

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.



- Are there any children in your school's community who do not go to school?
- Why do they not go to school?
- What needs to happen so that everyone can go to school?
- How can negative attitudes be changed?
- Why are some children bullied or teased and what can you do about it?
- How can you make your school a better place for all children?
- How can you support your teachers to ensure everyone is learning?

It is important to create a learning environment where all children want to learn, can learn, and achieve their full potential.

To make this happen, teachers need guidance and support to use a wide variety of methods and materials.

How inclusive is your school?

Use this checklist. You can do this yourself or with your teachers. Tick which statements are true for your school. Those you do not tick will be areas you can improve on. Remember to be honest!

Statement	True in your school?
Everyone is made to feel equally welcome in our school.	
All children from the local community attend our school regardless of their home background, physical or intellectual abilities, or economic circumstances.	
We think all our learners are equally important.	
Corporal and other forms of demeaning punishment are never practised in our school. We use positive discipline and non-punitive behaviour management strategies.	
Our learners' attendance is closely monitored and any absences are followed up with parents.	
Our school promotes the health and well-being of all teachers and learners.	
All teachers and learners treat each other with respect.	
We aim to remove any barriers to learning by creating a physically accessible school environment, providing interventions when required to ensure every learner can learn and participate in all activities.	
We use formative assessment to plan and review teaching and learning, and to identify anyone having difficulties.	
Our teachers work collaboratively to share ideas to continually try to improve teaching and learning.	

The development of inclusion in education is a continual process of change. To successfully lead that process you will need to consider the four dimensions shown below.

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

Planning for your school to become more inclusive takes time:

- **Review** where you are now and build on what you are already doing. Agree with teachers, parents and community members what your priorities will be and set clear targets.
- **Monitor** the implementation regularly and make necessary adjustments.
- **Evaluate** progress periodically and plan next steps accordingly.

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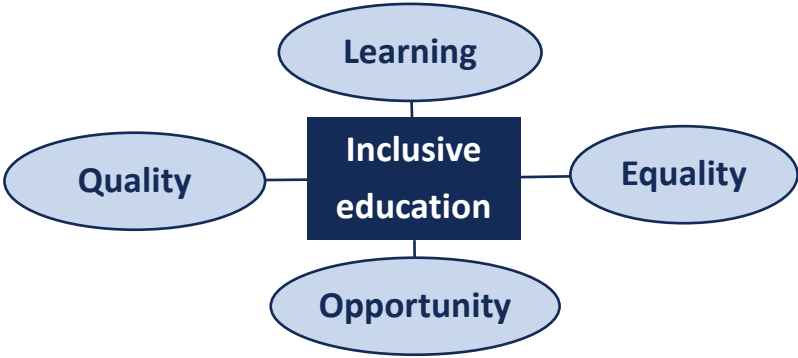
School for Everyone

A guide for school
leaders



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 schools engage in a continual process of improvement in teaching and learning to ensure the inclusion of every student. It requires strong leadership to develop an inclusive culture within the school, and provide support and guidance to teachers to remove any barriers to learning.