# Identifying out-of-school learners and supporting education transitions

SECONDARY

PRIMARY

Facilitator manual

Prepared for:
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   The Norwegian Association of Disabled
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NAD – The Norwegian Association of Disabled

NUDIPU

EENET
Enabling Education Network

Inclusive Learning Approach

[Image description of cover image: A boy wearing school uniform, carrying a bag is climbing up some steps. The word 'SECONDARY' is written at the top of the steps. Three children are standing at the bottom of the steps. The children include one boy who is looking up at the other boy, one girl holding a piece of paper with writing on it, looking down and looking sad and one boy wearing dark glasses, holding a stick and facing in the opposite direction. The word 'PRIMARY' is written at the bottom of the steps.]

Contents

Introduction

This module has two overarching aims.

Firstly, it is to give Organisations of People with Disabilities (OPDs) and other relevant stakeholders, District Education Offices (DEO), community members local NGOs and parent groups, a broad overview of the issue of out-of-school learners in both local and global terms. It explores 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. The module helps participants to identify, reflect on and discuss barriers to learners' education and understand the problem of out-of-school learners within a broader framework of human rights.

The second overarching aim of this module is to promote effective 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. Education transition usually refers to learners who are leaving, arriving or newly arrived in education. Most learners move to school at planned times, for example from the family home to Early Childhood Education (ECE), from ECE setting to primary school, from primary school to secondary school, or from secondary school to a tertiary institution or employment. However, significant numbers of learners also move to or from education settings outside these planned times. These include the following:

- Out-of-school learners who are of school age but who have never attended school or have had difficulty staying in school or have dropped out, for example, for financial reasons, or because of their distance from school, because of pregnancy or because they have additional needs that the school does not address

- Learners whose families are migrating (for example, moving countries or from a rural to an urban area to find work or to join family).

- Learners who have been forced to move (for example, been displaced by 'development' when a city is expanding and people are forced to move or fleeing organised violence and becoming internally displaced or a refugee).

- Learners who have been excluded from their school.

It is important to emphasise that 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. Thus, each school and its surrounding community needs to be flexible and respond differently and so develop solutions to suit their own local contexts.

Planning the delivery of the sessions in this module should be done with close reference to the other capacity building training modules for OPDs in this series. Connections should also be made to the training received by teachers as part of the Inclusive education Teacher Training (IETT) programme and the strategies that the pilot schools are putting in place to identify out of school children and support inclusive transitions.

Duration of training

Trainers should adapt this training to suit the local context and the time available to them for training. Trainers may decide not to use all of the activities, or to shorten some activities if time is limited, or to expand activities if participants need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this module requires approximately 18 hours of training, probably carried out over 3-4 days, depending on the preferred length of training days, number and length of breaks, and so on.

Session 1: An introduction to out-of-school learners

> **Key message**
>
> Many learners do not attend school throughout the world. They are known as out-of-school learners. Many things prevent them from attending such as distance from school, poverty or conflict and disaster.

Background information for the facilitator

Global: "There are today 264 million children and youth not going to school…"[1]
Uganda: "3 out of 4 children who start primary school never make it to secondary school…"[2]

Out-of-school learners includes learners who have never attended school as well as those who have dropped out of school. UNESCO identifies three out-of-school types:

- late entry

- early drop-out

- never attending.[3]

There are different ways of grouping the barriers that keep learners out of school. Some of these groups will overlap, or be interconnected with one another. An example of this would be, if a learner is out of school because her family is migrating from one area to another, the process of migration may be considered a barrier, but the underlying reasons for the family's migration may be poverty, or perhaps conflict in their home region, or both.

The facilitator should read **Resource 1.1** before leading this session. **Resource 1.1** provides a lot more detail on the range of barriers that cause learners to be out of school and may be useful for you to refer to throughout the session.

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[1] UNESCO (2017) *Accountability in Education. Meeting our Commitments. Global Education Monitoring Report, 2017/18*, p.i. http://unesdoc.unesco.org/images/0025/002593/259338e.pdf
[2] UNICEF *Uganda: Quality of basic education briefing 2021* (accessed May 2021) https://www.unicef.org/uganda/what-we-do/quality-education
[3] Ibid, p.27

In this session participants will:
- ✓ Reflect on the range of reasons learners are out of school
- ✓ Explore some of the interlinked causes to learners being out of school
- ✓ Look at specific barriers to learners being out of school

Activity 1.1: Barriers to learners' schooling

🕐 45 minutes

This activity will help participants to reflect on and discuss the barriers to learners' schooling. It should give a sense of participants' current understanding of these issues.

Instructions

- Remind participants that we have looked at barriers to inclusive education during other trainings. Barriers to inclusion are barriers which affect learners' **presence** in school, their **participation** in the learning process, and their **achievement**.

- Ask participants if they can remember what some of these barriers are. (They should be able to share examples of environmental barriers; resource barriers; attitude barriers; policy barriers and practice barriers).

- Tell participants that 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.

- Ask the participants to work in groups. Each group should have a note-taker to record the discussion.

Power Point ▶   **Session 1: slide 1: Introductions to activity 1.1**

- Ask the groups to discuss and record as many barriers to learners being in school as possible.

- For each barrier, or reason that a learner is out of school, they should think of a practical example. If poverty or disability are stated as barriers, the participants should think of a specific example of each of these (see the table below – or do one example together as a whole group).

Barrier to schooling	Example
Poverty	Not being able to afford the school uniform
Attitude to disability	Parents and ashamed and hiding their child at home

- After 15 minutes, ask each group for feedback and note down their answers on a flipchart. Once a particular barrier has been mentioned, other groups should be asked to mention different barriers (i.e., not to repeat something that has already been discussed). Each group should also give their practical examples to illustrate their answers.

- Display the group feedback recorded on the flipchart paper for participants to refer to during other activities during this and the next session.

Note to facilitator

Refer to some of the following points during or after the discussion. The scoping research into inclusive education in Uganda in 2020-21 for the OPD and IETT components of the TOFI programme found a range of reasons why learners do not attend school. These include:

- attitudes towards disability, gender, ethnicity, religion and culture,

- a lack of rehabilitation services for learners with disabilities,

- displacement of populations by conflict and disasters,

- poor health,

- having a mother tongue that is a minority language,

- being from a vulnerable and marginalised group underserved by health and education systems,

- being poor,

- child labour,

- being an orphan.

Make it clear that out -of-school learners:

- have never been to school, or

- have dropped out, or

- sometimes go to school and sometimes are absent.

Activity 1.2: The 'but why' game

🕐 45 minutes

This activity will help participants to think deeply about the **causes and effects** that result in learners being out of school.

Instructions

Power Point ▶ **Session 1: slide 2: The 'but why' game**

- Say the following to the participants:

  "This is the story about an eight-year-old girl named Rebecca. Rebecca lives in an isolated rural area. Rebecca's village has no school and she has never attended school. Why is Rebecca out of school?"

- Then facilitate a discussion that encourages participants to think about the issues around why Rebecca is out of school. For example:

  Participant's answer: "Because there is no school in her village."

  Trainer's response: "**But why** is there no school in her village."

  Participant's answer: "Maybe because the village is poor"

  Trainer's response: "**But why** is the village poor?"

  Participant's answer: "Because they are in a remote mountain area."

  Trainer's response: "**But why** is the remote mountain area poor?"

- Continue this line of questioning, to draw participants into a deeper analysis of the underlying social, environmental and political causes for Rebecca being out of school.

- Record ideas on a flipchart/board. Encourage participants to come up with as many possible causes for Rebecca being out of school as possible. This should help participants to look beyond the surface reasons for learners being out of school, to the deeper, more complex and interlinked causes.

Power Point ▶ **Session 1: slides 3 and 4: Interlinked barriers to learners' schooling**

- Explain to participants:

  "The 'but why?' game is an activity that helps us to analyse complex problems with multiple causes. Identifying root causes to problems and understanding how they are interlinked can help us prepare to find solutions. This is a form of critical thinking. This game is a useful preparation for us as we look more closely at the different barriers to learners being in school."

- Show slide 4 (the illustrated example of interconnected barriers) and/or give out **Resource 1.2** and explain that 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."

- Ask for feedback from the participants about the game.

- Tell participants that as individuals they have five (5) minutes to think about and create their own 'But why?' story, using Rebecca's story as an example. They can make notes if they want.

- Next, divide participant **into pairs** and ask them to take turns playing the game with one another's 'But why?' story. This should take ten (10) minutes.

- Facilitate a 5-minute plenary feedback session.

Activity 1.3: Defining out-of-school learners – barriers and causes

🕐 30 minutes

Instructions

- Explain that there are several broad, cross-cutting categories of barriers to learners' schooling within which more specific barriers can be located. The broader issues have been grouped into the following three categories:

Environment and resources	Attitudes and beliefs	Policies and practices

- Write out the table of the three broad categories in advance on 3 separate pieces of flipchart paper, making sure that enough space is left to write examples under each category.

- Put participants into groups of 4-5 participants. Give each group a copy of **Resource 1.3a: Outline of barriers to learners' schooling**, showing some categories of barriers that keep learners out of school, as well as examples of specific barriers.

- Share the pictures in **Resource 1.3b** between the groups. Tell participants that each of these also represents a barrier to schooling.

Power Point   **Session 1: slide 5: Categorising barriers**

- Ask the groups look at the handouts (words and pictures) and to refer back to the barriers that they listed during **Activity 1.1** (show the list of barriers they recorded on flipchart during this activity), and discuss the following questions:

  - **Which barriers fit within which category?**

  - **Can you give an example (from real-life)?**

- After 15 minutes, invite groups to write their ideas and stick their pictures on the flipcharts on the wall under the different categories.

- Facilitate a plenary discussion, ensuring that each category is covered during the discussion. Bring in real-life examples, these can be from participants' or the facilitator's experiences and the ideas in the longer **Resource 1.1**.

- Point out that barriers can and will **cut across different categories, which also shows how interlinked they are.**

Principal Trainers in Zambia reviewing the categories of barriers

[Image description: Piece of paper are stuck on the wall. Some are labelled with categories (for example, environment, attitudes). Below these are sheets of paper containing lists. Two men and a woman are looking at the lists on the wall.]

- The facilitator may present the PowerPoint slides (6-8) based on details provided in **Resource 1.1**, depending on how much of the content is covered during the discussions.

Power Point   **Session 1: slides 6-8: Categories of barriers to learners' schooling with illustrations**

- Highlight that this activity looks at the issue of out-of-school learners around the world, to help participants learn about the wide range of factors preventing learners from going to school globally. There will be a closer look at the issue as it relates to Uganda later in the training. Understanding the global context can be very helpful when we are trying to understand our own context better.

Session 2: Addressing the problem of being out-of-school children through rights-based policies

> **Key message**
>
> Many barriers keep learners out of school. But in Uganda, 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 Uganda 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.

Background information for the facilitator

- The previous session helped participants to understand and reflect on the barriers that keep learners out of school. These barriers need to be overcome.

- An important first step to doing this is understanding access to education as a right and the human rights framework in place in Uganda that protects this right.

- But understanding the problem of being out-of-school as a violation of the right to education for these children is not enough. We need to think about how we can use this human rights framework to advocate for the rights of children who are out of school.

- To be able to use this human rights framework effectively we need to be able to look critically at what the important policies say.

In this session participants will:
- ✓ Think about what policy is and the different forms that it can take
- ✓ Explore three policies in Uganda that are important to protecting all children's right to education

Activity 2.1: What is policy?

🕐   30 minutes

Instructions

- Ask the participants to break into pairs.

Power Point   **Session 2: What is a policy?**

- Show **PowerPoint Session 2 slide 1**. Ask the participants to discuss with each other the question on the slide, **What is a policy?** Give them 10 mins to discuss.

