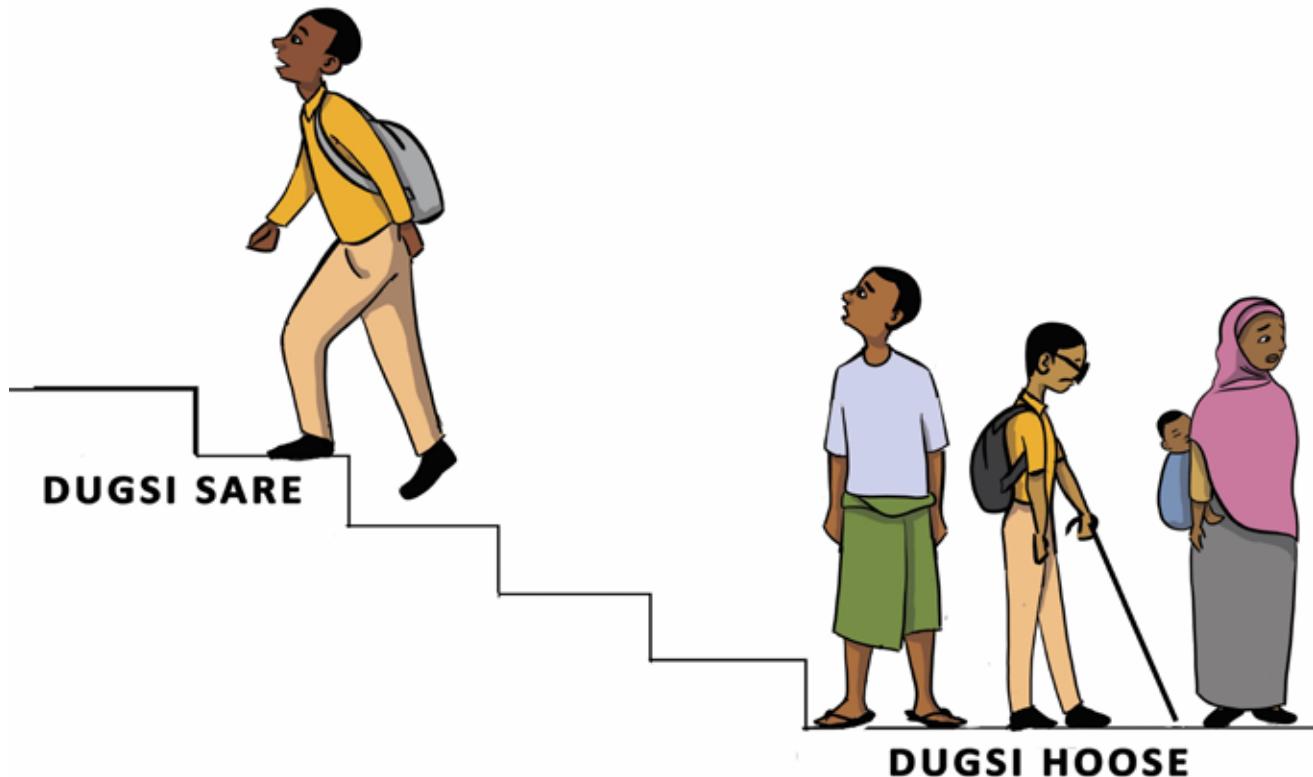


Identifying out-of-school learners and supporting education transitions

Module

3



Participant handbook

Prepared for:

Puntland Disability Organizations Network (PDON), Somalia

Disability Aid Foundation (DAF), Somalia

Adventist Development and Relief Agency (ADRA), Somalia

Save the Children, Somalia

Norwegian Association of Disabled

Developed by:

Enabling Education Network, June 2021



[Image description. On the left in the background there is a school with two girls in school uniform standing in front of it and one or two school staff and learners outside the school. In the foreground on the right there are three girls with buckets and water containers not in uniform going to fetch water. They are looking towards the school].



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Acronyms

ADRA	Adventist Development Relief Agency
CBO	community-based organisation
DAF	Disability Aid Foundation
EENET	Enabling Education Network
NAD	Norwegian Association of Disabled
NGO	non-governmental organisation
OPD	Organisation of People with Disabilities
PDON	Puntland Disability Organizations Network
SEND	special educational needs and/or disability
SIT	school inclusion team
ToT	training-of-trainers

What is this handbook and who is it for?

This handbook is for participants of the organisations of people with disabilities (OPD) module 3 training in inclusive education.

This module has two aims.

1. To provide OPDs with an overview of the issue of out-of-school learners. It looks at the barriers and issues around why some learners are out of school, and the chain of causes and effects that result in them being absent from school.
2. To promote ways for schools to ensure out-of-school learners, and all other learners receive the support they need for a smooth and effective transition into school or between schools.

Education transition usually refers to learners who are leaving, arriving or newly arrived in education.

A large number of learners move to or from education settings outside these planned times. These include:

- Out-of-school learners who have never attended school or have dropped out
- Learners whose families are migrating
- Learners who have been forced to move
- Learners who cannot go to school because of high levels of conflict affecting their communities
- Learners who have been excluded from their school.

There is not one way of including out-of-school learners or making education transitions fully inclusive. This is because each learner's experience of being out-of-school, before school or between schools is different. Therefore, each school and its surrounding community needs to be flexible. They may need to respond differently to different groups of learners and develop solutions to suit their own local contexts.

1. Who are out-of-school learners and why are they out of school?

In previous trainings we have looked at barriers to inclusive education. Barriers to inclusive education are barriers which affect learners' **presence** in school, their **participation** in the learning process, and their **achievement**. These barriers included:

- **Environmental barriers**
- **Resource barriers**
- **Attitude barriers**
- **Policy barriers**
- **Practice barriers.**

In this training module we are looking specifically at the **barriers that cause learners to be out of school** – though in reality many of them are the same as the barriers to inclusion.

a) Groups of barriers to learners' schooling

Environment and resources

Where a learner lives can affect whether or not she/he is in school. For example, there are generally more schools and easier access to schools in urban areas than rural areas. In remote rural areas, distance and lack of good roads can make it difficult or impossible for some learners to get to school.



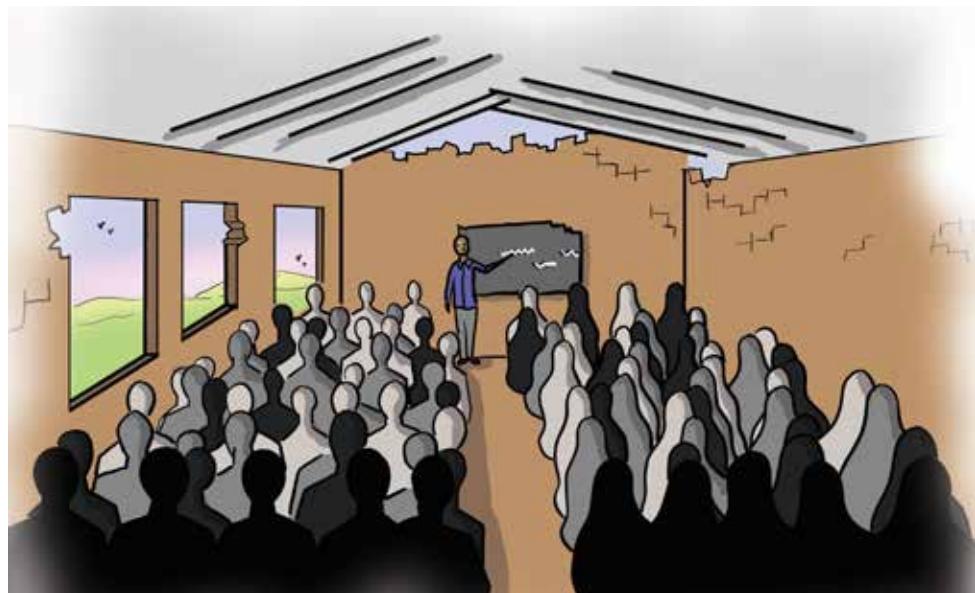
[Image description: The picture shows a long footpath going between bushes over dusty, stony land. There are some boys herding goats near the path. In the distance on the left there is a school. In the distance on the right there is a village. Two children in school uniform are walking along the footpath.]

In periods of drought, learners, particularly girls, may drop out of school because they have to walk further to collect water for their families.



[Image description. On the left in the background there is a school with two girls in school uniform standing in front of it and one or two school staff and learners outside the school. In the foreground on the right there are three girls with buckets and water containers not in uniform going to fetch water. They are looking towards the school].

