005) *Accommodations Manual: How to Select, Administer, and Evaluate Use of Accommodations for Instruction and Assessment of Students with Disabilities*. Council of Chief State School Officers.

CHALLENGE	STRATEGY TO ADDRESS
Behavior Does the child act out or have poor behavior?	<ul style="list-style-type: none"> ✓ Always use the child's name when speaking to him/her ✓ Try to identify what triggers the bad behavior and minimize its occurrence ✓ Speak to the parents and work together to implement a behavior plan that establishes clear responsibilities for both the student and the teacher, as well as clear consequences for when the child does not follow the plan ✓ Give the child additional responsibilities to keep other students on task or support the teacher
Focus Is the student easily distracted or have difficulty staying on task? Does the student have difficulty completing tasks while in the classroom with other students?	<ul style="list-style-type: none"> ✓ Ensure that the child sits away from classroom distractions (windows, pencil sharpener, etc.) ✓ Ask the child to sit in the front of the classroom or next to a more focused child ✓ Try to find a quiet location for the child to complete individual assignments ✓ Try to minimize distractions in and near the classroom ✓ Plan tasks and activities that build on the child's learning styles and interests ✓ Allow the child to listen to soothing music during classwork ✓ Allow the child to chew gum in class ✓ Give the child additional responsibilities to keep other students on task or support the teacher ✓ Stand closer to the child during lectures ✓ Create an "unfinished box" for children to store unfinished assignments to complete when they finish other tasks early. Check the box every day to make sure the work is actually completed ✓ Agree on concrete consequences for poor behavior ✓ Identify whether the child is distracted by hunger, and provide food if possible/necessary

CHALLENGE	STRATEGY TO ADDRESS
Hearing Does the student appear to have a hearing impairment?	<ul style="list-style-type: none"> ✓ If possible, try to convey information to the student using sign language or informal signs/gestures ✓ Encourage other students to speak clearly and spell words as needed ✓ Provide child with a detailed outline of the lesson/objectives ✓ Use charts, pictures and icons to illustrate points ✓ Use hand gestures to strengthen your point ✓ Assign the child a learning buddy ✓ Ensure that alarms or bells are accompanied with visual alerts (flashing lights, pictures, etc.) ✓ Seat the child in the front row ✓ Speak with the child's parents to identify and build on communication techniques used at home
Physical Access Does the student have any physical challenges that need to be accommodated in the classroom?	<ul style="list-style-type: none"> ✓ Ensure the child is physically able to access his/her classroom and seat ✓ Ensure the child is able to access learning materials ✓ Assign a student helper or circle of friends to help the child navigate the classroom ✓ Shift classroom furniture so that there are clear passageways
Physical Tasks Does the student have difficulty using a pencil or pen?	<ul style="list-style-type: none"> ✓ Provide a marker, chalk, or thick pencils ✓ Provide pencil or pen grips ✓ Encourage the child to practice small motor skills ✓ Encourage the child to play with clay to strengthen hand muscles ✓ Refer to the doctor if necessary ✓ Instruct/model proper technique to hold pencil

CHALLENGE	STRATEGY TO ADDRESS
<p>Reading</p> <p>Does the student have difficulty keeping his/her place while reading?</p> <p>Does the student have difficulty remembering what he/she has read?</p> <p>Does the student have difficulty decoding words in reading or writing?</p>	<ul style="list-style-type: none"> ✓ Ask the child to follow along with a finger ✓ Provide a piece of paper or other material and instruct the child to uncover one sentence at a time while reading ✓ Provide the child with visual organizers (highlighters, scratch paper, etc.) to help him/her stay focused on the content ✓ Encourage the child to use graphic organizers to aid in comprehension ✓ Teach the child memory tricks and acronyms (for example: visual descriptions of letters – “the letter ‘H’ looks like two people hugging”) ✓ Instruct the child to identify the main idea of a reading passage and to try summarizing it to him/herself after reading ✓ Encourage the child to “self-monitor” his/her understanding (self-awareness), and to ask questions when he/she is confused ✓ Allow the child to select reading material that is interesting to him/her ✓ Break long passages into smaller segments ✓ Do not rush the child ✓ Play memory games and sing songs to help the children remember what they have learned
<p>Seeing</p> <p>Does the student appear to have a visual impairment?</p> <p>Does the student hold books and papers very close to his/her eyes in order to read them?</p>	<ul style="list-style-type: none"> ✓ Ensure that the classroom has good lighting ✓ Try to provide the student with large print materials or magnification devices ✓ Use raised print or materials that allow children to “see” by touch ✓ If possible, try to convey information to the student using Braille ✓ Assign the child a learning buddy ✓ If possible, provide the child with a tape recorder to record lessons and his/her homework ✓ Seat the child in the front row ✓ Refer the child for glasses, if possible
<p>Spelling</p> <p>Does the student have significant difficulty spelling?</p>	<ul style="list-style-type: none"> ✓ Allow the child to use a dictionary to check spelling ✓ Provide the child with scrap paper to practice different responses ✓ Allow the child plenty of time to practice and repeat new words