- Now show **PowerPoint Session 2 slides 2 - 3**. Handout a copy of **Resource 2.1: Images of policies** to each pair and ask them to look at each of the 3 images and discuss the questions:

    o   **Which of the images shows a policy?**

    o   **Why do you say this?**

    o   **Are any of the images not a policy?**

    o   **Why do you say this?**

- Give them 10 mins to discuss the 3 images. Remind the participants to read aloud the image descriptor if anyone is not able to see the images.

- In plenary, take some general comments and feedback

- Show **PowerPoint slides 4-5** and go through the main points:

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, policy on inclusive education)

✓ A policy can be a *law* that guides the legal system of a country (for example, a law that protects people from discrimination)

✓ Policies can operate at different levels (for example, they can guide practices at the school level or they can operate at the global level to

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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

Activity 2.2: Analysing policies on the right to education for all learners

🕐 60 minutes

Instructions

- Ask the participants to break into three groups. Give each group one of the policies in **Resource 2.2: Policies on the right to education in Uganda** (each group should have a different policy)

- Put up **PowerPoint Session 2 slide 6** and read through the instructions on the slide:

Power Point ➤ **Session 2: slide 6: instructions for activity 2.2**

- Read through carefully the section of the policy you have been given, then discuss the following questions in your group

  o One person should act as a scribe for the group and take notes on what you discuss

    ✓ What does the policy say about the right to education?

    ✓ Does the policy protect the right to education of children who are out of school? If yes, how does it do this? If no, what is missing from the policy?

    ✓ Think about your own communities and the children that are out of school

- **What barriers exist that might make it hard to implement the right to education for out of school children?**

- **Are there any assets in your community that could help to support out of school children's right to education?**

- Give the groups about 30 mins to discuss the questions.

- Ask each group to now report back on their discussion to the whole group (give each group about 5 mins)

- Ask if anyone has any questions for any of the groups or if anyone would like to make any comments

  o How hard was it look and think about the policy?

  o Are there any other policies that people can think of that are important to protecting the right to education of children who are out of school?

  (Participants might mention the following: the UNCRPD, SDGs, Salamanca Statement, Marrakesh Treaty, The Constitution of Uganda, UPE Policy, draft National Inclusive Education Policy, National Teacher Policy, National Children's Policy, etc)

Note to facilitator

This exercise is about **learning to look and think about policies critically** and to think about what the challenges are of implementing them. This exercise is not about the content of each of the policies and there are no 'right' or 'wrong' answers about what the policies say or don't say. Try to draw out and summarise the points from the discussion that are about analysing policies and thinking about the challenges of implementation.

- Tell the participants that we will be discussing later how we can use these policies to advocate for the rights of children who are out of school.

Session 3: Why are children out of school in Uganda?

Background information for the facilitator

Having looked at the wide range of learners who are out of school, this session helps participants to think more specifically about out-of-school learners in Uganda. There are many reasons why Ugandan learners do not go to school, attend irregularly or drop out after attending for a while. These reasons include negative attitudes, inaccessible environments or the lack of an enabling policy environment. There are also a number of learners who have dropped out and not returned to school since they re-opened after the long closures due to COVID-19. For example, girls who fell pregnant and are now young mothers or boys that went off to work to help their families.

In this session participants will:
- ✓ Discuss the most common and challenging reasons for learners being out of school in Uganda
- ✓ Share real-life case studies of out of school learners from their own contexts
- ✓ Start to think about the challenges of locating and identifying out of school children and strategies we can use to overcome these challenges

Activity 3.1: Why are learners out of school in Uganda?

🕐 45 minutes

This activity helps participants think about the types of barriers to schooling faced by learners in Uganda and how common they are. The facilitator should cut out the 'diamond 9' cards from **Resource 3.1** in advance (including the blank cards). Each group needs one set of cards, and these should be put into envelopes.

Instructions

Ask participants to work in small groups. These could be the district groups at national level. Give each group a set of 'diamond 9' cards, cut from **Resource 3.1**: **Diamond 9 cards – Barriers to learners being in school**
Session 3: slides 1-2: Instructions for activity 3.1

- Tell each group that they must choose **nine of the cards** and arrange them on a table in a diamond shape showing the order of most and least common and challenging barriers to learners being in school in Uganda. The most common or challenging barrier goes at the top and the least common or challenging at the bottom.

- Draw the diamond 9 pattern (below) on a flipchart/board to give participants an indication of how to arrange their cards.

A diamond 9 pattern

Most common/challenging
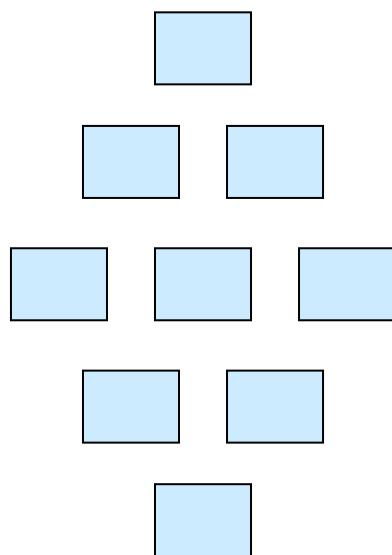
Least common/challenging

- Tell participants that there are **more than nine cards**, so participants will need to make choices about which cards to include.

- Tell participants that there are also **several blank cards**. Make sure the groups receive these blank cards. If they want, the groups can write different barriers onto the blank cards and use them in their diamond 9.

- Tell participants must agree to the order of the cards as a group. This should take 15-20 minutes.

Principal Trainers in Zambia discussing their diamond 9 cards

[Image description: A woman and two men are sitting around a table. On the table are some small pieces of paper with writing on, which have been arranged into a diamond pattern. The woman is pointing at a card and the participants appear to be discussing.]

- When the groups have finished ordering their cards, tell all participants to move from table to table and each small group explains how and why they ordered their cards as they did. This should take 20-25 minutes.

Principal Trainers discuss each group's diamond 9 arrangement

[Image description: 18 people, women and men, are gathered around a table; some seated, some standing. On the table are some small cards with writing on arranged in a diamond pattern. A woman is pointing at the cards and everyone else is looking at the cards.]

- Accompany the participants as they move from group to group, encouraging them to ask questions and to help discussions run smoothly.

- Find some way of recording the groups' diamond 9s and the discussion (for example, take a photo of the diamond 9 and write aspects of the groups' discussions on a flipchart/board).

Activity 3.2a: Looking at case studies - part 1

🕐 45 minutes

- Do a quick energiser to get participants into new groups.

- Hand out one case study to each group of an out-of-school learner in a Ugandan context in **Resource 3.2**: **Case studies of out-of-school learners**

Note to facilitator

You could give one or two case studies to each group making sure as many of the case studies are covered as possible. You may select which case studies to use.

Power Point **Session 3: slide 3: Instructions for activity 3.2a**

- Tell the participants, in their groups, to discuss:
  - ✓ Why the learner is out of school (for example, if the learner has dropped out of school, attends occasionally or has never attended school).
  - ✓ What barriers are there to that child's schooling, including details about the child's family, location, ethnicity, experience of education, etc.
  - ✓ How can these barriers be solved? What are possible solutions?

- Tell the groups to discuss each case study for 15 minutes and to note down their answers on flipchart paper. If they finish discussing their case study, they could discuss another one.

- In plenary, each group should give their feedback and the other groups can comment.

- Repeat until all the groups have reported on their case studies.

Activity 3.2b: Looking at case studies - part 2

🕐 30 minutes

- Ask participants to share any examples of out-of-school learners in Uganda that they have experience or knowledge of in their groups. Participants could work in groups from similar locations for this activity. The discussion should take about 10 minutes.

- Next ask participants to work in groups to draw and/or write a short case study **describing a learner who is out of school in Uganda.** They will have 15-20 minutes to do this. The case study should ideally be based on actual situations of out-of-school learners that the participants are familiar with.

Power Point ▶ **Session 3: slide 4: Instructions for activity 3.2b**

- Tell the groups that each case study should be written on flipchart paper for display, and describe:

  ✓ **Why the learner is out of school, and whether the learner has dropped out of school or never attended school**

  ✓ **What barriers there are to that learner's schooling, (including any relevant details about the learner's family, location, ethnicity, prior experience of education, etc).**

  Alternatively, participants can just discuss the details and prepare to narrate the case study.

- As the groups are working on their case studies, the facilitator should move around the room observing and making notes about particular case studies that would be interesting to discuss in plenary.

- The new case studies should then be displayed on the wall and shared with the whole group.

Activity 3.3: Strategies and solutions for locating and identifying out-of-school learners

🕐 60 minutes

This activity is intended to get participants to consider the challenges of locating and identifying out-of-school learners in Uganda and to think about strategies that can be used to address these challenges.

Instructions

- Remind the participants that we have looked at why children in Uganda are out of school and the barriers that they may face in getting into school and staying there. We also looked at the policy frameworks that protect their right to education.

- Say to the participants that 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.

- Tell participants that we are now going to look at ways of locating and identifying them in our communities so that we can develop solutions to get them into school.

- Ask the participants to stay in the same groups as they were in for the previous activity - **activity 3.2b**. Give each group some flip-chart paper and some pens.

Power Point ▶ **Session 3: slide 5: Instructions for activity 3.3**

- Ask the participants to divide their flip chart paper into four squares like it is on the slide and copy the questions in each square.

WHERE are they located?	WHAT strategies can we use to identify and locate them?
WHO in our community can help us to find them?	**What challenges could we face and HOW can we overcome them?**

- Explain to the participants that they should divide their paper in the same way and copy each of the headings

- Ask each group to look back at the case study they created in **activity 3.2b**.

- Ask each group to brainstorm around their case study and answer each of the questions and write their answers on the flipchart. Tell the participants that they can write words or sentences or they can draw pictures (for example a refugee camp to show where out of school children are located). Do one example together if helpful.

- Ask each group to choose someone who will report back from their group.

- Give the groups 40 mins to work on their flipcharts and then ask them to stick their charts on the wall.

- The person reporting back now presents their chart to the whole group (give each group about 5 mins to present)

- When all the groups have presented their charts, take some general comments. Ask the participants the following:

  o Did they find it hard to think about where the out of school children are located?

  o Which of the strategies identified by the groups would work the best and why?

- Write on the flip chart the strategies that people feel would work the best and then put these strategies up on the wall.

Note to facilitator

If needed, remind participants of the skills, strategies and tools that the OPDs have practised and used previously as part of building their advocacy capacity. Make sure that these are also included on the list on the wall.

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. (We looked at 'listening skills' as part of the Skills for inclusive facilitation training and also when preparing for the 'information gathering' activities).

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 (for example, 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.

Session 4: What is education transition and why is it important?

Key messages

- 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 experiences are positive though some learners suffer longer term difficulties.

Background information for the facilitator

Transition often means children moving from home to education settings and on to new settings or within these settings. Transitions present opportunities and challenges for children's learning and development. Managing transition inclusively helps all children benefit from change.

Transition is a process that happens over time (for example) from when children are beginning to get ready to start school until the time when they have adjusted to school, as opposed to a single point in time such as the day or week they commence.

Education transition can be a challenging time for learners, their families and their teachers. Many learners drop out during or soon after transition, especially if they have specific needs that are not addressed during the transition process.

Recently in Uganda schools have re-opened after a long period of closure due to Covid-19. Many learners have transitioned back into school after long absences. Learners were automatically promoted to the next class level without preparation to cope with the new class level. While it is positive to see the increase in enrolment and schools open again, this has led to additional challenges for learners, their families, schools and teachers. The learner-teacher ratio has increased leading to large class sizes and many learners will struggle to participate and achieve in such a setting. Learning space is inadequate and this affects learners' concentration and also compromises the COVID-19 standard operating procedures.