Resources, including **economic**, **material** and **human resources** can affect whether or not learners are in school. Some families cannot afford to send their children to school. Poor families may depend on their children's labour to survive. Schools in poor areas may struggle to have enough teaching and learning materials and classrooms. A lack of trained teachers is a **human resource issue** that affects learners' access to schooling.



[Image description: A crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair.]

Attitudes and beliefs

The attitudes of families, communities and societies can be a major factor keeping learners out of school. For example, some families and communities believe that learners with disabilities should not be in school. In other communities, families might feel that girls should stay at home and not attend school. Parents and care-givers who have not been to school themselves may see little value in sending their children to school. It is often lack of knowledge or understanding and fear which lead to negative attitudes.



[Image description: A man is sitting in front of a boardgame on a small table. A young boy in school uniform is holding papers with writing on them up to the man. The man is looking away and putting up his hand. His facial expression is annoyed.]

Policies and practices

National, local, and school-based policies can contribute to the problem of out-of-school learners. For example, if a country does not have a policy that prevents schools from discriminating against some learners, for example, girls who are pregnant, these learners may be excluded. Teaching and learning practices, affect learners' experience of school. Some learners choose not to go to school because they are unhappy. Teaching practices that don't actively involve learners and value their contributions may cause learners to lose interest and drop out of school. Learners may also not attend school for fear of corporal punishment.

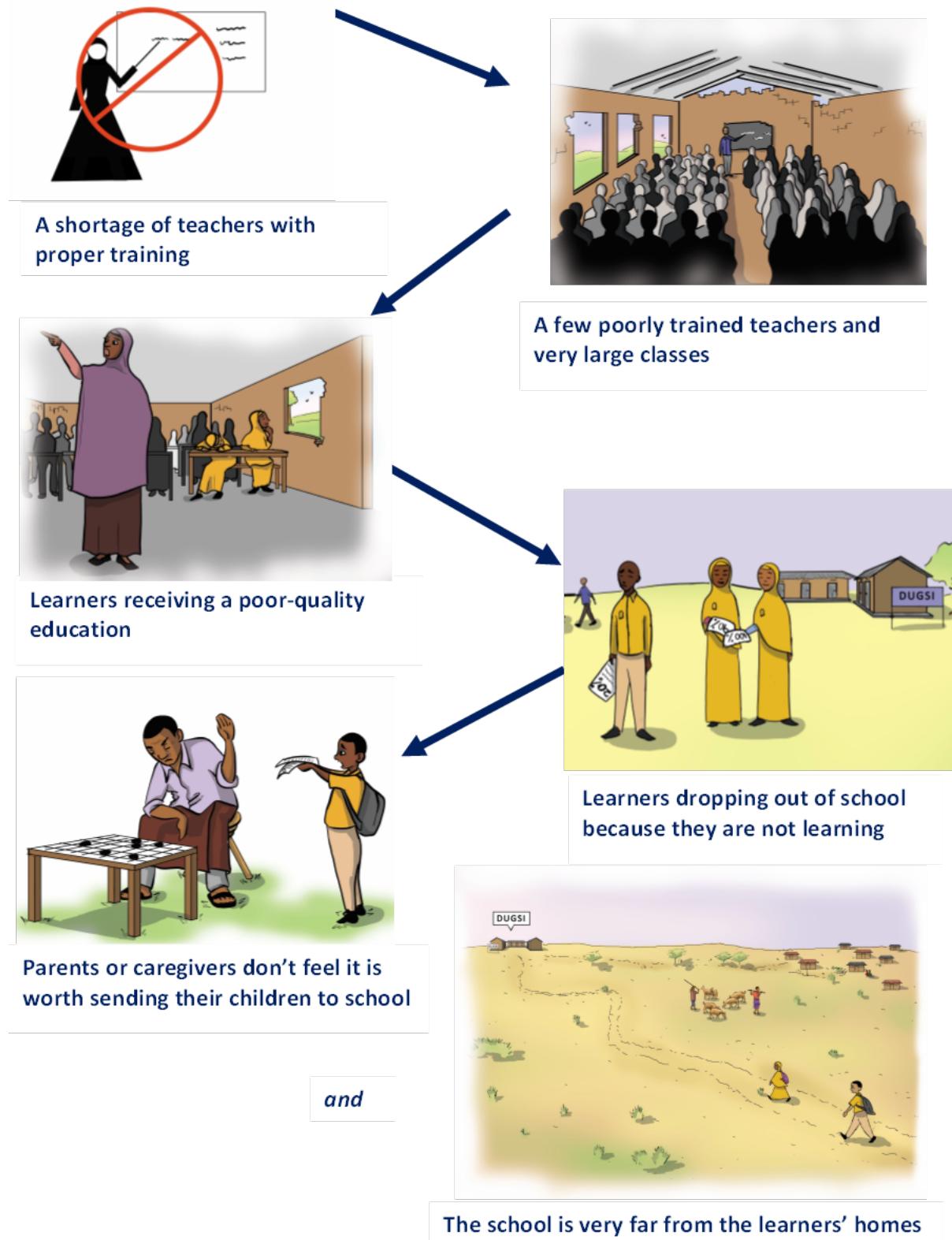


[Image description: There is a man standing at the front of a classroom holding a long stick. He looks angry. He is pointing the stick at a boy standing in front of him. The boy has his head bowed. There are learners in the classroom looking on. Outside the open classroom door there is a boy standing in the playground on his own in the sunshine without shade.]

b) Interconnected barriers affecting learners' schooling

Rather than there being a simple, single reason for a learner being out of school, there is usually a lot of different factors that may contribute to the problem. For example, a shortage of teachers with proper training may lead to a school having a few, poorly trained teachers and very large classes. This results in those learners receiving a poor-quality education. This may cause them to drop out of school because they are not learning, and/or their parents or care-givers feel it is not worth sending them to school. The school may also be very far from the learner's home which affects their attendance.

Interconnected barriers affecting learners' schooling



[Image description: There are six separate images linked together with arrows. The first image shows a stick figure symbol of a woman, holding a stick pointing at a board with some writing on it. There is a large red circle and red line through the middle of the stick figure. Under image 1 it says 'A shortage of teachers with proper training'. An arrow links to the second image shows a crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair. Under image 2 it says 'A few poorly trained teachers and very large classes. An arrow links to the third image which shows a woman standing in front of learners sitting at their desks. She is pointing upwards and talking. She has her back to them. At the front of the class one learner is looking out of the window and another learner has his head in his arms on the desk. Under image 3 it says 'Learners receiving a poor-quality education'. An arrow links to the fourth image which shows three learners holding pieces of paper. Two of the learners are smiling and it says 90% and 100% on each of their papers. The third learner is looking sad and into the distance and his paper says 20%. Under image 4 it says 'learners dropping out because they are not learning'. An arrow links to the fifth image which shows a man sitting in front of a boardgame on a small table. A boy in school uniform is holding papers with writing on them up to the man. The man is looking away and putting up his hand. His facial expression is annoyed. The word 'and' connects the fifth image with the sixth and final image which shows a long footpath going over some hills and crossing two streams or rivers with small wooden bridges. In the distance on the left there is a school. In the distance on the right there is a village. Two children in school uniform are walking along the footpath. Under image 6 it says 'the school is very far from the learners' homes'.]

c) Specific barriers to learners' schooling

Age

When learners start school late, or repeat grades, it is more likely they will drop out of school before completion



[Image description: There are two tables with three children sitting at each table. On the left at the back there are three girls sitting opposite each other, one with a crutch next to her. At the front right table there are also three boys. The boy on the left is bigger and looks older than the other children in the room. He is sitting on his own and looks sad. The other boys are talking and working together.]

Conflict and disasters

Conflicts (such as civil wars) and disasters (such as flooding and earthquakes) can be a major reason for learners being out of school. Schools may be damaged, destroyed, or families may need to move to areas where there are no schools. Travel to and from school may be unsafe or impossible.



[Image description: On the left-hand side of the picture, there are a series of large white domed tents, one behind the other. In the first tent a woman is standing, pointing at a blackboard, there are some children looking up at her, sitting on the ground. The tents are separated from the rest of the scene by a tall metal fence. There are three soldier and a tank on the right-hand side of the fence. One the ground, there are a few piles of debris and rubbish.]