CHALLENGE	STRATEGY TO ADDRESS
<p>Time/Speed of Work Completion</p> <p>Can the student stay focused for the duration of a task/activity?</p> <p>Does the student tire easily?</p> <p>Does the student need more time than his/her peers to process information?</p> <p>Does the student have a physical disability that slows his or her response time?</p>	<ul style="list-style-type: none"> ✓ Allow the child extra time to complete activities or assignments ✓ Allow the child to take breaks as needed during activities ✓ Try scheduling reading activities for times of day when the child is more likely to be able to focus ✓ Provide sufficient wait time ✓ Always say the child's name before addressing him or her ✓ Use local or less formal language ✓ Recognize and praise positive behavior ✓ Provide a "challenge task" for children who complete an assignment early, so that there is limited disruption for children who are still working ✓ Establish a "silent corner" for children to sit quietly when they need a break from the over-stimulating classroom
<p>Understanding/Learning</p> <p>Does the student have difficulty understanding directions?</p> <p>Does the student need directions repeated frequently?</p>	<ul style="list-style-type: none"> ✓ Provide child with a detailed outline of the lesson/objectives ✓ Define the goal of the lesson clearly ✓ Provide a summary at the end of the lesson ✓ Break down directions and present them step by step ✓ Break down assignments into smaller tasks ✓ Model the task ✓ Present the information visually and verbally ✓ Ask the child to repeat back instructions or confirm that he or she understands them ✓ Use local or informal language to explain ✓ Explain key vocabulary terms from the instructions ✓ Repeat instructions more than once ✓ Ask children to explain instructions to each other ✓ Establish communication system with parents so that they can check up on the child's homework at home

ANNEX IV: TEACHER SELF-ASSESSMENT TOOL

To be used by teachers

Note: *this tool can be used as a handout in teacher trainings, to encourage teachers to think about whether they are contributing to an inclusive classroom environment, and which areas they can strengthen.*

Most of us look at classrooms as places for seriously learning and seldom as a place where students enjoy activities and have a say in what and how one needs and wants to learn. An important pre-condition for successful teaching and learning is the quality of the **learning environment**, especially the ways how teachers and students interact and how such an environment helps different children learn to their best ability. An inclusive, child-friendly learning environment is not just a place for formal learning, but also a place where children have rights: the right to be healthy, to be loved, to be treated with respect, the right to be protected from violence and abuse (including physical or mental punishment), and the right to express an opinion, and to be supported in education irrespective of learning needs.

WHAT ARE CHARACTERISTICS OF AN INCLUSIVE, CHILD-FRIENDLY CLASSROOM?

- 1** An inclusive, child-friendly classroom does **not discriminate**, exclude or marginalize any child based on gender, socio-economic background, ethnicity, abilities or disabilities, etc. *This means that:*
 - a. No child is refused enrolling and attending classes for whatever reason
 - b. Boys and girls have equal learning opportunities
 - c. Children are all treated the same: with respect
- 2** An inclusive, child-friendly classroom is **effective** with children, facilitates and supports education of good quality and is child centred. *This means that:*
 - a. Teachers think about the best interest of each child when deciding on learning activities
 - b. Teachers try to adjust the standard curriculum to the learning needs of the students
 - c. Different teaching methods are used so that all children can learn, those who learn best by doing, by hearing, by seeing, by moving, etc.
 - d. Teaching-learning approaches are used that invite students to think and reason and express their opinions
 - e. All children are supported to learn and master the basic skills of reading, (and listening) writing and arithmetic
 - f. Children also learn by experiencing/discovery and by working together
 - g. Teachers encourage children to express their feelings through arts and other forms
- 3** An inclusive, child-friendly classroom is **healthy** for children. *This means that:*
 - a. What happens in the classroom also promotes children's health
 - b. Classrooms/schools are clean, safe and have adequate water and sanitation facilities
 - c. There are written policies and regular practices that promote good health
 - d. Health education and life skills are integrated in the curriculum and the teaching-learning activities
- 4** An inclusive, child-friendly classroom is caring and **protective** of all children. *This means that:*
 - a. Children are secure and protected from harm and abuse
 - b. Children are encouraged to care for each other
 - c. No physical or mental punishment is used with children
 - d. There are clear guidelines for conduct between teachers and students and among students (and no bullying is allowed)
- 5** An inclusive, child-friendly classroom involves **families and communities**. *This means that:*
 - a. Parents are invited and consulted about the learning of their children
 - b. Teachers and parents work together to help children learn better in school and at home
 - c. Teachers and parents together care about the children's health, nutrition and safety – also on the way to and from school
 - d. Parents and community members are invited for school-community project activities

WHAT ARE THE OBJECTIVES AND GOALS OF AN INCLUSIVE, CHILD-FRIENDLY CLASSROOM?