In this session participants will:

- ✓ Understand what is meant by education transition
- ✓ Discuss how education transition can affect learners' presence, participation and achievement.

Activity 4.1: What is education transition? Inclusive transition video – part 1

🕐 30 minutes

Instructions

- Make the link with the previous sessions on out of school children. Ask participants 'What is the next stage in the process after successfully identifying out of school learners in your local areas?' Elicit from the participants 'supporting the learners to go or **transition** into school.'

- It may be important to acknowledge at this point that there have been a lot of children transitioning back into school in Uganda since the schools have re-opened after extended closures because of Covid-19 and we will look at the impact of this later on.

Power Point   **Session 4: slide 1: watch the video**

- Tell the participants that they are going to watch an extract from a video about education transition. The video is produced by EENET and is called **'Inclusive transition'**. Ask the participants to think about the following questions while they watch the video:

    What are some different points of education transition?

    Why is education transition important?

- Watch the video: https://www.youtube.com/watch?v=X1Ul_5wrsAE. Stop the video at **3.06 minutes.** The transcript for the video can be found in **Resource 5.1**.

- After watching the video, in plenary ask the participants to feedback on the two questions. Don't expect too much from the second question at this stage as this question will be explored in more depth later on.

- Show the following definition of education transition written up on flipchart and/or on a PowerPoint slide and read it out loud. Invite any comments or questions.

Power Point   Session 4: slide 2: 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. *For example, joining nursery (baby class), going from primary five to primary six or leaving primary school to go to secondary school or from secondary to a tertiary institution.*

"Transition is a process that happens over time (for example) from when children are beginning to get ready to start school until the time when they have adjusted to school, as opposed to a single point in time such as the day or week they commence."

Education transition can be a challenging time for learners, their families and their teachers. Many learners drop out during or soon after transition, especially if they have specific needs that are not addressed during the transition process.

Activity 4.2: Our own experiences of education transition

🕐 45 minutes

Instructions

- Ask participants to reflect on their own experiences of education transition. Ask participants to work in pairs and try and recall **what happened** and **how they felt** as a learner when they started a new school or had to change class/schools mid-year. The facilitator can share his/her own experiences as an example if relevant.

Power Point   Session 4: slides 3-4: Instructions for activity 4.2

- After about 10-15 minutes, ask for volunteers to feedback to the whole group one positive and one negative experience that was shared by their partner.

- Then ask participants to continue to work in pairs and discuss the following:

  - **What kind of transitions do learners in their districts experience?** (The facilitator could provide some examples here such as; Home to ECD setting/pre-school/primary school, primary school to secondary school, secondary school to higher education; Learner with disability from special school to mainstream or vice versa; Returning to school after a long absence (post-pandemic); Arriving in school mid-year)

  - **If some learners arrive or leave outside planned times, why do they do so?**

  - **Are learners in transition effectively supported? How?**

- Finally, ask participants to feedback their thoughts to the whole group, and note the ideas on the board or flipchart.

Activity 4.3: How education transitions affect learners

🕐 45 minutes

The purpose of this activity is to help participants understand how education transitions may impact on learning.

Instructions

- In groups, tell participants that they are going to look at some things that learners have said when they transitioned from one education setting to another.

- Hand out a copy of **Resource 4.3: what the learners said** to each group and ask them to discuss the quotes. Ask them to discuss the following two questions in their groups:

  1. **Do you recognise any of the feelings and experiences of the learners based on your own experiences or those of learners you know?**

  2. **How do you think transition affected the learners' experience of school and learning?**

- In plenary take feedback from the participants and note down their responses to the 2nd question on flipchart (no need to note down responses to question 1).

- Tell participants that research shows that education transition can have a number of different impacts on learning. Tell participants:

    "For many learners the change of setting and the feeling that they are 'moving forward' can support development, but if they find this change too sudden, there is a risk that the learner will feel uncomfortable and unsettled."

- Tell participants to stay in the same groups, but label half the groups A and the rest of the groups B. The 'A' groups will think about the 'positive impacts' of transition and the 'B' groups will think about the 'negative impacts' of transition.

- Give the As **Resource 4.3A** positive impacts and the Bs **Resource 4.3B** negative impacts. Ask them to discuss in their groups the impacts listed on their handout for about 10 minutes. Ask them to do the following:

    ✓ **Discuss if the impacts relate to any learners that they know.**

    ✓ **Underline anything that is new to them or surprises them.**

    ✓ **Add any impacts that they are aware of as a result of more learners transitioning back into school in recent months in Uganda**

- Next ask a group A to join with a group B and share their different impacts together. Give them a further 10 minutes to do this.

- In plenary ask each larger group to share what it has learned. Make notes on any key points.

Do this final task if you have time and feel it is helpful:

- Ask the groups to each create a statement about transition, beginning with: '**Transition is _____**'

- The group statements should emphasise the challenges learners face, but remember that these are part of life, and can help to build **resilience**, **confidence**, **flexibility** and **self-esteem**.

- Ask groups to read out their statements and stick them on the wall.

Session 5: Inclusive transition starts at home

Key messages

- Parents and families are children's first teachers. Family, home and community remain central as the child moves between levels of education.
- Transition to early childhood settings and school does not mean the end of learning at home. For a smooth transition into an inclusive education setting, it is important to involve parents.
- 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.

Background information for the facilitator

From the moment a child is born, they face changes; developing and learning new things, meeting new people and experiencing new settings. The first learning and development setting children experience is with their families, home and community. While children move between levels of formal education, their families, home and communities remain central throughout.

Parents and families are often the first advocates of inclusive education during transitions. They might be selecting education settings, advocating for education settings 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 often highly expert in relation to their child's support needs.

Schools and teachers coordinating transitions should enable parents and families to lead the process if they wish, and/ or consult them at every step of the way.

What happens to children before school on a daily basis can also have a big impact on their transition into school and the rest of their school day. Some significant issues we need to consider include: sleep, breakfast and household chores.

- Tiredness affects learning and wellbeing.

- Hunger affects concentration and health.

– Chores can be a part of learning skills and responsibility, but can also affect education by making children tired, dirty or late for school.

In this session participants will:
- ✓ Think about the importance of parents and families in education transitions
- ✓ Look at issues that can affect learners' transition into school each day
- ✓ Explore ways to address parents' concerns and encourage them to be involved in supporting the transition process.

Activity 5.1: Learning and development at home

This activity helps to prepare participants for thinking about inclusive transition by exploring different learning, development and education settings and significant transitions that children experience during their education.

5.1a: Education settings

🕐 30 minutes

Instructions

Power Point **Session 5: slide 1: Instructions for activity 5.1a**

- Divide the participants into new groups of 4-5. Distribute flipcharts and crayons or coloured pens. Give participants the following instructions:
  - ✓ Draw three different pictures: one home setting, one early childhood development and education setting, and one school setting.
  - ✓ Include in your picture:
    – The people in this setting
    – How they interact
    – The activities they do
    – How the space is organised (for example room layout)
    – Furniture, equipment and other objects (for example tables, clocks, trees).

✓ Drawings can be basic, with stick people or symbols, or more detailed if you want. Include labels or short notes to help other people understand your drawing. You have 20 minutes for this task.

Note for facilitator

Make these settings relevant to the areas where your participants are located; you could include other education settings that learners attend in their districts such as secondary school or university if relevant. It is important to emphasise that this is not a design task, but a fun way to think through the elements of interactions, activities, space and resources in these settings

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- After 20 minutes, ask the groups to add the age range of children in each setting based on the education system in their areas.

- Tell the participants to put their three pictures on the wall and display them in a way that shows the link between them.

5.1b: Inclusive transition video – part 2

🕐 30 minutes

Instructions

- Tell the participants that they are going to watch the second extract from the EENET **'Inclusive transition'** video. Ask the participants to think about the role of families, parents and caregivers in supporting education transition as they watch.

- Watch the video: https://www.youtube.com/watch?v=X1Ul_5wrsAE from **3.06 to 5.35 minutes.** The transcript for the video can be found in **Resource 4.1**.

Power Point　　　　**Session 5: slide 2: Instructions for activity 5.1b**

- Tell participants to work in the same groups as previously and brainstorm in what ways families:

1. **Support children's early learning and development at home.**

2. **Continue to support children's learning and development once they go to an early education setting**

3. **Continue to support children's learning and development once they go to primary or secondary school**

- These could be things they saw in the video or from their own experience. Groups should choose three examples to write on post-it notes and stick on their group's **education setting** picture on the wall.

- Tell the groups now to move around and look at the other groups' **education setting** pictures and the examples the other groups chose.

- In plenary ask the following reflection questions:

  - What is the same and what is different between the drawings?

  - How have the three pictures been arranged, are they in a line or arranged in a hierarchy or other pattern?

  - Were the examples the same or different from your group's examples?

  - Was it hard to think of three things families do every day to support children's learning at each level of education?

Activity 5.2: The family's role in transition

The main purpose of this activity is to explore:

a) The family's current involvement in their child's education/ transitions

b) Concerns and feelings parents and families have about their child's transition

c) Strategies for addressing parents' concerns and encouraging their active involvement in the transition process.

5.2a: The family's involvement in education transitions

🕐 20 minutes

Instructions

> **Power Point** **Session 5: slides 3-5: The family's role in education transitions**

- Present the following (on slide 3):

> **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.

- Show the illustration on slide 4 and ask participants what they see happening in the picture. Alternatively give the picture as a handout from **Resource 5.2a.**

- Ask participants to continue working in the same groups as in the previous activity.

- Show the instructions for activity 5.2a on slide 5. Ask one member from each group to go and examine the drawings of education settings. **Are the parents and family evident in all settings?**

- In their groups they should discuss **why, or why not**. Groups should make a list of the involvement of parents and families in each education setting from their experience. Use the following questions to guide if needed:

  - ✓ **How often are parents or family seen at the education settings? What do they come for? In which setting are parents most visible, in which are they less visible? What makes them visible or not?**

  - ✓ **Are parents involved in decision-making? Do they have a say in what takes place in the education setting? If so, how?**

  - ✓ **How do teachers communicate with parents and families?**

  - ✓ **What are the responsibilities/expectations of parents and families?**

- Take brief plenary, inviting a few ideas from each group.

Power Point   **Session 5: slide 6**

- Present the following:

  "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."

5.2b: Parents' concerns about their child's transition

🕐 20 minutes

Instructions

- Give each group two blank sheets of A4 paper and ask participants to revisit two case studies from **Activity 3.2**. **Case studies of out of school children**

- Ask groups on each sheet of A4 paper (one for each case study), to write 'family of [insert name of child from your case study]'. You could also draw the child in the centre.

Session 5: slide 7: activity instructions

Power Point

- Tell groups to imagine you are the family of that child. Fill the rest of the sheet of paper with **words and phrases describing the feelings, emotions and concerns that parents and family members of this child might experience** as they are **planning to transition their child into a new education setting, school or early childhood setting**.

- Demonstrate the activity on a piece of flipchart paper and give one or two examples of parents' 'feelings or concerns' to get them started (see box 'note for facilitator').

- After 10 minutes, take brief feedback from a few different groups. Note which words and phrases are common to multiple case studies and which are unique

Notes for facilitator

Answers should be different for each group based on their specific case studies. The type of answers might include the following:

– They do not know that their child is allowed to attend school.

– They know that no one else knows their child as well as they do.

– They are unaware of the education system.

– They wish to protect their child or keep them away from the community.

– They are ashamed.

– They believe their child is better off at home.

– They do not think their child will benefit from education.

– They think their child is not able to learn.

– They think their child will not be able to keep up.

– Their child speaks a different language so they think there is no school for them.

– They do not know if they are entitled to education in this community.

– They are afraid.

– They do not know anyone in the community.

– They cannot afford to enrol their child into education.

– They have personal negative experiences of education.