Migration

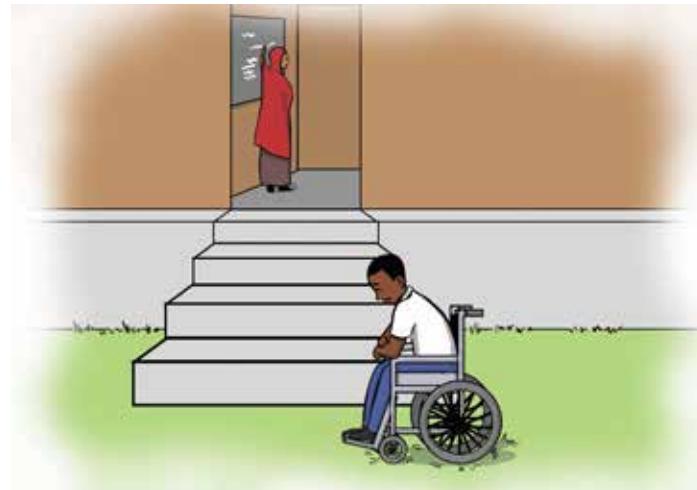
Learners who are forced to migrate because of disasters and conflicts in their home countries often end up in refugee camps in other countries where access to schooling may be limited. Learners who are internally displaced persons (IDPs) within their own countries, often have even less, if any, access to formal schooling.



[Image description: An outline map of Africa. At the top is a person in a wheelchair with tyre tracks behind it indicating movement. In the middle is a woman holding the hand of a child with footprints behind them indicating movement and at the bottom is a person walking downwards with footprints behind them indicating movement. All figures are stick figures.]

Disabilities

Learners with disabilities are often excluded. This may be because of attitudes and beliefs, physically inaccessible buildings and/or lack of resources and capacity to support different children's needs.



[Image description: a boy is sitting in a wheelchair on his own looking at the ground. There are several steps behind him going up to a classroom doorway. Through the doorway there is a teacher teaching.]

Health

Poor health, due to poor nutrition and disease, keeps many learners out of school. Poor health is often a direct result of other barriers, such as poverty, and disasters and conflicts.

Gender

Across the world there are still more girls than boys out of school. Negative attitudes and some cultural practices affect girls and their access to schooling. For example, child marriage and early pregnancy, reduces the likelihood of them attending or staying in school.



[Image description: An adolescent girl not in school uniform, carrying a baby on her back. She is standing outside the school building and looking in. She looks sad. There are two girls in school uniform standing in front of the school looking at her and talking.]

Language

The language of instruction in schools can be a barrier if it is different from the language spoken in a child's home (the 'mother tongue'). These learners may struggle to learn and ultimately drop out of school.



[Image description: On the left there are three girls sitting opposite each other around a table with books open in front of them. One girl is saying "question 2 was easy", another girl has a crutch. The third girl is looking at the teacher who is standing nearby. The teacher is saying "Does anyone need any help?" On the right there are two boys at a table saying to each other "Have you finished?" A second boy is sitting on his own and thinking "mimi hapana juu" (I don't understand). All other words in the speech bubbles in the picture are in Somali.]

Ethnicity, religion and culture

Some learners may drop out of school if they face discrimination and bullying due to their ethnicity or religion. Some parents/ care-givers may keep their children out of school because it does not cater to their family's religious beliefs or they feel that these beliefs may not be accepted at the school.

Poverty

In most countries across the world poverty is the most serious barrier that keeps learners out of school. In poor areas there are generally fewer schools with fewer resources and fewer teachers with less training. These issues contribute to learners being out of school. Some families cannot afford to send their children to school and learners may be forced to work instead.



[Image description: To the right and in the foreground of the picture, three young boys are sitting on the ground, in front of them are some pairs of shoes. The boys are shining the shoes. The boy of the left has a crutch in front of him. There is a man sitting on a stool in front of the boy of the right, holding up his shoe to be shined. Behind them there are some shops and people selling groceries. In the background there is a school.]

Across the world, although policies say that education is free, there are always hidden costs, such as uniforms and textbooks.

2. Why are learners out of school in Somalia?

There are a number of different reasons why learners do not attend school in Somalia. The following reasons were mentioned during research¹ into inclusive education conducted at the beginning of the TOFI programme in 2020 - 2021:

- drought;
- displacement of populations by conflict, civil war and disasters;
- early marriage;
- attitudes towards learners with additional needs, gender, ethnicity;
- illness, disability and a lack of rehabilitation services;
- drug addiction;
- living too far from school;
- being bullied;
- unsafe learning environments or unable to travel safely to school;
- poor health;
- being from a pastoralist or otherwise discriminated against marginalised group underserved by health and education systems;
- being poor;
- child labour;
- being an orphan.

a) Case studies of out-of-school learners

Read the case studies describing different out of school learners in Somalia.

Think about:

- Why is the learner out of school?
- What barriers are there to that child's schooling?
- How can these barriers be solved? What are possible solutions?

¹ This included research as part of the scoping conducted for the TOFI Inclusive Education Teacher Training programme and the Organisations of People with Disabilities capacity building programme.

Salmo uses a wheelchair. She wants to attend her local school with friends from home. The school has no wheelchair access, so her cousin who was unemployed accompanied her to school to lift her up the stairs and move her through the doorways. Her cousin now has a job and he can no longer accompany her. The school says Salmo cannot attend school without a helper. Salmo has been at home ever since.

Sahra is 12 years old and from a an IDP community outside of Mogadishu. She moved with her mother and siblings, fleeing conflict in her home village a few years ago and has missed several years of schooling. Sahra now lives in cramped conditions in a temporary IDP shelter with the rest of her family. Sahra was supported to enrol in an NGO funded education programme in the camp, but she struggled to concentrate and felt she was too old to learn. Eventually she dropped out so she could help her mother earn money for the family.

Tawfiiq has got a visual impairment and some learning difficulties. His parents are ashamed of him. They live a long way from the school so he helps with the family selling vegetables in a local market and has never been to school.

Amina is illiterate and dropped out of school at age 9. She was made to get married when she was 14. Amina's family is very poor and married her off to bring the family some money and security. Amina still lives with her family.

Farah is a ten-year-old boy living in Basra of Southern Somalia. His family own cattle and Farah is responsible for herding goats. During the dry-season the family move to neighbouring areas in search of water and pasture. Farah has never gone to school.



3. What is a policy?

Many barriers keep learners out of school. But in Somalia, as is the case in many countries, education is a right for all learners. It is important to be aware of what policies are in place in Somalia that protect all children's right to education. We can use these policies to advocate for the rights of out of school children. But to use them effectively we need to LOOK at what they say and THINK about how we can use them well.

Policies can take many forms

- A policy can be a set of **working principles** to guide a group of people or an organization (for example, a school policy on teacher absenteeism or the rules for a youth group)
- A policy can be a set of **strategies** that explains what a government plans to do bring about some form of change (for example, a policy on inclusive education or on improving teacher qualifications)
- A policy can be a **law** that guides the legal system of a country (For example, a law that protects people from discrimination)

What is a policy?

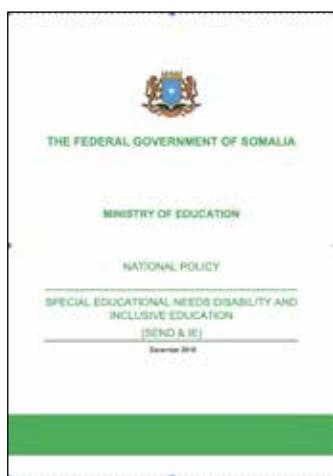


Image 2

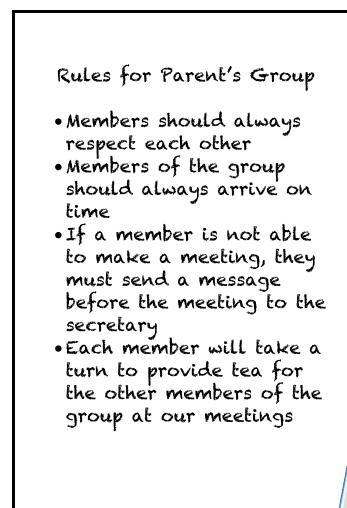
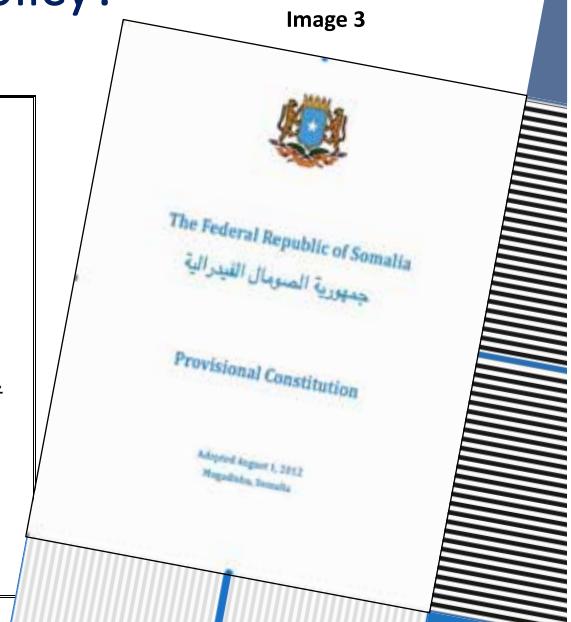


Image 3



[Image description: The slide shows three images next to each other. The first image on the left shows the cover of a document. It is green and white. At the top is a government logo and underneath is written The Federal Government of Somalia and then underneath that is written Ministry of Education National Policy. And then underneath that is another heading that says Special Educational Needs Disability and Inclusive Education (SEND & IE), December 2018. Next to this image is an image of a piece of white paper. On the piece of white paper is written Rules for Parent's Group. Underneath this heading are a list of four bullets. The first bullet says: Members should always respect each other. The second says: Members of the group should always arrive on time. The third bullet says: If a member is not able to make a meeting, they must send a message before the meeting to the secretary The last one says: Each member will take a turn to provide tea for the other members of the group at our meetings. On the right-hand side of the slide is another cover of a document in white with blue writing. At the top of the cover is a logo and underneath this is written The Federal Republic of Somalia (in English and Somali). Under this is the title that says: Provisional Constitution. Under this heading is another heading that reads: Adopted August 1, 2012, Mogadishu, Somalia.]