- Goal 1:** Encourage children's participation in school and community
- Goal 2:** Enhance children's health and well-being
- Goal 3:** Guarantee safe and protective environments for children
- Goal 4:** Encourage optimal enrollment and completion
- Goal 5:** Ensure children's optimal academic achievement and success
- Goal 6:** Raise teachers' motivation and success
- Goal 7:** Mobilize parent and community support for education

WHAT ROLE CAN TEACHERS AND STUDENTS PLAY TO REACH THESE GOALS?

If all teachers and students work together and schools try to become inclusive schools, many of these goals can be achieved as part of whole school development. If individual teachers try to make their classrooms child-friendly, they may only reach parts of these goals, but these are **good first steps**. Individual teachers can make their classrooms more inclusive by trying to implement some of the action points mentioned below.

Goal 1: PARTICIPATION

- I have made my classroom a welcoming place for all children, also for those from very poor families, those with language difficulties, those with disabilities and those who learn slower than others.
- I involve my students in class meetings where we discuss and decide on matters that concern their well-being
- I organize together with my students learning activities involving parents and community members, while also going out into the community for project learning activities.
- I organize with my students a classroom bulletin board or student opinion box, so students can express their ideas and views about school and community issues
- I arrange different seating arrangements for my class to facilitate different ways of learning and participation
- I especially make sure that students who are shy or who have learning difficulties are also participating and learning adequately

Goal 2: HEALTH AND WELL-BEING

- I maintain and regularly update the health records of my students, and refer students with problems to health centres
- I use simple assessment tools to find out whether students have hearing, vision or other problems
- I teach (and role-model) proper waste disposal in my classroom and in the school
- There are separate toilets for boys and girls and they are kept clean.

Goal 3: SAFETY AND PROTECTION

- My classroom has proper ventilation and lighting and enough space for all students
- Classroom furniture is sufficient and sized to the age of your students
- My classroom-layout and furniture allow students to interact and do group work
- My classroom has a bulleting board or a corner that displays helpful learning materials such as posters, illustrations, low-cost and self-made teaching-learning aids, newspaper and magazine clippings and my students' own work.
- My classroom is maintained and kept clean.
- I have together with my students developed classroom rules on how to respect and help each other and on how to behave
- I have identified different learning needs and difficulties of my students and I provide additional support while also asking students to help each other
- I use positive discipline methods

Goal 4: ENROLLMENT AND COMPLETION

- I try to find out whether there are children not coming to school and the reasons why. I will encourage children who are not in school to come to school
- I discuss with students and parents/community members the problem of non-enrollment and how to get all children of school age into school
- I regularly check on attendance of my students and address problems concerning non-attendance.

Goal 5: ACADEMIC SUCCESS

- I know and implement my school's vision and mission
- I am familiar with child-centred and child-friendly teaching-learning approaches
- I ask my students what they already know about a topic before I start teaching
- I have sufficient books and teaching aids for my students' optimal learning
- I plan and prepare lessons well, while keeping in mind that children have different learning needs and learning styles
- I have interesting pictures, posters and student work on the wall of my classroom
- I encourage and implement cooperative learning and discovery/active learning ("learning by doing") with my students
- I make topics more interesting and relevant to children's lives by inviting community members or parents to the classroom or by going out of the classroom or by using locally available resources as teaching-learning aids
- I use formative assessment to make sure children are learning and I adjust my teaching methods and contents if needed.
- I observe and listen to my students and document their learning process and progress
- I often ask open ended questions to find out how my students think and reason
- I do not punish my students for giving the wrong answer or solution, but treat mistakes as new opportunities for learning

Goal 6: MOTIVATION OF TEACHERS

- I try to find ways to further develop professionally through reading about education, more training or in-service workshops
- I am professionally supported by the head of school, and he or she encourages us to work together as teachers to support each other
- I ask the head of school to monitor my performance and identify my areas of strengths (to be shared with other teachers) and weakness (for further professional development)