5.2c: Strategies for addressing parents' concerns and encouraging their active involvement in the transition process

🕐 20 minutes

Instructions

Power Point **Session 5: slide 8: strategies to address parents' concerns about education transitions**

- Tell participants that there are different strategies that can help address parents and family's concerns about education transitions and encourage them to play a more active role in the transition process.

- Hand out one set of three pictures from **Resource 5.2b: (three pictures) strategies to address parents' concerns about education transitions** to each group. Ask the groups to look at the pictures and discuss the question:

  ✓ **What strategies to support education transitions does each picture show?**

- Take brief feedback then share the strategies shown in the pictures:

  1. Teachers carrying out a **home visit** to the learners' home

  2. Development and distribution of **information, support and awareness materials on the school** for parents and families

  3. Holding a **school open day** (inviting the family to visit the school)

- Ask the groups to then discuss the following:

  ✓ **How could each strategy help address the parent's concerns and encourage them to play an active role in the transition process? (Think about the case studies that you were looking at earlier)**

  ✓ **What other strategies do you suggest to help address parents' concerns and encourage them to play an active role in the transition process?**

- Encourage groups to think about the case studies that they looked at previously and how these strategies might help in each case.

Power Point **Session 5: slides 9-11: strategies (three pictures)**

- In plenary invite some groups to share their ideas. Show the three pictures on the slides to support the discussion. Ask the group if they have any examples of similar activities to support transition taking place with schools in their districts. Ask:

  ✓ **Have any specific activities been put in place to support the transition of learners back into school after the long period of absence (post-pandemic)?**

Power Point → **Session 5: slide 12: The importance of family involvement in education transition processes**

- Finally, share the following:

  > "When children and their families are involved in transition processes, there is a greater chance of success. If families are not proactively getting involved, they may need encouragement and support from teachers, the school inclusion team, OPDs. This is particularly important for children who are commonly disadvantaged. We must ensure that every child, no matter their background, has equal opportunity to access a supported transition into an inclusive education."

Activity 5.3: Challenges learners face before school – video

The main purpose of this activity is to encourage participants to think about some of the factors in children's home lives that affect their attendance or participation in education, and how they can help reduce the negative impacts.

🕐 45 minutes

Instructions

- Divide the participants into 3 groups. Each group will focus on a different issue that can affect learners' attendance or participation in education as they transition into school each day.

Power Point → **Session 5: slides 13-14: Before school**

- Group 1 will focus on **sleep**, group 2 on **breakfast** and group 3 on **household chores**. Handout the relevant instructions from **Resource 5.3a**

(see three boxes below) to each group. Each group should nominate and note-taker.

Group 1, think about the issue of sleep.

Take a piece of flipchart paper and make a simple drawing of a child sleeping in the middle. Then discuss the following and make notes on the flipchart:

- What causes children in your community to get insufficient sleep?
- How does lack of sleep affect children's inclusion in education?
- How does sleep support children's inclusion in education?
- **What can be done** to ensure they get sufficient sleep?

Group 2, think about breakfast.

Take a piece of flipchart paper and make a simple drawing of a child eating breakfast in the middle, or even just a picture of a bowl and spoon. Then discuss the following and make notes on the flipchart:

- Why might children in your school community not have breakfast before school?
- How does lack of breakfast affect children's inclusion in education?
- How does eating breakfast support children's inclusion in education?
- **What can be done** to ensure children have something to eat before the school day starts?

Group 3 think about household chores.

Take a piece of flipchart paper and make a simple drawing of a child doing some chores. Then discuss the following and make notes on the flipchart:

- What chores do children in your community do and why do they do them?
- How can chores at home, on the farm or in the community negatively affect children's education?
- How might they benefit children's education?
- **What can be done** to ensure that chores do not negatively affect children's inclusion in education?

- Each group should think of your own experiences when you were younger, as well as children you know. Try to provide examples to illustrate your points.

- After about 15 minutes, pause the activity but don't take feedback yet. Tell the participants that we now going to watch another EENET video from the 'Inclusive Day' series called **'Before school'**. (This video is on their USB sticks that they received during the foundational module training and is the first in a series of 10 videos about an inclusive school day).

- Ask the participants while they watch the video to think if there is anything they would like to add to their groups' flipchart about 'sleep', 'breakfast' and 'chores'.

- Watch the video from beginning to end, it is 7.30 minutes long. https://www.youtube.com/watch?v=fhi1PiMoYLc. The transcript for the video can be found in **Resource 5.3b**

- After watching the video give participants a further 10 minutes to discuss what they saw in the video and see if there is anything they would like to add to their flipcharts.

- Finally, invite each group to stick their flipcharts on the wall.

- One member of each group should stand by their flipchart. The other members of the group should visit another flipchart and find out what was discussed. They can add more points to the flipcharts if they think something has been missed. Alternatively conduct this as a gallery walk where participants just go around the room and read each other's' flipcharts.

- Spend 5-10 minutes at each flipchart and then move to the next one.

Notes for facilitator

You can use these ideas to fill gaps in participants' answers, or help them if they are struggling to think of answers.

Sleep

Why might children not sleep enough?

– noise, discomfort, too many chores, too much homework, illness, excitement

Lack of sleep affects children's inclusion in education in many ways such as:

– poor concentration, poor memory, bad mood, sleeping in class, lack of physical coordination, not wanting to play with peers

What can be done to ensure children get sufficient sleep to be able to learn effectively?

– Find out which children are tired and falling asleep at school (through the

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SIT for example). Talk to them and their parents to find out possible causes.

– Give parents advice on the importance of sleep. Or encourage local clinics or social services to run a health and wellbeing campaign on children's sleep.

Breakfast

Why might children not have breakfast before school?

– Family cannot afford it, parents are too busy to make breakfast for them, or have already gone to work early in the morning, not enough time – for example because they are doing chores or must walk a long way to school, they choose not to have breakfast.

Lack of breakfast affects children's inclusion in education:

– lack of concentration and memory, negative moods and emotions, anxiety, depression, withdrawal, poor behaviour in school.

– Unable to do curricular or extra-curricular physical activities, like sports

– negative impact on physical and intellectual development

– absence from school which may lead to drop-out or failing exams.

What can be done to ensure children eat before school starts?

– Find out which children are hungry. Talk to children and parents to find out why they are hungry in school. Explain the importance of breakfast for learning and encourage parents to provide breakfast if they can.

– Link with local health or welfare services to find out if there are any support options for families who are struggling to provide breakfast for their children.

– Work with the school/school inclusion team to develop a breakfast club, perhaps with help from community members or local businesses.

– Link with local organisations that may be able to help parents generate more income so that they can afford to feed their children better.

Chores

What sort of chores do children do?

– Domestic tasks like cleaning, cooking, fetching water and firewood; looking after siblings or elderly or disabled relatives; looking after livestock; Selling things at the market or on the street; planting, weeding and harvesting crops

Why might chores negatively affect children's inclusion in education?

- Children may be too tired to learn or to come to school at all.
- They may arrive at school late, miss lessons or be into trouble for arriving late.
- They may arrive at school dirty and get punished.
- Children may feel there is more benefit in doing chores that earn money than coming to school and may drop out early.

In what ways do chores contribute to education?

- Children may learn practical, analytical and problem-solving skills that will be useful in life, and that help them in school.
- Children may develop a sense of responsibility, confidence and initiative.
- Some chores may help the family to earn money which enables the family to afford to send children to school.

What can be done to ensure that chores do not negatively affect children's inclusion in education?

- You can talk to children and their parents to find out what chores they do, especially if you suspect that a child is being negatively affected by chores.
- Encourage parents to reduce or reschedule children's chores to reduce the impact on their attendance at school.
- Ask the school to adjust their rules in school, so that lessons start later or children who have to work in the morning are not punished.
- Link with local organisations that may be able to help parents generate more income so that they do not need to rely on their children's labour.

- In plenary take brief feedback from each group on key strategies to address each of the three issues. This should draw on the suggestions under the 'what can be done…?' question.

- Show PPT slide with the illustration of the school breakfast feeding programme and ask how many participants are aware of similar initiatives in their districts

Power Point   **Session 5: slide 15: school breakfast programme**

Session 6: The role of OPDs in identifying out of school learners and supporting inclusive transition

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Key messages

- 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 both identifying out of school learners but also in facilitating inclusive transition. This role could take different forms, including:
    - **Using policy to influence change**
    - **Looking, gathering and sharing information**
    - **Facilitating collaboration (between families, parents and learners, the school/school inclusion team and organisations within the community)**
    - **Raising awareness about key issues within the community**

Background information for the facilitator

This session explores different strategies to support inclusive transitions. It looks at both strategies that would be the responsibility of the school or the school inclusion team (SIT), as well as strategies that could be initiated and/or supported by community-based organisations including OPDs.

In addition, this session invites discussion on opportunities for collaboration on identifying out of school learners and supporting inclusive transition at all levels. The final activity invites pilot schools to share what strategies they have put in place in to identify out of school children and support inclusive transition so far. At national level a summary of strategies from the school inclusion teams/pilot schools plans could be shared on PowerPoint or DUFs could share individual updates from their districts. At roll-out level individual SIT representatives, the Inclusive Education Coordinator and/or the head teachers of the pilot schools could share the strategies they've put in place. It would be useful to particularly focus on strategies to support transition since schools have re-opened post-pandemic.

In this session participants will:
- ✓ Explore a range of different strategies to support inclusive transition
- ✓ Discuss opportunities for collaboration with the pilot schools/school inclusion teams to identify out of school learners and support inclusive transition.

Activity 6.1: Using policy to support inclusive transition

🕐 60 minutes

Instructions

- Remind the participants that in Session 2 we looked at some of the important policies that protect out of school children's right to education in Uganda.

- Say that we are now going to look at how we can use these policies to support and influence inclusive transition.

- Ask the participants to break into two groups.

- Explain to the participants that they are going to roleplay a meeting of the District Education Committee (DEC) that the DU has asked to attend.

- Give each group a copy of **Resource 6.1: Using policy to influence change.** Read out loud the situation on the handout so everyone is clear about what it is about and what they need to do.

- Make sure that all the groups have:
    - ○ a copy of Chapter 4 of the Ugandan Constitution **(Resource 2.2a)**
    - ○ Section from the UN Convention on the Rights of the Child **(Resource 2.2c)**

> **Power Point** **Session 6: slide 1: Instructions for the role-play**

- Say to the groups that they should spend about ten minutes preparing for the role play and thinking about their roles. Monitor and help as needed.

- Tell groups to start their role-play. They will have 35 minutes for the role play.

- During the role-plays monitor and listen to key issues and points being made. You may want to refer to these during plenary after the role-play.

Session 6 slide 2: Post role-play discussion questions

- After the groups have conducted their role-plays, ask everyone to come back together again. Show the questions on the slide and invite the whole group to discuss the questions:

  ✓ How helpful was it to use the two policies to discuss the problem of the refugee children with the DEC?

    ▪ If it was helpful, how did the policies help?

    ▪ If they weren't so helpful, why do you say this?

  ✓ Would this happen in real life?

  ✓ Did any good solutions come out of the discussion that could help to get the children into school and to support those who are already in school?

  ✓ Are there any other reflections from the role-plays that could help the DUs to support the schools around inclusive transition?

Activity 6.2: Case studies - what would you do?

🕐 60 minutes

Instructions

- Tell the participants that they are going to look at some case studies of vulnerable learners, some of whom are about to arrive in school or arrived mid-year.

Power Point **Session 6: slide 3: Transition case studies: what could you do?**

- Divide the participants into 5 or 6 groups. Hand out one case study from **Resource 6.2: Transition case studies** to each group. Ask the participants to read it carefully and in their groups discuss ways that the learner could be supported using the questions (on the slide and below). (There are 6 case studies altogether but not all case studies need to be used).