- Policies can operate at **different levels** (for example, they can guide practices in schools or they can operate at the global level to guide different countries, such as the UN Convention of the Rights of Persons with Disabilities)
- Policies can have **short-, medium- or long-term goals**.
- The policies we read always **have a history to them** – who was involved in making this policy? Were there issues that people disagreed about and how did people agree on what the policy says?
- So, when we look at a policy we always **need to LOOK and THINK** about it carefully.

4. Strategies and solutions for locating and identifying out-of-school learners

Sometimes even if we know why children are out of school and the kinds of barriers they face, we don't know where the out of school children in our communities are and the specific barriers they are facing. So, it is important to find ways to locate and identify out of school children in the community. We can then work to develop solutions to get them into school. We can use the LOOK, THINK, ACT cycle to do this.

Here are some good tools and skills we can use to look and think about where out of school learners are, why they are out of school and what solutions we can use.

Interviews and focus groups

A good way to gather information from people in the community about where out of school children are and what kinds of barriers they are facing, is to set up interviews or focus groups. Remember that it is important to use **open questions** in the interviews and focus groups people feel comfortable to open up about what they know and think.

Listening skills

Good listening skills are very important to gather information about what people know about children who are out of school, and where we can locate them. Good listening skills will also help us to understand better the barriers that children and families may be facing.



Participants practise their listening skills during training in Garowe, Somalia

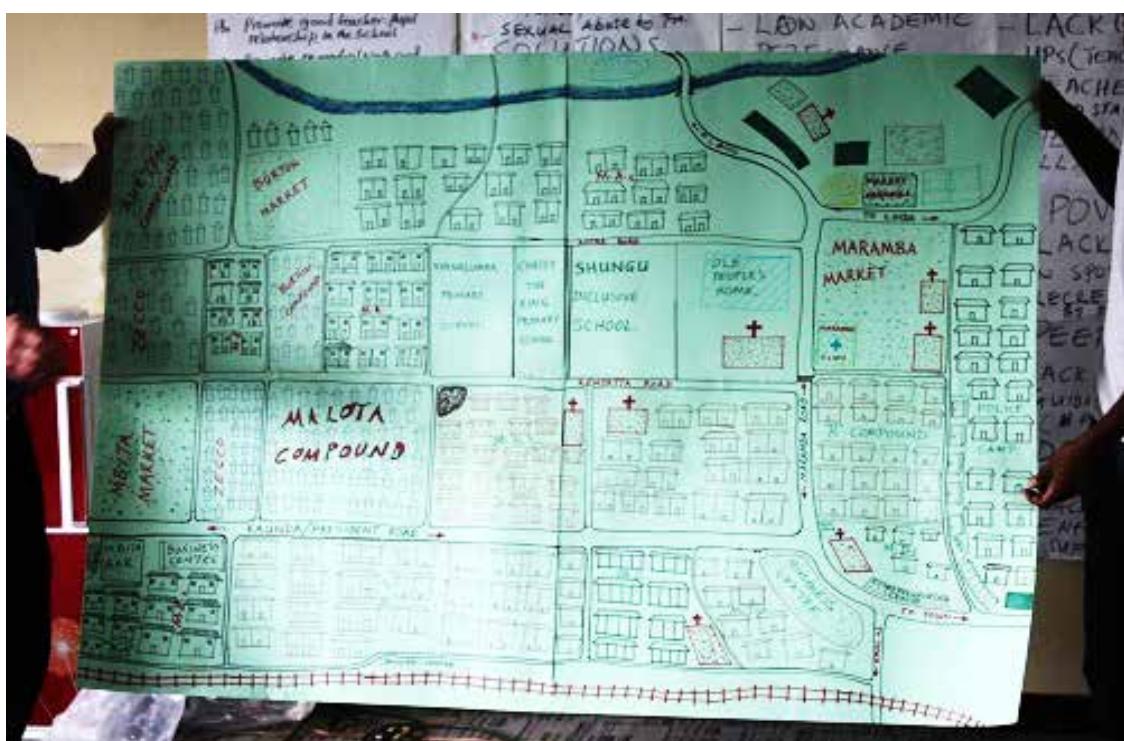
[Image description. The photo shows two men sat opposite each other. One is listening while the other talks]

Observation (looking)

Observation is an important part of the 'LOOK' stage of the 'LOOK-THINK-ACT' cycle. There may be places in the community where we can observe learners who are out of school and see the reasons why they are not attending (e.g. in the market place during the school day – observing out-of-school learners selling vegetables).

Mapping

Mapping can also help to identify where out of school children are located in the community and the barriers they are experiencing. Mapping can help to create a picture of the community and how big the problem is. This can help with planning solutions and thinking about who in the community can help to support getting out of school children into schools.



An example of a map created in Livingstone, Zambia

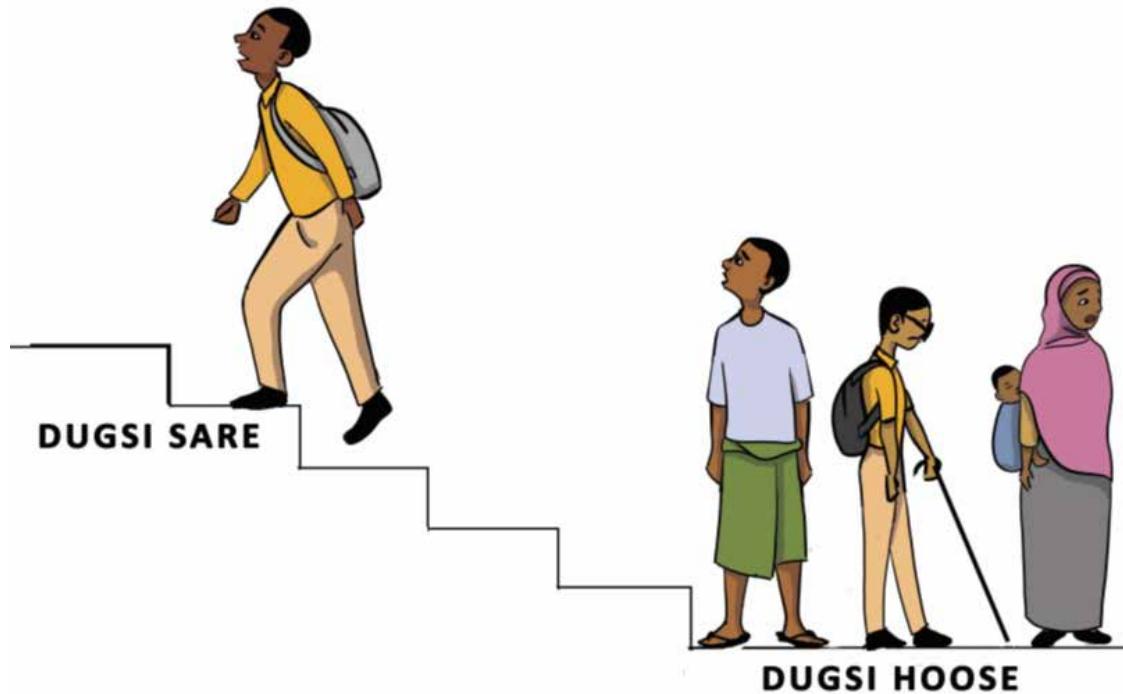
[Image description: The map shows the layout of straight and curved streets. There are lots of small squares illustrating where houses, shops and schools can be found.]

5. What is education transition?

Education transition is when learners **arrive in school or leave school**. It is when they go to school for the first time, or move from one grade, class or school to another.