Goal 7: COMMUNITY SUPPORT

- I invite parents or community members to my classroom to show what is happening in the classroom or for project presentations by the students.
- I meet and discuss with parents and community members matters of concern such as safety when going to and from school; violence and abuse risks; allowing children with "special needs" into the school and supporting them; irregular attendance; etc.
- I organize literacy classes for illiterate parents
- I ask parents and communities to contribute to the learning of their children in different ways, while my students can also contribute to community needs with special projects

ANNEX V: INDEX FOR INCLUSION INDICATORS AND QUESTIONS

To be used by school management committees and community groups

Note: these indicators were adapted from the *Index for Inclusion* by the Laos Country Office

- 1** All pupils feel welcome in the school
 - a. Does the school have a policy to enrol / include all children, including students from diverse groups?
 - b. Do teachers welcome all parents and their children when they come to the school?
 - c. Do all teachers feel ownership of the school?
 - d. Do students feel ownership of their classroom?
 - e. Does the school celebrate local cultures and communities in signs, displays and events?
 - f. Do all children equally exercise their rights e.g. disabled children / disadvantaged groups of children participate in all school activities?
- 2** All students support each other in their learning
 - a. Do Teachers actively support and encourage good relationships between students?
 - b. Do Teachers encourage students to help each other?
 - c. Do students willingly share their knowledge and skills?
 - d. Do group activities allow students to divide up tasks and share what they have learnt?
 - e. When other students in the class are troubled do students help them to calm down?
 - f. Do students share the responsibility for helping to overcome the difficulties experienced by some students in lessons?
 - g. Are students involved in assessing each others learning?
 - h. Are students involved in helping each other to set educational goals?
- 3** All students are well supported by school staff
 - a. Do teachers try to make lessons easy to understand?
 - b. Do teachers plan appropriately to support all children?
 - c. Do teaching materials reflect the backgrounds, experience and interests of all students?
 - d. Do teachers provide accessible materials or translations for students who do not speak Lao?
 - e. Do teachers actively teach students in a variety of groups during the lesson?
 - f. Do teachers support disadvantaged groups of children e.g. is there detailed planning to ensure disabled children are making good progress in their learning?
- 4** Teachers and parents cooperate well.
 - a. Do teachers regularly communicate with parents?
 - b. Do teachers invite parents for consultation in order to help or solve problems related to children's learning?
 - c. Do parents feel that there is good communication with school staff?
 - d. Do parents feel well informed about school policies and practices?
 - e. Do staff value the knowledge that parents have about their children?
 - f. Do staff encourage the involvement of all parents in their children's learning?
- 5** All students are treated equally as valued members of the school
 - a. Do teachers pay equal attention to all students?
 - b. Do teachers give opportunities for students to select activities based on their ability?
 - c. Is a variety of backgrounds and home languages seen to make a positive contribution to school life?
 - d. Are higher and lower attaining students valued equally?
 - e. Are the achievements of all students given equal support and prominence?
 - f. Do disadvantaged groups of children receive equal treatment e.g. children from poor families are given the same opportunity to join after school activities which require a financial contribution?

- 6 All students feel that their opinions and views are valued.
 - a. Do Teachers give the opportunity for students to give their comments?
 - b. Do Teachers listen and respond to student comments and questions?
 - c. Do students feel that teachers listen to them?
 - d. Do students feel that teachers respond to their comments?
 - e. Do teachers provide opportunities for disadvantaged groups of children to share their opinions?
 - f. Do disadvantaged groups of children feel that teachers listen to their opinions?

- 7 All students can access learning in all lessons.
 - a. Do teachers prepare lessons and lesson plans that are appropriate for the learning of all children?
 - b. Is teaching planned to support learning rather than to deliver the curriculum?
 - c. Is there an attempt to view teaching and support from the point of view of all students?
 - d. Do lessons pay attention to the emotional as well as the intellectual aspects of learning?
 - e. Do students feel that they are actively engaged in most lesson activities?
 - f. Are children with special needs encouraged to develop their talents? e.g. some children with special needs may be talented in producing handicrafts.

- 8 All students can access all parts of the school building.
 - a. Do teachers arrange seating in classroom appropriate to all students?
 - b. Is seating organized according to individual needs and age of students? E.g. is the furniture the correct size for the age group? Do children with physical disabilities have adapted chairs and tables where necessary?
 - c. Do students have access to all parts of school building that they need access to e.g: class-room, toilet, play area?
 - d. Are the needs of students with partial sight or partial hearing as well as physical impairments considered in making the buildings accessible?
 - e. Does the school have separate toilets for girls, boys and teachers / adults?
 - f. Does the school monitor accessibility of the buildings and facilities for teachers and students?