- It may be helpful if one participant reads the case study aloud to the others in the group. If there is time, and a group feel they have discussed their case study to the full, the facilitator should give the group another case study.

Discussion questions

- What are the learner's needs?

- What strategies could address these needs?

- What could the school/SIT do?

- **How could the District Union support the child's successful transition?**

- During their discussion, encourage participants to consider strategies both at the school level and at the community level. These could be strategies in collaboration with the school inclusion team or supported by the OPD.

- It is important to emphasise that an inclusive school does not expect learners to be 'school-ready' (ready for school) when they arrive, though they should where possible provide information and support to help each learner and their family prepare. It is however important that the school aims to be 'learner-ready' (ready for the learner) so they can effectively support the learner's transition.

- After about 15-20 minutes, ask for feedback and encourage discussion. Note key points on the board/flipchart, particularly in relation to the final question:

     How could the District Union support the child's successful transition?

- Give each participant a copy of **Resource 6.2. Key principles for a smooth transition.** Read through the list together. Ask participants if there is anything they would like to add.

Activity 6.3: Strategies for inclusive transition

🕐 60 minutes

- Remind participants that successful inclusive transition requires **support from home to school**. It requires collaboration between the school and parents and families to facilitate a smooth transition, especially for learners with additional needs.

- Give out the cards from **Resource 6.3a: challenge cards** and **Resource 6.3b: strategy cards** to each group. The cards from **Resource 6.3a** and **Resource 6.3b** should be a different colour.

- Tell the participants that they might recognise some of the 'challenges' as some of them are the same as the ones they saw previously in Session 5 describing learners different experiences of transition.

- Ask the participants to match the strategies to the challenges that they can respond to. Point out that there is not one strategy per challenge card; several strategy cards respond to several challenge cards, so groups should put them in clusters to show those strategies that connect with a range of challenges.

- Tell participants that the strategies include ones that could be the responsibility of the school and ones that could be the responsibility of the school inclusion team in collaboration with the OPD and/or other organisations.

- On the blank cards, participants can write additional challenges and strategies, if they identify any during discussion.

- After about 15-20 minutes ask the groups to feedback to the whole group the decisions they made about appropriate strategies and discuss:

  ✓ Are they effective strategies?

  ✓ At learner/school/family/community level, whose role/responsibility is it to deliver each strategy?

  ✓ Which strategies could the District Union provide support with?

Matching strategies to challenges

[Image description: Six male Principal Trainers are leaning around a table. On the table are white 'strategies' cards and yellow 'challenges' cards, which they are pointing to and picking up.]

For the facilitator's reference, the table suggests which challenges and strategies can be linked:

Challenges	Strategies
I can't find my way around or find accessible routes in my new school.	Give new learners a tour, maps and organise peer-support (for example, a 'class friend') to help him/her find their way around.
The new school is a long way from my home and I am afraid to go alone.	Encourage peer to peer support where children travel to and from school in groups
My parents are poor and cannot pay for me to go to school.	Encourage parents to enrol children in the mainstream schools where the cost of education is low
I'm confused by the new timetable. Where am I supposed to go and when? I get told off for being late.	Make sure there is peer-to-peer support for all new arrivals for several weeks, and that all learners know they are expected to help each other and are rewarded for helping.
My parents don't think it's worth me continuing to secondary school. They want me to earn money instead.	Continue to raise awareness with families and the wider community on the right of all children to an education and talk to families about the long-term value of children receiving an education
I started a pancake business during lockdown and I feel there is no need for me to return to school	
I got pregnant during lock down and I am ashamed to go back to school as my peers will laugh at me	Ensure vulnerable learners (for example, young mothers) can access counselling and guidance services.
	Refer to and use government policy and guidance to support inclusive transition. (For example, the government has put in place guidelines for young mothers and fathers returning to school.

Challenges	Strategies
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.	Invite all parents/care-givers to an open day/admission meeting where information can be shared before their child's arrival in class. Explain the school's expectations and how parents and caregivers can be involved in supporting their children's education.
My parents don't understand that I have to do homework when I get home. They expect me to look after my brother and do household chores.	
As a girl, now I am older, I have to do more chores at home. This makes me late to school and I get into trouble.	Enable teachers and/or the inclusive education coordinator to make home visits to some learners to find out about their needs and family situation.
I'm not used to being away from my parents all day.	Schools can welcome parents/care-givers into the classroom (especially pre-school and reception classes) to help their children settle. Involve parents/care-givers in developing transition plans and activities.
My parents don't understand my disability and are worried that I won't get the support I need at school	The school inclusion team should involve members of organisations of people with disabilities to help improve understanding of disability in the community and support the transition of learners with disabilities into school
I want to go to vocational college. I don't know which colleges are inclusive for learners with disabilities. No one at my school knows either.	Ensure secondary schools have information about accessible/inclusive higher and vocational education options.
	Ensure secondary, higher and vocational institutions offer career guidance giving appropriate and motivational advice to learners with additional needs.
I did not see inside my new school until the first day of term. I was scared.	Help learners visit their next class/school and become familiar with the surroundings, people and procedures before they move.
	Schools can organise 'induction days' during the term before transition. On these days the new arrivals can meet the teachers they will have next year, experience some lessons, and meet future classmates from other schools.

Challenges	Strategies
	Plan friendship-building activities into the first few weeks of lessons.
I don't feel part of this school.	Ensure all new arrivals are involved in creative and recreational activities within the curriculum and outside hours so that they quickly engage with a new community.
I get bullied and I am especially scared during break-times and lunchtimes.	Develop an effective anti-bullying policy and make sure those adults who staff break-times and lunchtimes are told about new arrivals.
	Make sure everyone knows where to go (especially during break-times) if they do not feel safe.

Activity 6.4: Opportunities for collaboration: What role can the OPDs play in supporting the schools?

🕐 90 minutes

This activity invites pilot schools to share what strategies they have put in place in to identify out of school children and support inclusive transition so far.

At national level a summary of strategies from the school inclusion teams/pilot schools plans could be shared on PowerPoint or DUFs could share individual updates from their districts. At roll-out level individual SIT representatives, the Inclusive Education Coordinator and/or the head teachers of the pilot schools could share the strategies they've put in place. It would be useful to particularly focus on strategies to support transition since schools have re-opened post-pandemic.

Power Point **Session 6: slide 5:**

- Invite the SIT representative or Head teacher to share what they have been doing to identify out of school children and support inclusive transition in their school. Ask them to focus particularly on strategies that require the collaboration of school partners/ other organisations. Their presentation should focus on the following:

- **What have schools/SITs done to identify out of school children so far?**
- **What strategies do they have in place to support inclusive transition?**
- **Any specific strategies that have been put in place since schools have re-opened to support learners to transition back into school?**
- **Any specific challenges they are facing since schools have re-opened?**
- **How OPDs could provide support?**

- Invite questions and discussion from the participants after the presentations

- Emphasise the importance of coordinated support, where schools work alongside other agencies, partners and services to ensure the access to schooling of learners and families in transition.

- Next, invite the participants to move into the paired-district groups at national level (for example Kamwenge and Sheema, Gulu and Amuru etc.) At district level please consider what the most logical groupings might be or you may decide to conduct the discussions as a whole group.

> **Power Point**   **Session 6: slide 7: What role can the District Unions play?**

- Tell the groups that for the next 30-40minutes they are going to discuss in their groups and focus on the question:

What role can the DUs play in supporting the schools to identify out of school children and support inclusive transition?'

- Invite a few different suggestions from the whole group and write these up on flipchart paper.

- Then share the slide with the **key roles that the District Union can play** in supporting the schools to identify out of school children and support inclusive transition:
  - **Using policy to influence change**
  - **Gathering and sharing information and data**
  - **Facilitating collaboration between families, parents and learners, the school/school inclusion team and other organisations within the community**
  - **Raising awareness of key issues within the community**
  - **Monitoring and supporting**

- Ask groups to discuss the main question and these different roles in more detail. Ask groups to:

  - consider what was already presented by the schools/SITs and what suggestions they made as to how the DU could provide support.

  - think about the different challenges and strategies that have been discussed over the last couple of days

- Groups should note down their ideas on flipchart, giving examples where possible

- After 30 minutes, in plenary, ask each group to share back their ideas and invite comment and questions from the wider group.

Resources and handouts

Resource 1.1: Defining the issue: Who are out-of-school learners and why are they out of school?

Broad categories of barriers to learners' schooling

There are several broad, cross-cutting categories of barriers to learners' schooling. These have been grouped here into three categories:

a) **environment and resources;**

b) **attitudes and beliefs;**

c) **policies and practices.**

It is likely that you have already encountered barriers to inclusion during other trainings about inclusive education. Barriers to inclusion are barriers which affect learners' **presence** in school, their **participation** in the learning process, and their **achievement**.

As a quick reminder, these barriers are:

- **Environmental barriers**: for example, school buildings, school surroundings and toilets which are not accessible;

- **Resource barriers**: for example, a shortage of teachers, large class sizes;

- **Attitude barriers**: for example, fear, embarrassment, shame, pity, low expectations;

- **Policy barriers**: for example, inflexible school timetables; lack of mother-tongue teaching;

- **Practice barriers**: for example, a lack of interactive and co-operative teaching.

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.

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a) Environment and resources

Environment refers to both built and natural environments. This might concern a specific region, country, city, or village; urban or rural.

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 schooling in urban areas than rural areas. Therefore, there are more out-of-school learners in rural than urban areas.[4] In remote rural areas where the distances between communities can be great and travel difficult (for example, high mountains which are difficult to cross), lack of infrastructure (for example, roads and bridges) and climate challenges (for example, frequent flooding), it can be difficult or impossible for some learners to access the few schools that are available. Such environmental barriers contribute to learners being out of school in those areas.

Resources – including **economic/material**, **human**, and **cultural resources** – can affect whether or not learners are in school. The **economic resources** of families and communities affects whether or not families can afford to send their children to school or whether a community even has a school for its children to attend. Poor families may depend on their children's labour to survive and prioritise work over schooling. Schools in poor areas may struggle to have enough teaching and learning materials, classrooms and other facilities, to support all of the area's school-aged learners.

A lack of teachers, or of trained teachers is a **human resource issue** that affects learners' access to schooling.

Families without the **cultural resources**, such as literacy and numeracy, that come from experience of formal education, may find it difficult to support their children's learning and this may lead to learners not attending, or dropping out of school (this also links with attitudes and experiences).

b) Attitudes and beliefs

The attitudes of individuals, 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. Sometimes learners are bullied by other learners (or teachers)

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[4] UNESCO, 2005

in school because they are from minority ethnic, religious or linguistic groups. Learners who are bullied may drop out of school to avoid abuse.

Parents and care-givers who have not been to school themselves may see little value in sending their children to school. Research shows that mothers' experience of education is important in deciding whether or not their children are in school.[5] UNESCO's (2005) study found that, globally, primary school-aged children whose mothers had no education were more than twice as likely to be out of school than children from mothers with some education.

It is often lack of knowledge or understating and fear which lead to negative attitudes.

c) 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 of free schooling, many learners may be excluded because they and their parents and care-givers are unable to pay the school fees.

If a school policy enforces an early start to the school day and is not flexible about learners arriving late to school, this policy could result in the exclusion of learners who are late because they have to walk long distances to school.

Education practices, particularly teaching and learning practices, affect learners' experience of schooling. Some learners choose not to go to school because they feel bored, uninterested or unhappy. They may feel the teaching is not meeting their needs or has little value or relevance to their lives. Teacher-centred, rote-learning styles of teaching may cause learners to lose interest in the classroom and drop out of school. Learners may also not attend school for fear of corporal punishment. All of these issues relate to practices, and often poor teaching practices are a result of the poor training of teachers.

Specific barriers to learners' schooling

There are more specific barriers to learner's schooling. Both the general and specific barriers affecting learners' attendance at school are often interconnected, and this becomes clearer when we look at the causes.