Transition affects learners differently. Many transition experiences for learners are positive but sometimes they are negative and learners can continue to face difficulties.

Some learners drop out during or soon after transition, especially if they have specific needs that are not addressed during the transition process.



[Image description: A boy wearing school uniform, carrying a bag is climbing up some steps. The words 'Dugsi Hare' is written at the top of the steps. Three children are standing at the bottom of the steps. The children include one boy wearing a cloth wrapped around his waist looking up at the other boy, one girl carrying a baby on her back and looking sad and one boy wearing dark glasses, holding a stick and facing in the opposite direction. The words 'Dugsi Hoose' are written at the bottom of the steps.]

Education transitions involve children moving from home to school, or moving within school (for example, from primary 5 to primary 6) or from one school to another (for example, leaving primary school to join secondary school). Transitions present opportunities and challenges for children's learning and development. Managing transition inclusively helps all children benefit from the changes they experience.



[Image description: In the top left corner, there is a building labelled 'Dugsi hoose'. A young girl with a stick is walking on a pathway towards the primary school. To the right here is a building labelled 'Dugsi Sare'. A bigger version of the same girl is walking on the pathway from the primary school towards the secondary school. At the bottom there is a building labelled 'Jaamacad'. A young woman with a white cane is walking on a pathway from the secondary school towards the university.]

In Somalia schools experience frequent periods of closure due to conflict, drought and food shortages. This leads to many learners having to transition back into school after periods of absence. While it is positive to see schools open again, there are challenges for learners, their families, schools and teachers. Some learners are automatically promoted to the next class level without preparation to cope with the new class level. Increased enrolment can also lead to large class sizes and many learners struggle to participate and achieve in such a setting.

What learners said about transition

These are some of the things that learners have said about their experience of education transitions.

I can't find my way around or find accessible routes in my new school.

I am worried I won't find new friends or actively participate in the school events.

My parents are less involved in the school now I'm in a higher class, but I still want them to talk with my teachers when I have problems.

I did not see inside my new school until the first day of term. I was scared

Everyone thinks I'm 'big' and should be able to cope with my new school. I'm still scared and confused!

I'm confused by the new timetable. Where am I supposed to go and when? I get told off for being late.

I get in trouble for being rude to my new teacher because I can't understand what she wants me to do.

The school is in a different neighbourhood – that's frightening.

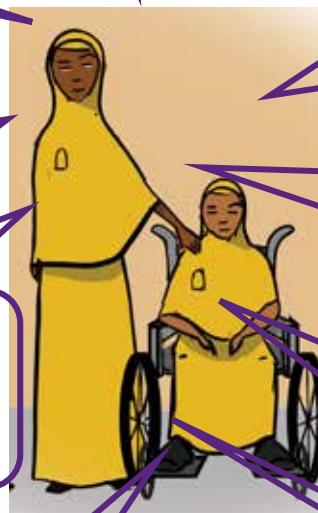
It is really difficult to graduate to the next level. The exam is not adapted to my needs.

The teachers in my old school planned how to help me in certain subjects. My new school doesn't know about this. All the support plans have to be started again. I wish my old teacher could still be involved.

I'm not used to being away from my parents all day.

I want to go to vocational college. I don't know which colleges are inclusive for students with disabilities. No one at my school knows either.

The teachers do things differently at this school. They have different ways of teaching. I can't get used to their expectations.

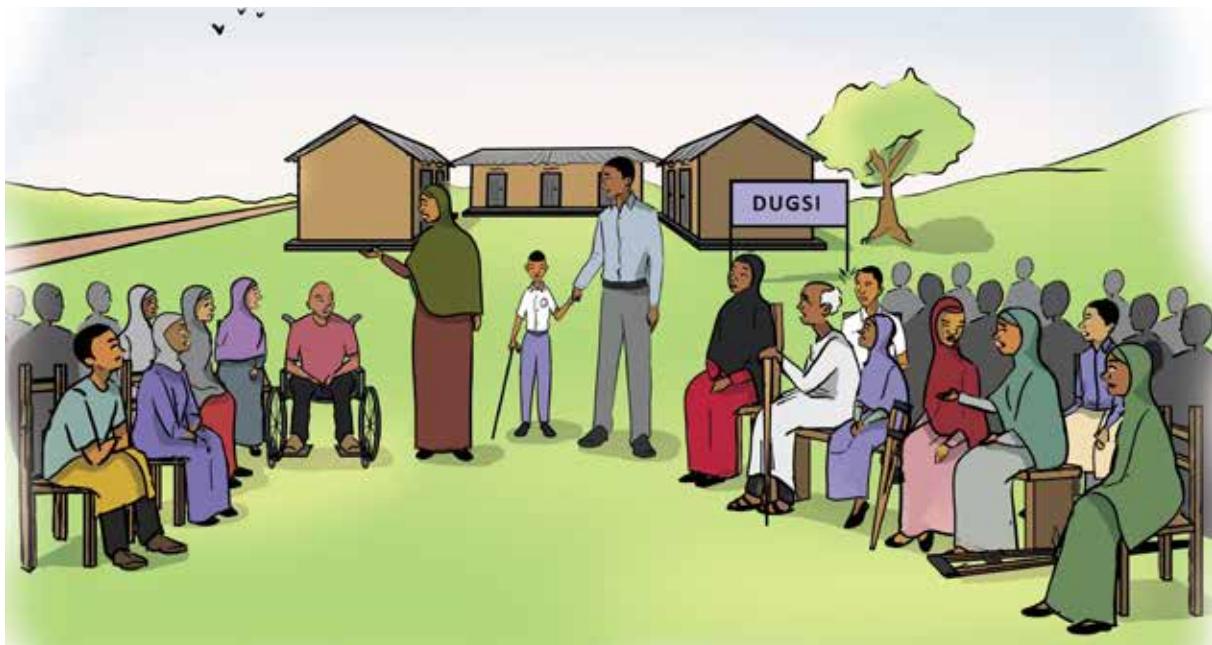


6. Inclusive transition starts at home

Parents and families are always an important part of children's education. Family, home and community remain central as the child moves between levels of education.

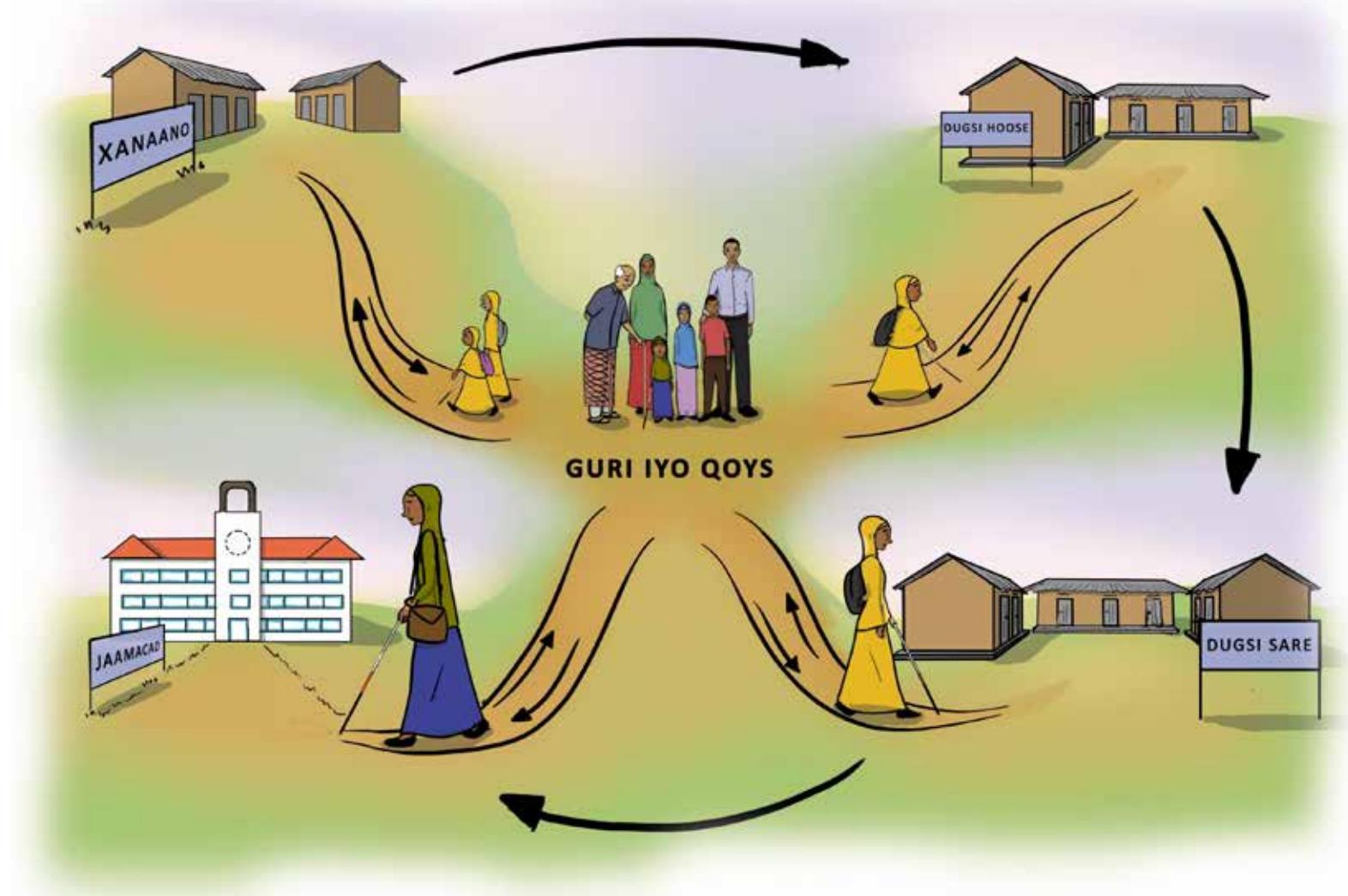
Transition to school does not mean the end of learning at home. To make sure that the transition is smooth and inclusive it is important to involve parents and care-givers.

