

From exclusion....

... to inclusion

## Why are some children excluded?

Children are excluded both within and from school because of:

- gender bias
- disability
- difficulties in learning
- not understanding the language of instruction
- economic disadvantage

These factors are all compounded by widespread negative attitudes and stigma.

Think  
about

It is important to guide and support your schools and their communities to create a safe learning environment where all children want to learn, all children can learn, and all children achieve their full potential.

## Planning, monitoring and evaluating inclusive education

The development of inclusion in education is a continual process of change. To successfully lead and manage that process you will need to consider how you can support your schools across four dimensions.

### Creating an inclusive culture

- Within schools and society to reduce discrimination
- Across the system to ensure everyone is included on an equal basis

### Developing inclusive practices

- Providing orientation to inclusion for all stakeholders
- Supporting teachers to implement training

### Ensuring an enabling environment

- Creating a learner-friendly atmosphere
- Developing a physically accessible environment

### Delivering inclusive quality education

- Supporting teachers to use varied methods and materials
- Ensuring different learning needs are identified and support provided as required

Changing community attitudes and developing inclusive practice in schools takes time. You will need to:

- **Plan** with schools, parents and communities to review and build on what they are already doing, identify priorities, set manageable targets.
- **Monitor** the implementation of activities regularly and make any necessary adjustments.
- **Evaluate** progress at the end of the time allocated and plan the next stage accordingly.

# Use the following points to help you plan, monitor and evaluate activities

Develop a culture of collaboration among your schools. Set up communities of inclusive practice for teachers and school leaders to share problems and successes; within a school and between schools.

With your teachers and school leaders, identify their professional development and training needs to increase inclusion and improve learning. Work with your schools to ensure training is implemented.

Observe teachers teaching and support them to use a wide variety of methods and resources. Give feedback and monitor progress to ensure all learners are included.

Monitor availability and use of teaching and learning materials. Support schools to identify local resources.

Follow up and monitor that teachers use formative assessment to inform their lesson planning, to monitor learning and to identify any learners that are having difficulties.

Develop a clear and manageable system for schools to request help from a network of specialists in the district (including any specialist teachers and special schools), from other government sectors (such as health, social services, gender) and within the community. Monitor the network's effectiveness and support schools to use it.

Check assistive devices are available and being used as required. Support schools to identify gaps in provision and source devices.

Encourage schools to use techniques such as child-to-child or buddy arrangements to ensure children with disabilities can participate.

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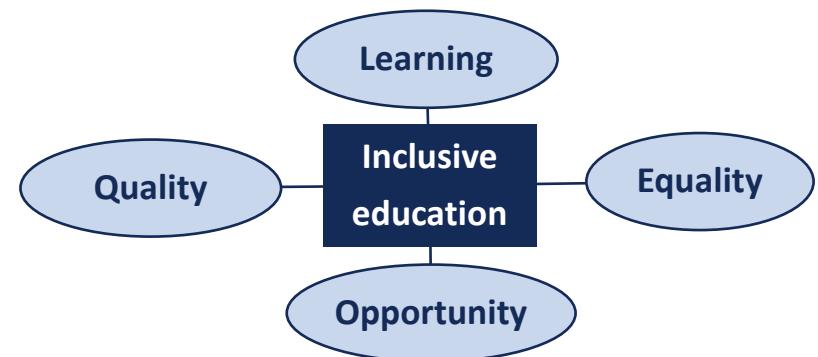
## School for Everyone

A guide for education managers



**Education is a right for all children**

**Every child has the right to quality learning and equality of opportunity**



**Inclusive education** means every girl and boy can **attend**, **participate** and **achieve** in school, without discrimination.

This means:

- creating a culture of inclusion across the education system
- equity and inclusion guide all education policies, plans and practices
- engaging in a continual process of improving teaching and learning, by identifying and removing barriers to learning.