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[5] UNESCO, 2005
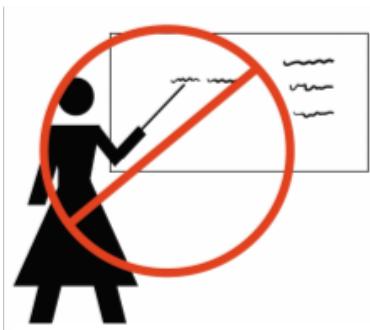
A shortage of teachers with proper training

A few poorly trained teachers and very large classes

Learners receiving a poor-quality education

Learners dropping out of school because they are not learning

Parents or caregivers don't feel it is worth sending their children to school

and
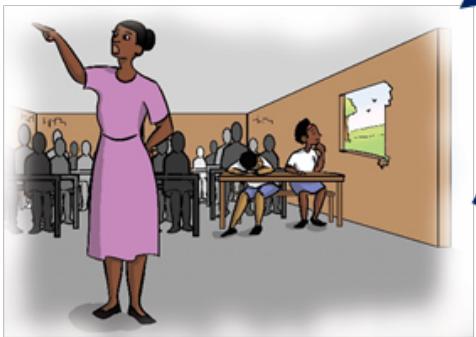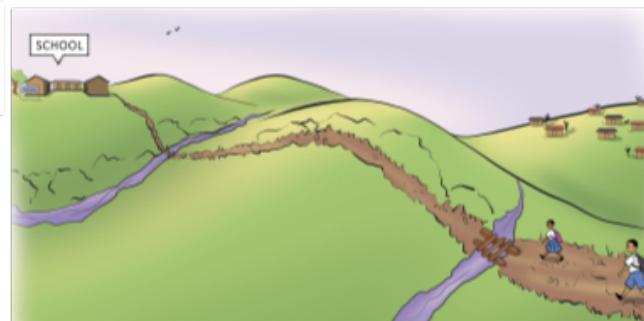
The school is very far from the learners' homes

Rather than there being a simple, single reason for a learner being out of school, there is usually a chain of causes and effects. For example, a shortage of teachers with proper training may lead to a school having one, poorly trained teacher responsible for classes with large numbers of learners. This results in those learners receiving a poor-quality education; which results in some learners dropping out of school because they are not learning, and/or their parents/care-givers feel it is not worth sending them to school. The school may also be a long distance from some learners' homes which affects their attendance.

In the above example, we might say that poor teaching is the reason the learners have dropped out of school. However, this does not address the reasons behind the poor-quality teaching (such as a lack of teachers, a lack of training in how to manage large class sizes and learner-centred teaching methods), or other contributing factors (such as the parents'/care-givers' attitudes towards and experiences of formal schooling).

Some of the more specific barriers to learners' schooling include:

- age;
- conflict and disasters;
- disability;
- ethnicity, religion and culture;
- gender;
- health;
- language;
- migration;
- poverty.

Age

Age can affect learners dropping out of school. When learners start school late (i.e., later than their peers), or repeat grades, it is more likely they will drop out of school before completion.[6] In some contexts there is pressure on learners to be working at a young age, which keeps them out of school.

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[6] UNESCO, 2005

Conflict and disasters

Conflicts (such as civil wars) and disasters (such as flooding and earthquakes) can be a major factor in learners being out of school. Schools may be damaged, destroyed, or non-existent. Travel to and from school may be unsafe or impossible. Even when schools are open, they may not be safe spaces for learners. In some countries learners are forced to fight as child soldiers.

Disabilities

Learners with disabilities are often excluded. This may be because of:

- Attitudes and beliefs – in some places people believe that learners with disabilities cannot, or should not, be in school;

- Access – schools may be physically inaccessible to some learners with disabilities;

- Lack of resources and capacity – some schools lack (or believe they lack) the material resources and capacity, in terms of numbers of staff and training, to properly include learners with disabilities.

Ethnicity, religion and culture

Learners may be excluded from schooling because of their ethnicity or religion. This is often an issue for minority ethnic or religious groups. Ethnic or religious conflict may make the problem worse. 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.

Gender

Although the situation is improving, there are still more girls than boys out of school globally. Some regions have a greater proportion of out-of-school girls, and other regions having a more equal balance of girls and boys in and out of school, or even a higher percentage of boys out of school, especially in industrialised countries.[7]

Negative attitudes and related harmful cultural practices continue to affect girls more and their access to schooling. For example, child marriage, in which girls as young as eight or nine in some countries are forced into marriage, greatly reduces the likelihood of them attending or staying in school.

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[7] UNESCO, 2005

Health

Poor health, due to poor nutrition and disease, keeps many learners out of school. There are stigmas attached to certain diseases, for example HIV and AIDS, which contribute to excluding learners from schooling. Health, is often a direct result of other barriers, such as poverty, and disasters and conflicts.

Language

The language of instruction in schools can be a barrier if 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. This mostly affects learners from minority language groups. Issues of language are often linked with ethnicity, religion and culture.

Migration

The movement of people from one area to another, whether due to economic reasons, to escape disasters and conflicts or for cultural reasons, has a big impact on learners' schooling. 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.

Even learners who migrate for economic may find themselves out of school. They may face language or cultural barriers, their parents/ care-givers may not be able to afford education-related costs.

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

Resource 1.2: Interconnected barriers

A shortage of teachers with proper training

A few poorly trained teachers and very large classes

Learners receiving a poor-quality education

Learners dropping out of school because they are not learning

Parents or caregivers don't feel it is worth sending their children to school

and

The school is very far from the learners' homes
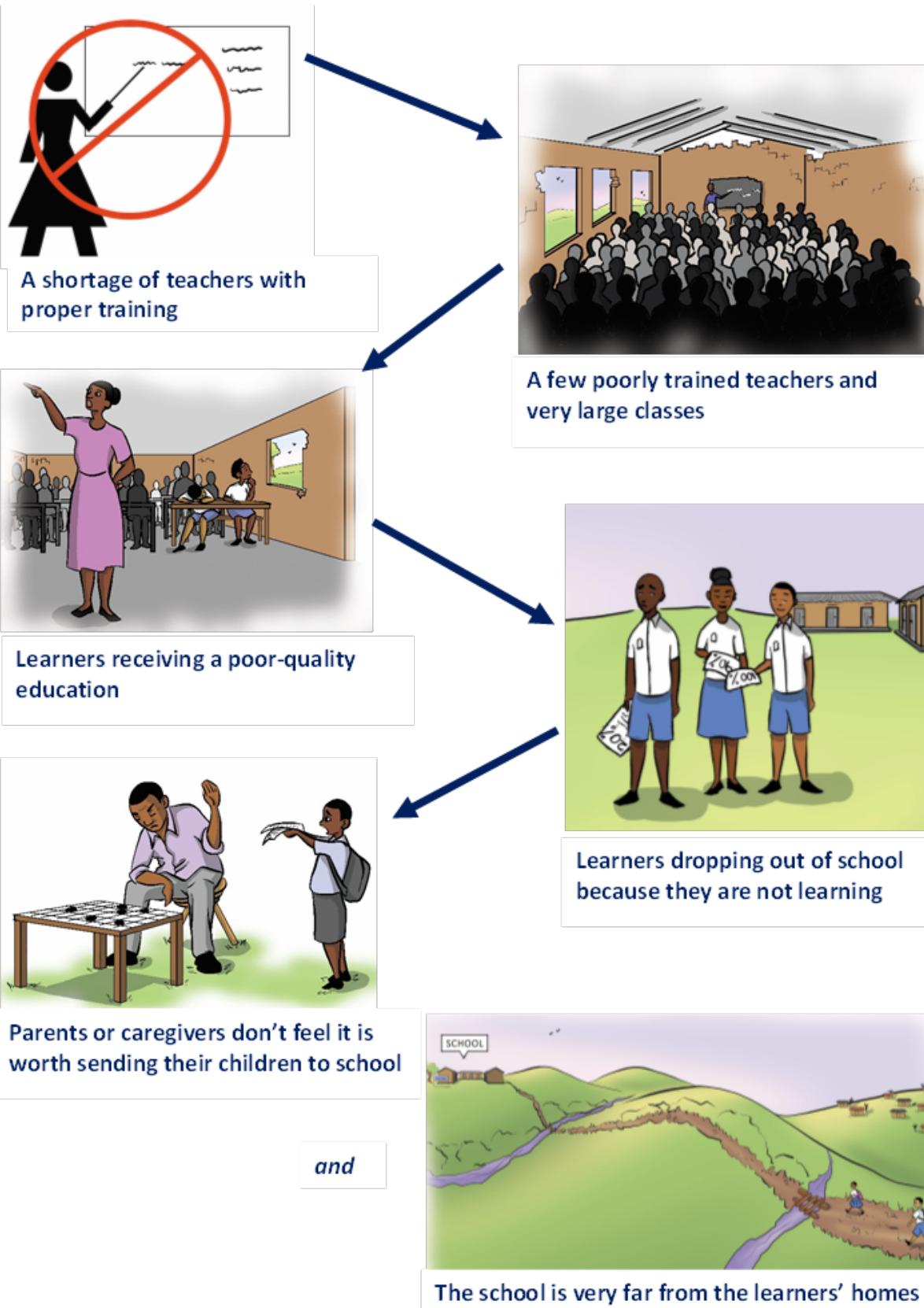
Resource 1.3a: Outline of barriers to learners' schooling