Parents and families are often the first advocates for their children's education. They might be selecting schools, advocating for schools to recognise and cater for their child's needs, ensuring their child has all the resources they need to be fully included, and preparing their child for change. They are also the people who know the most about their child's support needs. These are all important roles that parents and families play during education transitions.



[Image description: There is a group people gathered on chairs, outside a school building. They include people recognisable from the community, the school inclusion team and the head teacher from the school. A woman is stood in the middle addressing the people. Next to her is a man holding the hand of a young boy in school uniform holding a long stick. The people sitting on chairs are all listening carefully to the woman talking.]

Family, home and community remain central as the learner moves between levels of education.



[Image description: The picture shows a family group in the middle and four buildings in each corner, with pathways and arrows joining the buildings and the family. The family includes a young girl, an older girl and an older boy, an old man with a walking stick, a woman and a man. The words 'family and home' are underneath the family group. In the top left corner, there is a building labelled 'nursery'. The little girl holding the hand of the older girl are walking on the pathway towards the 'nursery'. There is a curved arrow from the nursery to the top right corner where there is a building labelled 'primary school'. A bigger version of the little girl is walking on the pathway from the family towards the primary school. There is a curved arrow from the primary school to the bottom right corner where there is a building labelled 'secondary school'. A bigger version of the same girl is walking on the pathway from the family towards the secondary school. Finally, there is a curved arrow to the bottom left corner where there is a building labelled 'university'. A young woman is walking on the pathway from the family towards the university.]

a) Before school

There are factors in children's home lives that affect their attendance or participation in education as they transition from home to school each day.

Three important issues are:

- sleep,
- breakfast
- household chores.

Sleep

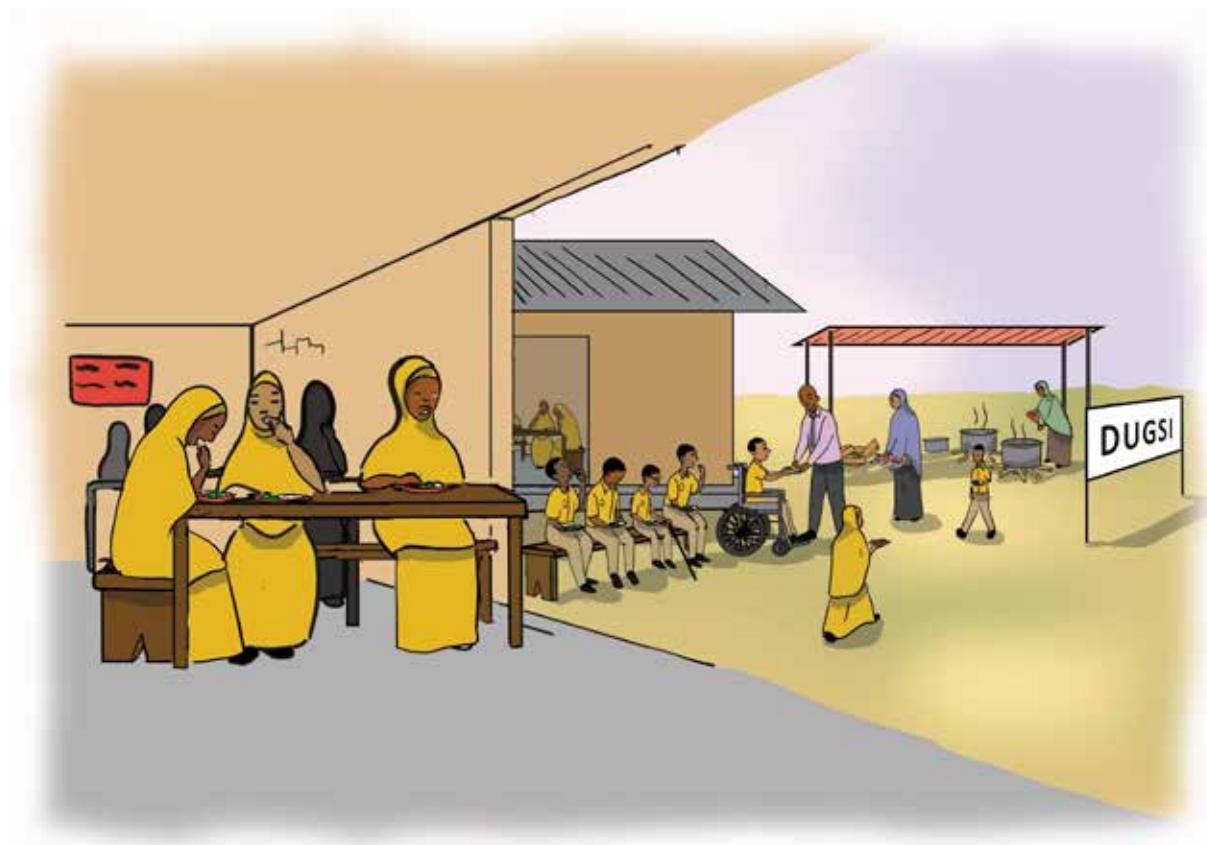
Getting enough sleep is important for all children. Tiredness affects learning and wellbeing. It can lead to poor concentration and poor memory in class. It can also negatively affect children's moods and physical coordination.



[Image description: There are two tables with three children sitting at each table. On the left at the back there are three girls sitting together. Their books are open and they are talking; one girl has a crutch. There are some posters with writing on the wall at the back. At the front right table there are three boys. The boy on the left is has dark glasses and a white stick. The boy on the far right is asleep with his head resting on the table.]

Breakfast

Like lack of sleep, hunger affects concentration and health of children. Some schools work with local organisations and the local community to develop breakfast clubs or school feeding programmes. Sometimes they receive help from community members or local businesses.



[Image description: On the left there are some girls in school uniform sitting inside a classroom at tables eating food. Through the open doorway on the right there are some boys sitting outside on benches eating food. One boy is in a wheelchair and a man is giving him some food. On the far left there are two big pots over fires with steam coming off them. There is a woman behind the pots serving food. More children are collecting plates of food for themselves. There is a woman walking carrying a tray of something. A sign says 'Dugsi' at the front left of the picture. The scene is busy].

Household chores

Helping in and around the home can be important part of learning new skills and taking responsibility. It can also negatively affect education by making children tired, dirty or late for school.



[Image description: A young girl is cleaning the floor of a room with a bucket next to her. There is a sofa behind her and two pictures on the wall, one showing four people (two adults and two children) and one showing two children. A boy is walking past the girl cleaning the floor. He is wearing school uniform and has a bag on his back. The girl is looking at him. She looks sad.]