- 9 All students attend school every day.
 - a. Do teachers keep a daily record of student attendance?
 - b. Do teachers try to find out the reasons for student absence?
 - c. Do teachers have good relationship with all students?
 - d. Do teachers create an attractive school environment?
 - e. Do teachers communicate well with students' parents?
 - f. Do teachers monitor the attendance of children who may be at risk of poor attendance e.g. children who have been bullied, children who are struggling to achieve in school.

- 10 All students enjoy lessons
 - a. Do students enjoy lessons?
 - b. Do lessons convey a sense of excitement in learning?
 - c. Do teachers use a variety of teaching techniques and activities?
 - d. Do teachers use a variety of teaching materials in their teaching?
 - e. Do teachers try to make classrooms attractive, and a good learning environment?
 - f. Do parents feel that their children enjoy school?

- 11 All students are engaged in all lesson activities.+
 - a. Do teachers clearly explain how to do activities?
 - b. Do teachers support all students in classroom activities?
 - c. Do students feel that they are actively engaged in most lesson activities?
 - d. Do teachers encourage all students to become actively involved in activities?
 - e. Do teachers organize activities according to children's individual needs? E.g. children are asked to complete tasks that are within their abilities.
 - f. Do teachers evaluate their lessons to ensure that all students are participating?

- 12** All students achieve their learning in all subjects according to their individual ability
- Do teachers plan the lesson appropriately based on the different students' ability?
 - Do teachers include details in their lesson planning of how they will support the learning of children who are learning more slowly than others in certain subjects?
 - Do teachers use a variety of materials in teaching and learning activities?
 - Do all students feel that they are making progress in school?
 - Do teachers regularly follow up and assess students learning outcomes?
 - Are teachers able to make judgements about the amount of progress individual students are making in different subject areas?
- 13** All students learn together.
- Do teachers organize learning activities for all students to be able to fully participate?
 - Do teachers encourage all students to support each other?
 - Do all children show respect for each other?
 - Do all students willingly share their knowledge and skills with each other?
 - Do students enjoy the social aspects of school life?
 - Are students involved in assessing each others learning?
- 14** All students have access to health services as necessary and appropriately.
- Do teachers give advice to all students on the 3 areas of cleanliness?
 - Do teachers regularly organize sports activities?
 - Do teachers collaborate with health staff to check students' health?
 - Do teachers collaborate with parents to support the development of students' health?
 - Do students have a positive attitude to health?
 - Do students know the causes of common diseases?
 - Do students know how to protect themselves from common diseases?
 - Do teachers give children opportunities to ask health-related questions? E.g. are there opportunities for discussions about health and cleanliness?
- 15** The School ensures that all students are admitted to the school
- Does the school try to find out if all the vulnerable children are in school?
 - Does the school encourage the parents to send their children to school?
 - Does the school provide the necessary support to vulnerable groups of children so that they are able to enter school?
 - Do the teachers pay particular attention to vulnerable children to ensure they are learning?
 - Does the school monitor and follow up students' attendance?
 - Does the school encourage and reward children who come to school regularly, particularly those from disadvantaged groups? E.g. the school gives special certificates to children with 100% attendance.
- 16** All vulnerable children are successful in their learning
- Does the school have a policy on the annual and final grade examination with a specific expectation for vulnerable groups of children?
 - Has the school developed a plan for supporting vulnerable children in order to help them complete their study?
 - Do teachers adjust the teaching objectives, using appropriate teaching methods, to ensure vulnerable children are successful in lessons?
 - Do teachers encourage children's classmates to help vulnerable children?
 - Does the school monitor the teaching for disadvantaged groups?
 - Does the school monitor the achievement of children from disadvantaged groups?
 - Do teachers encourage all children, but particularly those from disadvantaged groups, to use the school library?
 - Do teachers plan opportunities for more able or experienced students to support the learning of children with special needs or less experienced learners.

17 School creates an environment which supports all students' learning

- a. Does the school try to develop the facilities for students to access all parts of the school building?
- b. Do teachers arrange appropriate seats for vulnerable children in the classroom?
- c. Does the school create a good school environment (does school have trees, flowers, gardening, clean school yard, school compound, etc)?
- d. Does the school have adequate toilets for children (boys and girls) and teachers?
- e. Does the school have a library and allow children to borrow books?
- f. Do teachers decorate the classroom to attract children and motivate them to learn? e.g. do they display children's work and learning resources attractively?
- g. Is there enough classroom furniture for all children to sit and work comfortably?



Playing in the school's resource centre, Bosnia and Herzegovina

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