Groups of barriers to learners' schooling

- Environment and Resources

- Attitudes and Beliefs

- Policies and Practices

Specific barriers to learners' schooling

- Attitudes to age

- Attitudes to class

- Conflict and disasters

- Attitudes to disability

- Attitudes to ethnicity, religion and culture

- Attitudes to gender

- Health

- Language

- Migration

- Poverty

Resource 1.3b: Pictures of barriers to learners' schooling

[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. On the ground, there are a few piles of debris and rubbish.]
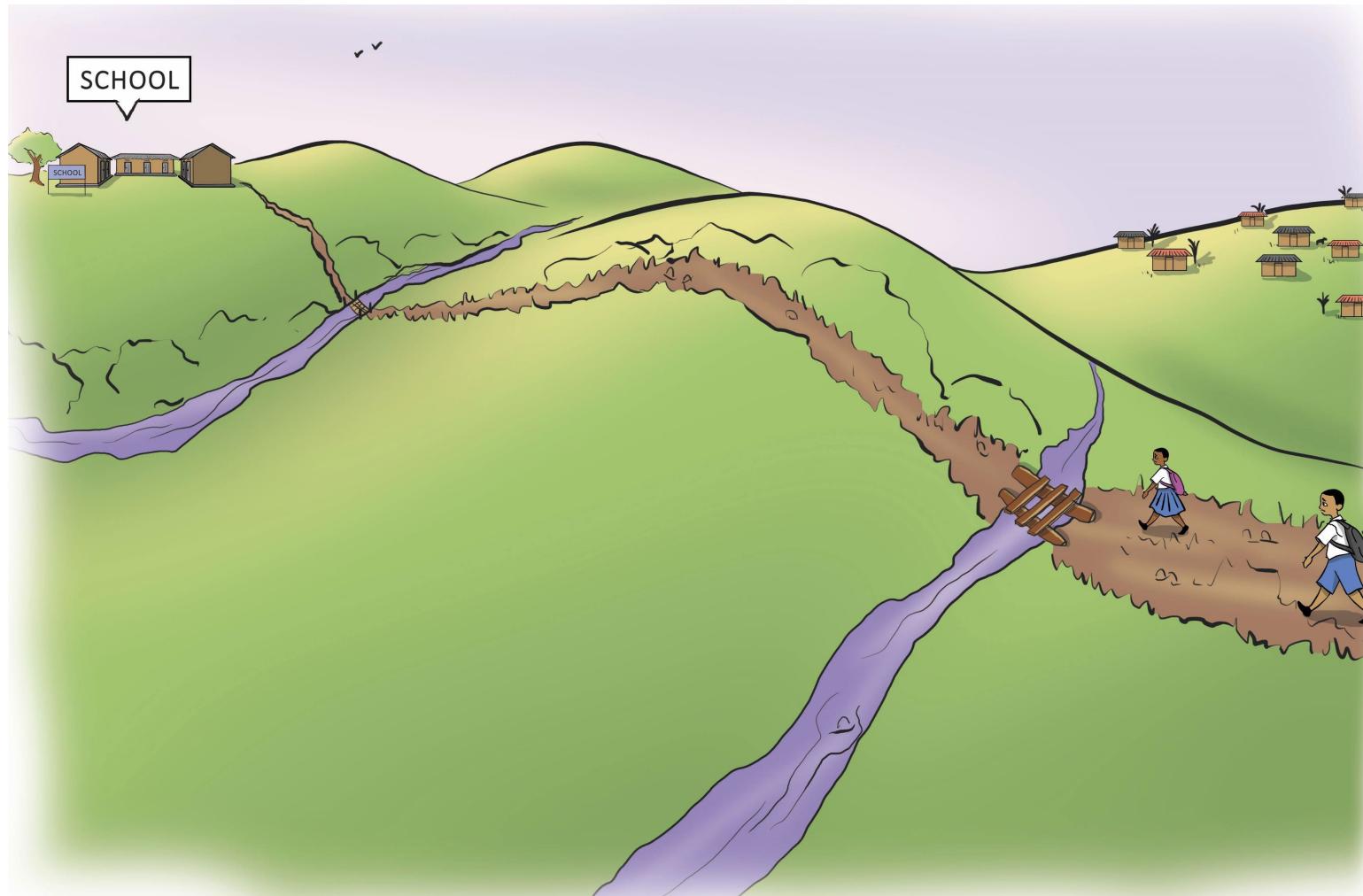
[Image description: The picture shows a long footpath going over some hills and crossing two streams or rivers with small wooden bridges. In the distance on the left there is a school. In the distance on the right there is a village. Two children in school uniform are walking along the footpath.]
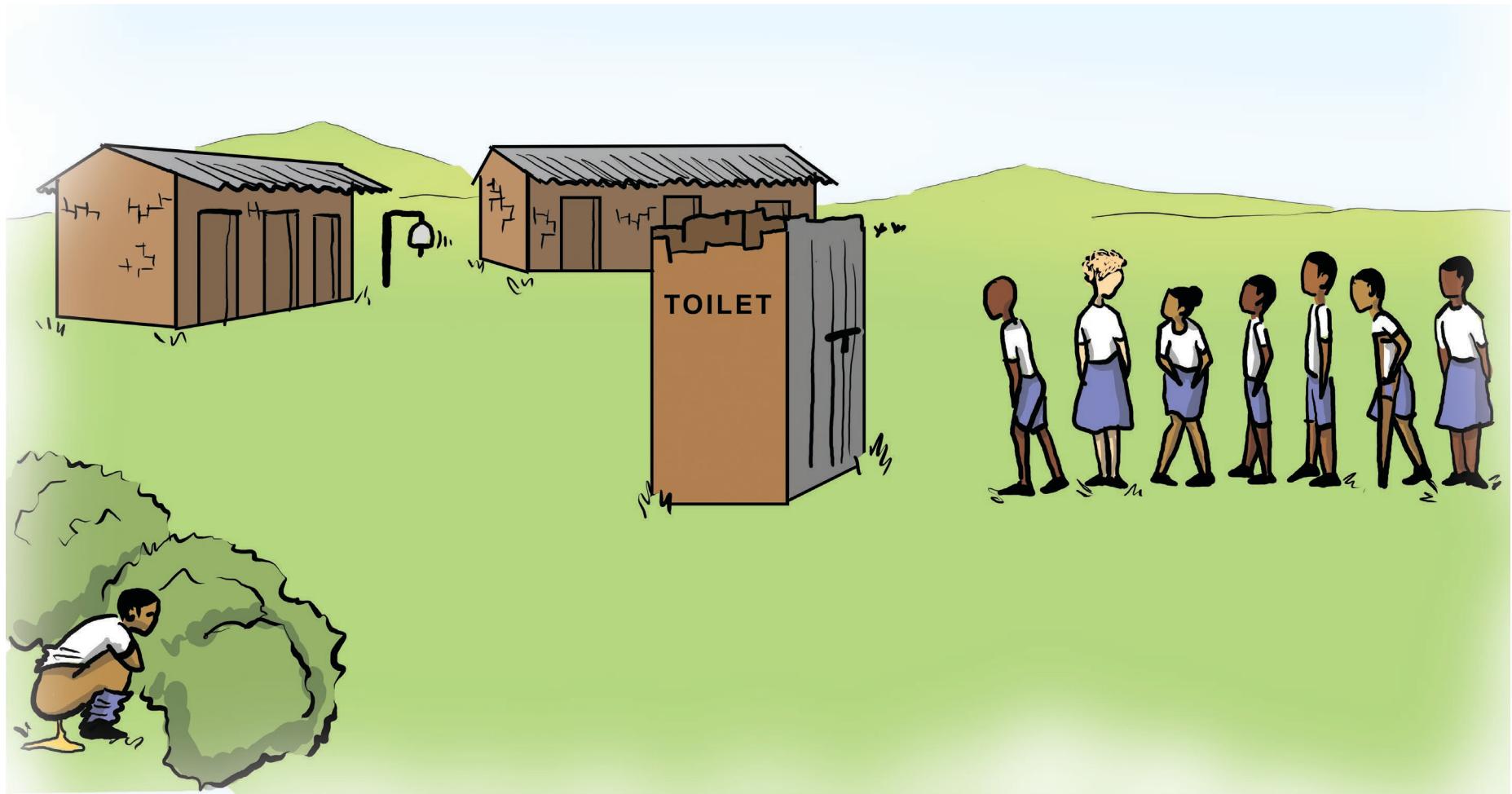
[Image description: Seven children, both girls and boys including one with a crutch and one with albinism, standing in a queue outside waiting to use a toilet. The toilet building is in a state of disrepair. On the left, there is a child urinating behind a bush. The school building is in the background.]
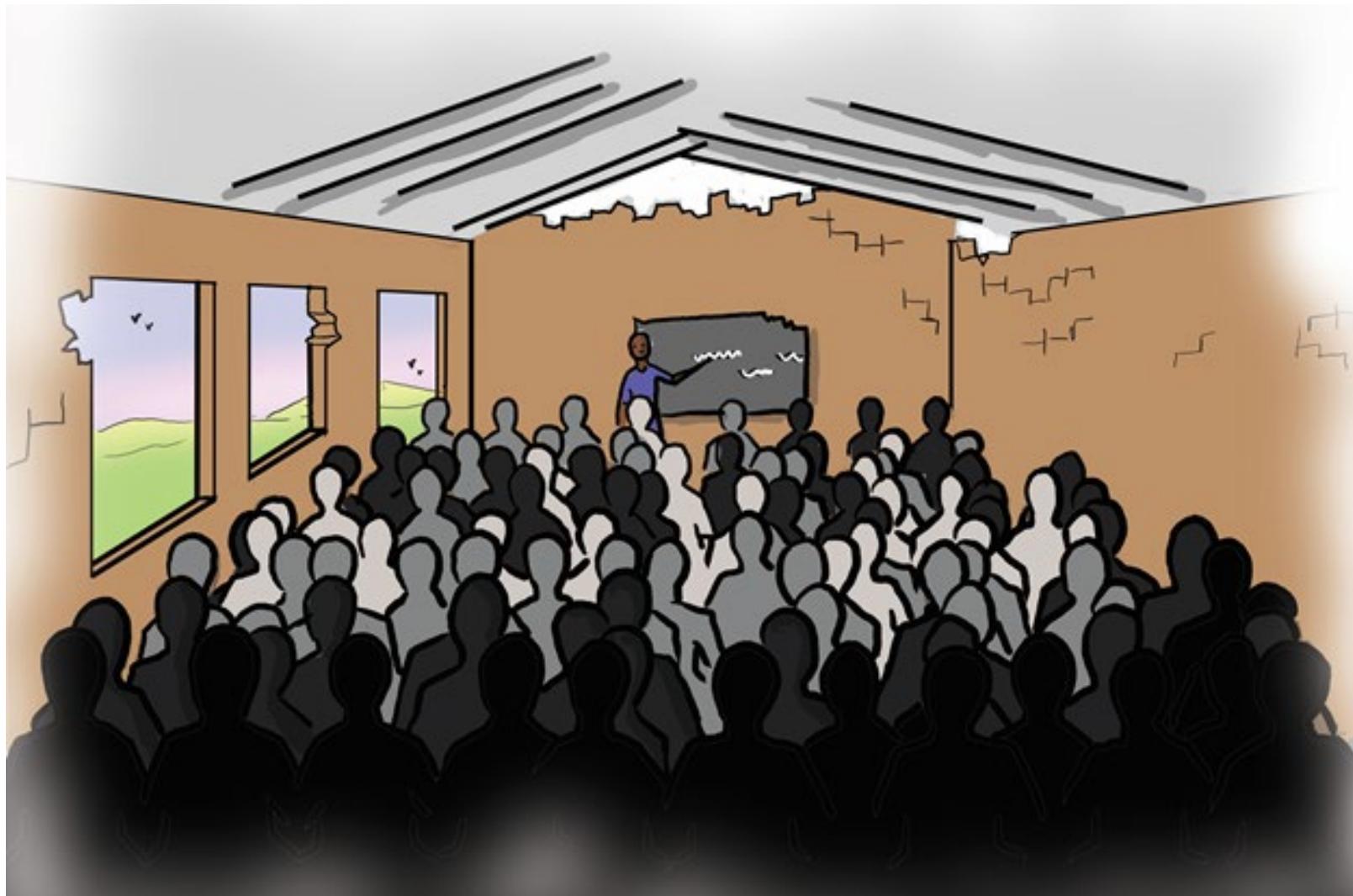
[Image description: A crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair.]
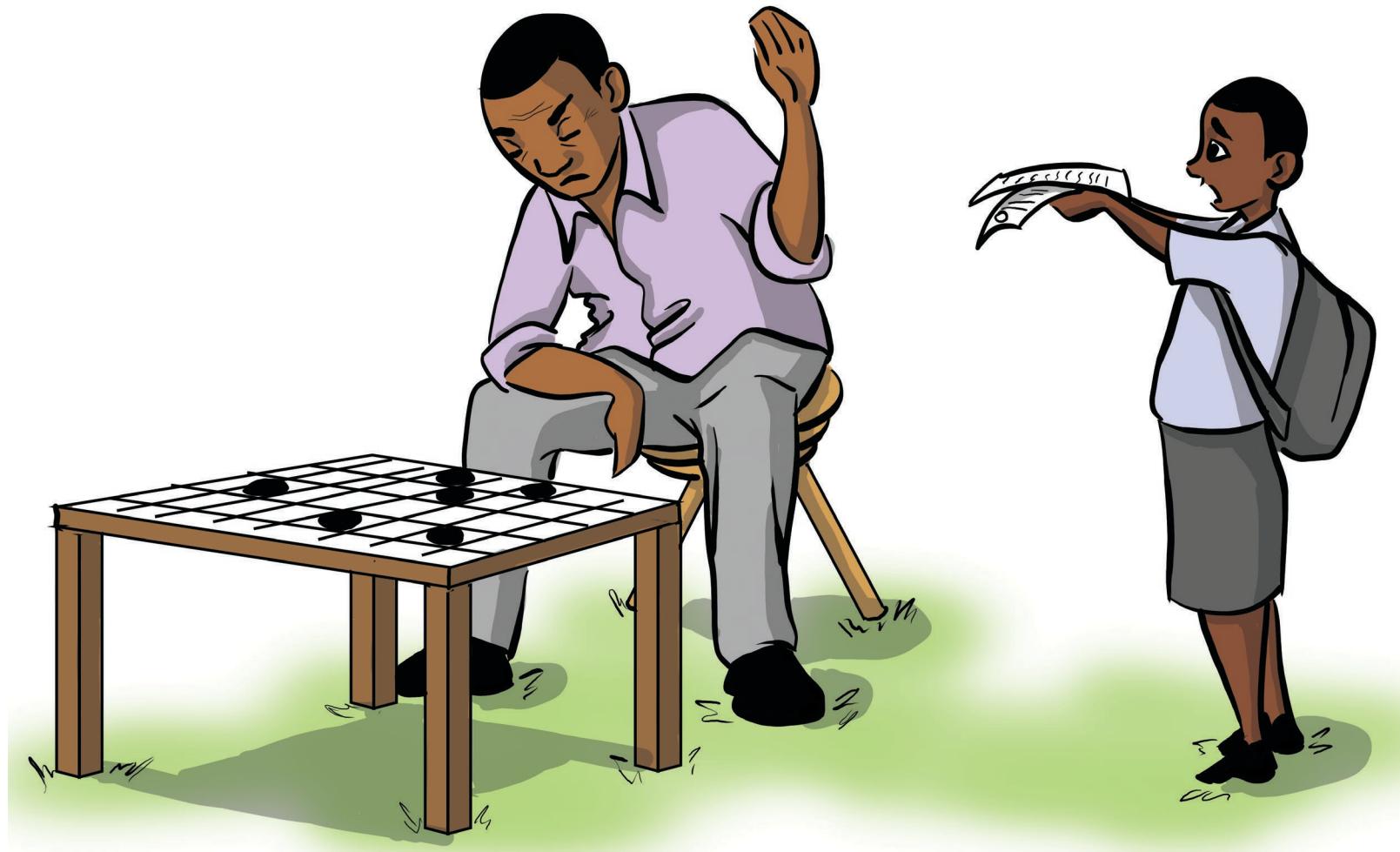
[Image description: A man is sitting in front of a boardgame on a small table. A young boy in school uniform is holding papers with writing on them up to the man. The man is looking away and putting up his hand. His facial expression is annoyed.]