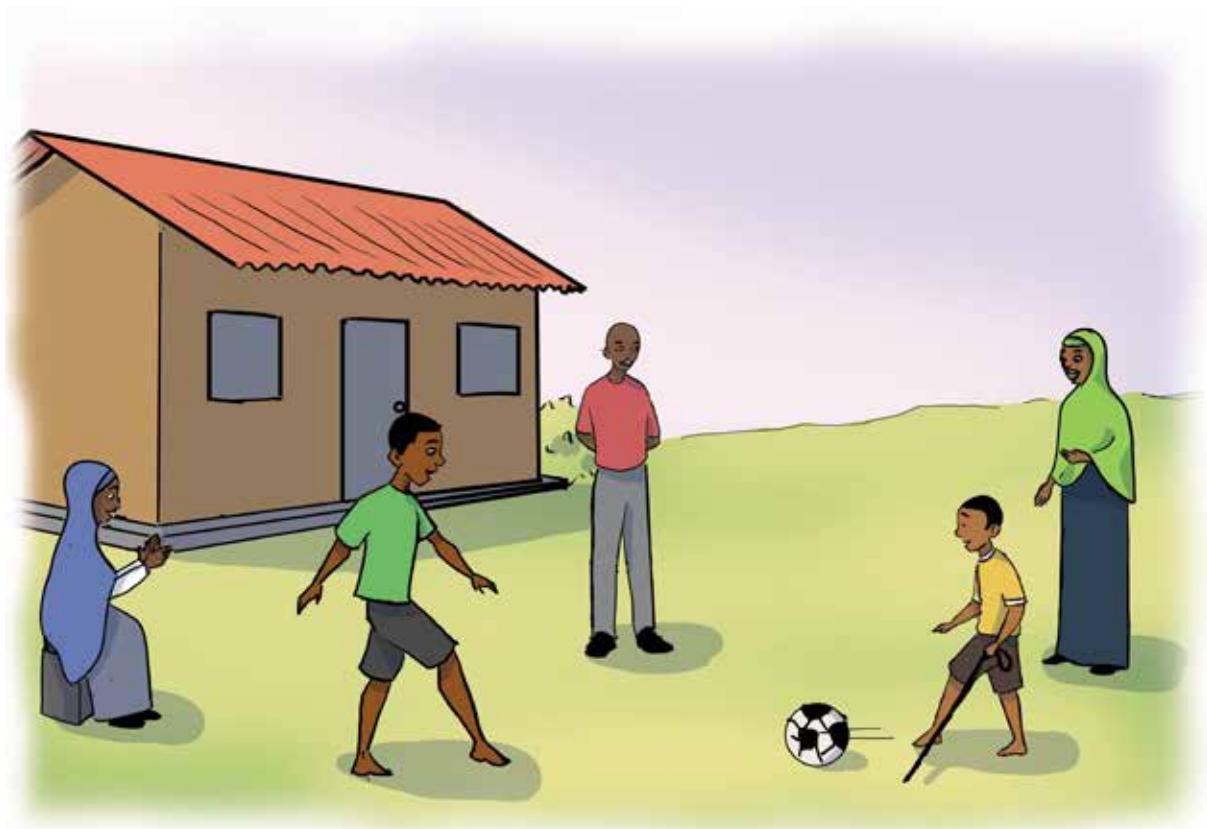
7. Strategies for supporting inclusive transition

Schools also have a responsibility in supporting inclusive transitions. There are different strategies that a school can put in place to support inclusive transition. These include things like:

- Set up peer-support for all new arrivals. Encourage learners to help each other and reward them for helping.
- Organise for learners to visit their next class or school and become familiar with the surroundings, people and procedures before they move.
- Develop an anti-bullying policy and make sure those adults who staff break-times and lunchtimes at school are told if there are any new arrivals.

There are also specific strategies that involve engaging with the learner's parents/caregivers and families, for example:

A home visit by teachers or members of the school inclusion team. This can help the teacher get to know the learner and help to address the parents/caregiver's concerns



[Image description: There are three children are playing outside. Two boys and a girl. The bigger boy on the left looks like he is kicking. There is a football in front of him. A boy in a yellow t-shirt is on the right and is walking towards the ball; he has a long stick. The girl is sitting on the far left, clapping and encouraging him. Behind them there is a man and a woman watching and smiling.]

Providing information, support and awareness materials about the school to address the family's concerns and encourage them to be an active part of the transition process.



[Image description: There are three people standing talking to each other outside. One woman is handing out some yellow leaflets to the others. Nearby a man is sticking a yellow poster that is titled 'inclusive school' to the outside of a building. In the background another man is giving leaflets to two people who are sitting and talking. In the background there is a goat and there are some village houses and a man and a boy gardening].

Holding an **orientation session** (inviting families to visit the school) perhaps as part of a school enrolment day. This can help to introduce the parents and caregivers to the school and to address concerns and encourage them to be an active part of the transition process.



[Image description: Many people have gathered outside, in front of the school building. On the left is a woman sitting at a desk with the sign 'Diiwaangalin' (enrolment) on the side. There are two women and two children standing in front of the desk. In the background, in front of the school, two boys are carrying a table into a classroom. On the left behind the desk, three boys, including one with a crutch are playing football. On the right, some people are gathered on seats under a marquee tent and they are listening to a woman talking.]

a) Key principles for a smooth transition

- All learners deserve and are entitled to a smooth transition
- Good relationships are vital: effective transitions are based on mutual trust and respect between the child, the parent and all the professionals involved
- Each learner is an individual: transition support should be flexible and tailored to the learner's needs
- Coordinated support and good communication between teachers and agencies is essential
- The school environment supports open, trusting and honest communication and encourages cooperation
- Enough time and resources are allocated to ensure admission, initial assessment and induction support is effective
- Learners are listened to, however young they are, so that their needs are understood and their views are taken into account
- Families are involved in planning: parents/care-givers are a crucial source of information and support for the school.

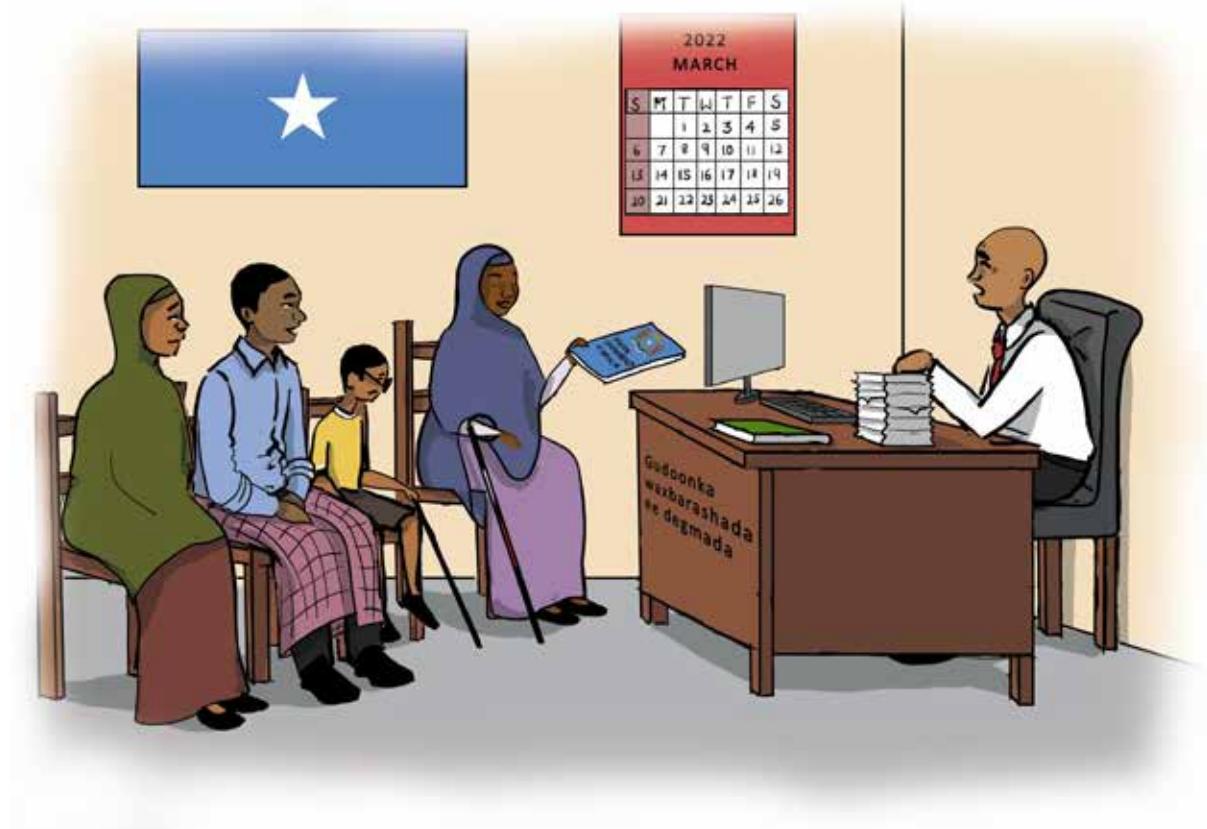
8. The role of OPDs in identifying out of school learners and supporting inclusive transition

Inclusive transition starts at home and in the community and continues on the journey to school, arrival at school and into the classroom. Supporting an inclusive transition is the responsibility of parents and caregivers as well as the school staff and teachers.

The OPD has a key role to play in identifying out of school learners and in facilitating inclusive transition. This role could take different forms. Some important things they could do are:

- A. Using policy to influence decision-making for change**
- B. Looking and gathering information to build evidence for change**
- C. Facilitating collaboration to build strong partnerships and networks for change**
- D. Raising awareness about what change is needed for inclusive education**
- E. Monitoring and supporting processes of change for inclusive education**

A. Using policy to influence decision-making for change



[Image description: There are five people sitting in a room. There is a calendar on the wall. On the right there is a smartly dressed man sitting behind a desk with some papers on it. The words 'District Education Officer' are written on the desk. He is listening. Facing him are four people sitting on chairs. Nearest the man is a smartly dressed woman with a long white stick. She is gesturing and explaining something to the man. She is holding some official government papers with the government logo on them. Next to her is a boy holding a white stick and a man and a woman. They are smiling.]

B. Looking and gathering information to build evidence for change



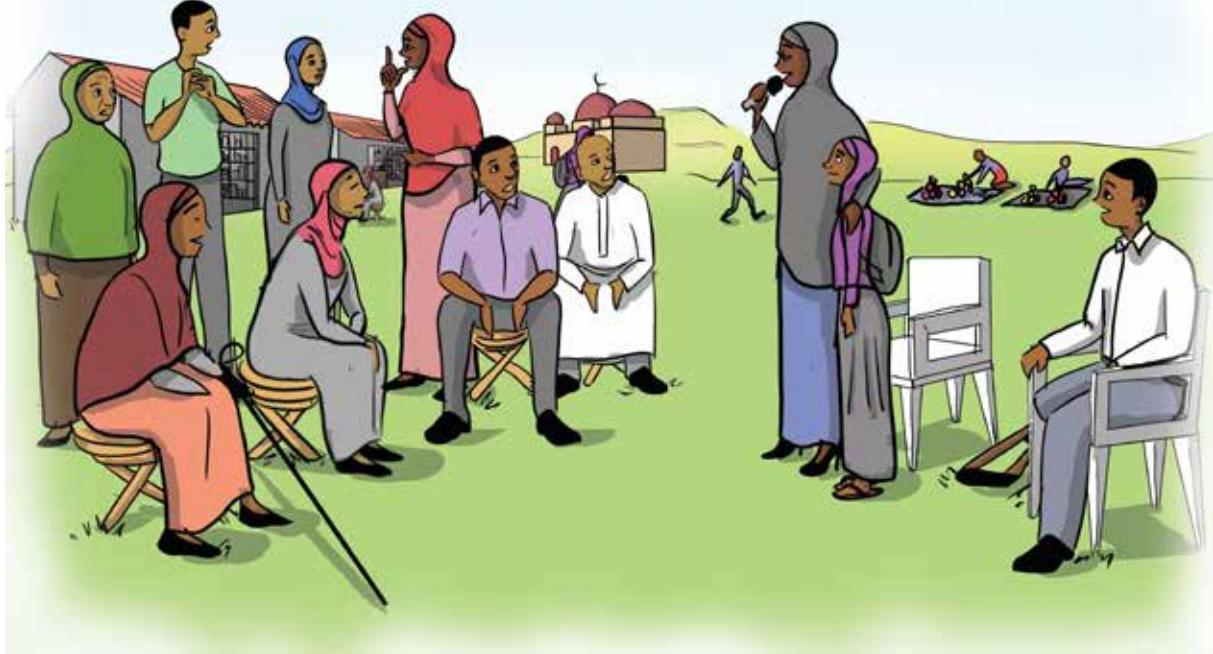
[Image description: A man with one leg, wearing a suit and using a crutch. He is standing just outside a door of a house. The door is open. A woman is standing in the open doorway talking to the man. She is wearing basic clothes. She is gesturing and her eyebrows are raised - like she is explaining something. Behind her, through the open doorway a young girl is cleaning the floor.]

C. Facilitating collaboration to build strong partnerships and networks for change



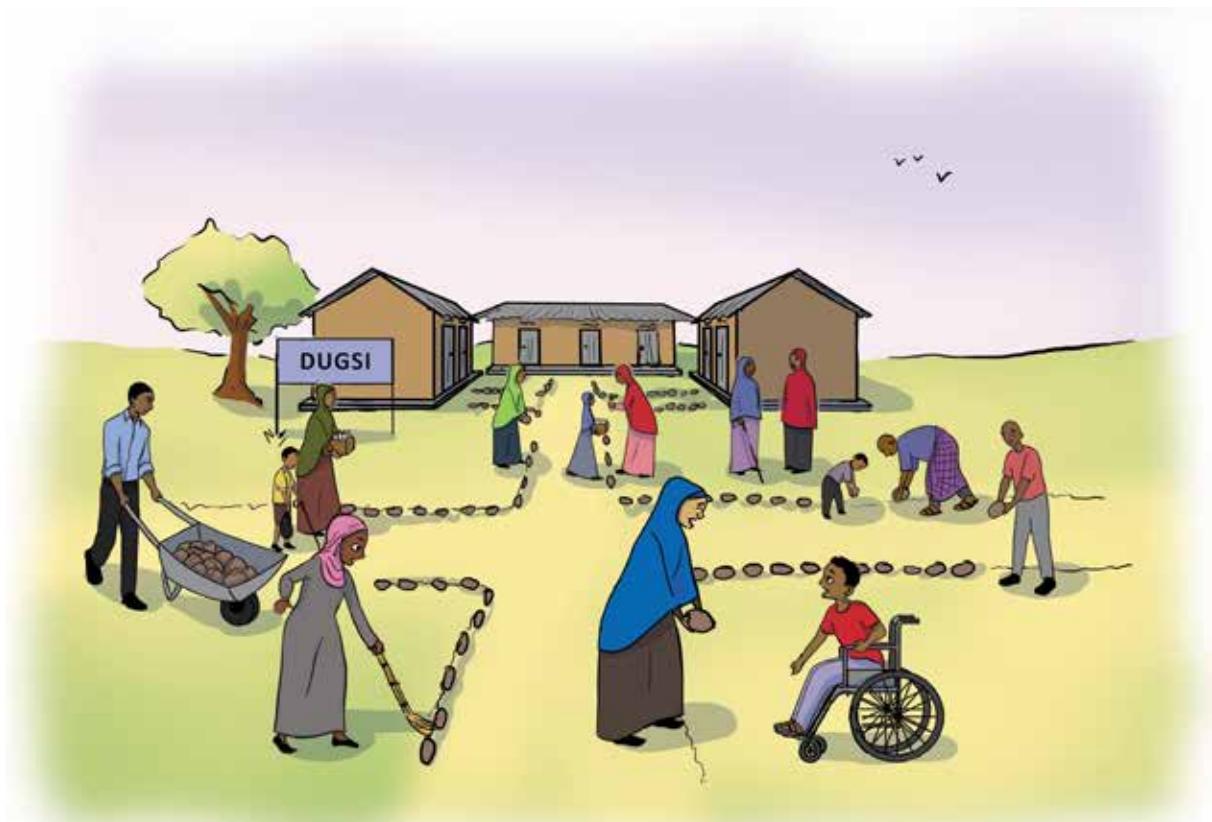
[Image description: There are 9 people sitting in a semi-circle on benches in a room with three windows in the background. Through the windows you can see some buildings that look like school buildings. Included in the group is a man in a wheelchair, an elderly man with a walking stick and a girl in school uniform with an amputated leg and a crutch, plus three other women and a man and a young boy in dark glasses holding a long stick. The group are listening to one woman talking and they have serious and concerned expressions on their faces.]

D. Raising awareness about what change is needed for inclusive education



[Image description: A group of eight people are gathered together outside. Some people are sitting and some are standing. One woman sitting has a stick used by blind people. Another woman standing is making signs with her hands and communicating with a man. All the people are looking at and listening to a smartly dressed woman who is standing up, smiling and talking using a microphone. She has her arm around a young girl in a purple dress and sandals carrying a bag. The girl is looking up at her and smiling. The man in a suit with one leg is sitting on a chair next to the woman with the microphone. A crutch is lying on the ground. In the background there are some shops, a mosque, people walking and people sitting on the ground displaying piles of produce.]

E. Monitoring and supporting processes of change for inclusive education



[Image description: There are many people, men, women and children working together in front of a school building. A man is pushing a wheelbarrow with large stones in it. Some people are placing the stones to create the edges of pathways leading to the school. A boy in a wheelchair is pointing where to place the stones. In the background two smartly dressed women are talking. The boy with a white cane is walking next to a woman who is carrying a box of water bottles.]