[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.]

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

[Image description: A smartly dressed woman standing outside a school building pointing away from the school. A girl in a purple dress and sandals, carrying a bag is looking down at the ground and walking away. She looks sad. In the background a girl and a boy in school uniform are talking to each other.]
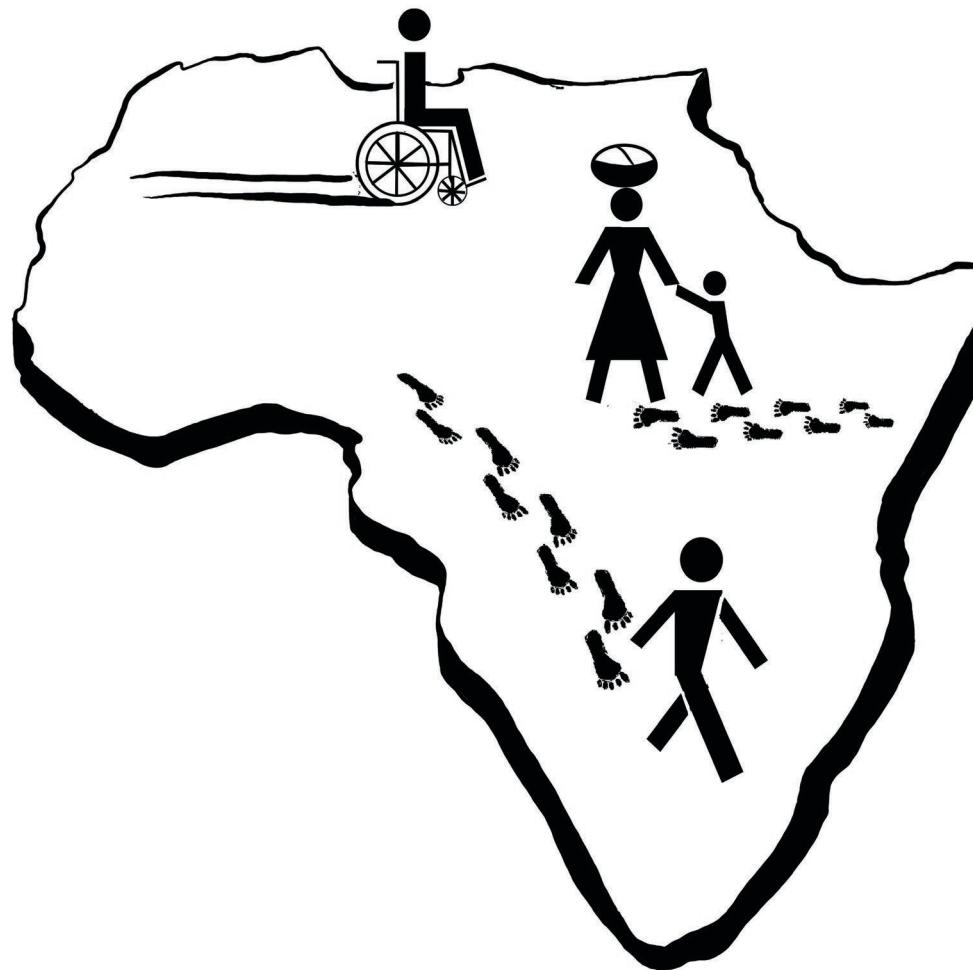
[Image description: An outline map of Africa. At the top is a person in a wheelchair with tyre tracks behind it indicating movement. In the middle is a woman holding the hand of a child with footsteps behind them indicating movement and at the bottom is a person walking downwards with footsteps behind them indicating movement. All figures are stick figures.]

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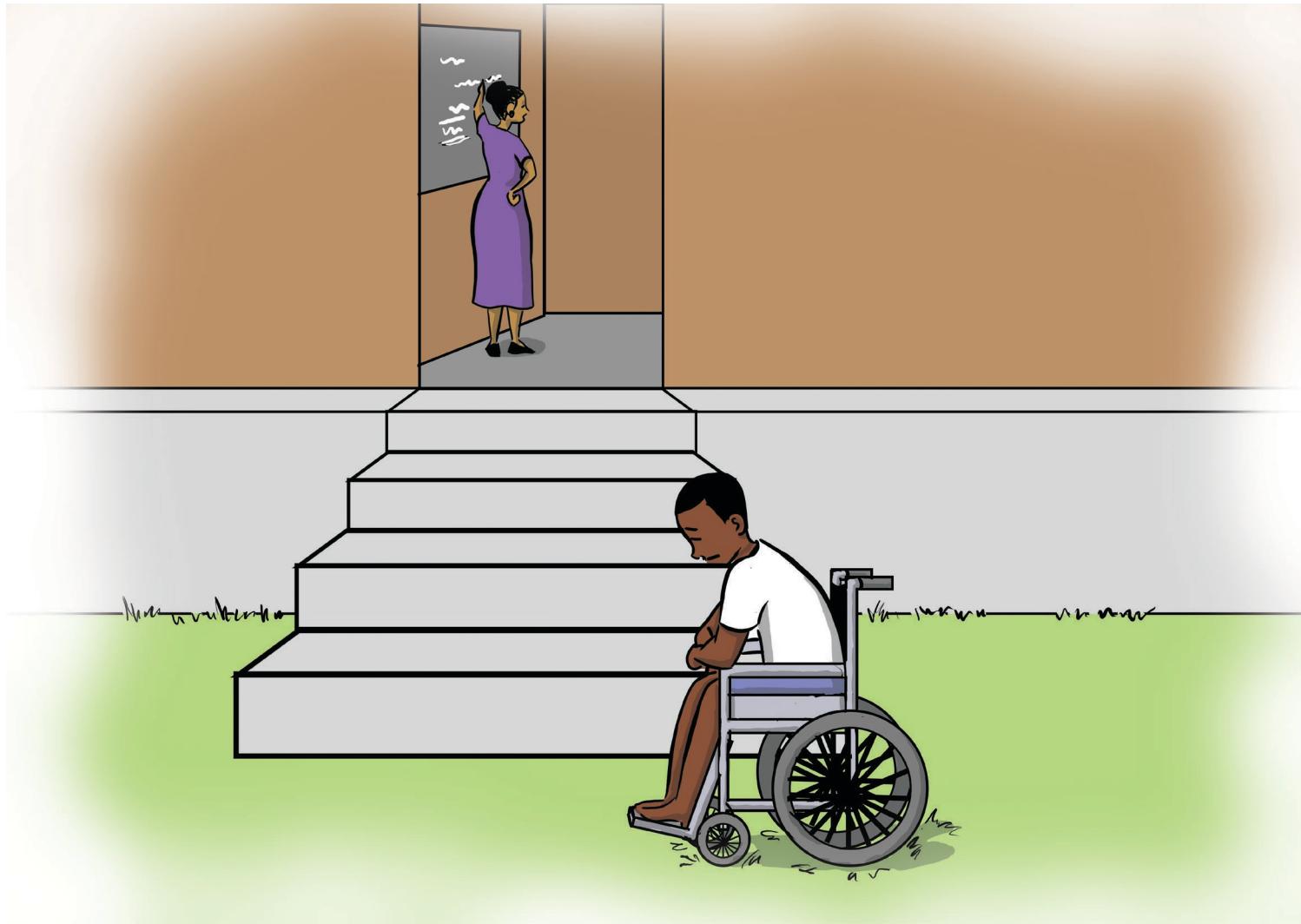
[Image description: a boy is sitting in a wheelchair on his own looking at the ground. There are several steps behind him going up to a classroom doorway. Through the doorway there is a teacher teaching.]

[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.]

[Image description: There are two tables with three children sitting at each table. There are some posters with writing on the wall. On the left there are three boys sitting opposite each other with books open in front of them. One boy is saying "question 2 was easy", another boy has a crutch. The third boy is looking at the teacher who is standing nearby and saying "Does anyone need any help?" On the right table there are a boy and girl saying to each other "Have you finished?" A second boy is sitting on his own and thinking "mimi hapana jua". All other words in the speech bubbles in the picture are in English.]

[Image description: There are two tables with three children sitting at each table. On the left at the back there are two boys and a girl sitting opposite each other. One boy is writing, the girl is talking and one boy has a crutch next to him. There are some posters with writing on the wall at the back. At the front right table there are also two boys and one girl. 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 children and talking and working together.]

[Image description: On the right there are three learners holding pieces of paper. The school building is in the background. Two of the learners are smiling and there is 90% and 100% written on each of their papers. The third learner is looking sad and his paper says 20%. **He is looking towards** two children sitting on the ground. In front of these children there are different types of vegetable piled up. In front of them there is a woman standing, holding a bag and giving something that looks like money to the children. In the background are two or three other people with produce in front of them].

Resource 2.1: Images of policies

What is a policy?

Image 1

Image 2

Rules for Choir Practice

- Members should always respect each other
- Members of the choir should always arrive on time
- If a member is not able to make a choir practice, they must send a message before the practice to the church secretary
- Each member will take a turn to provide tea for the other members of the choir each week
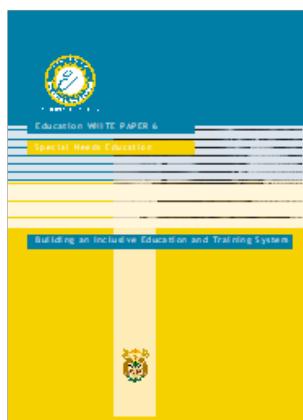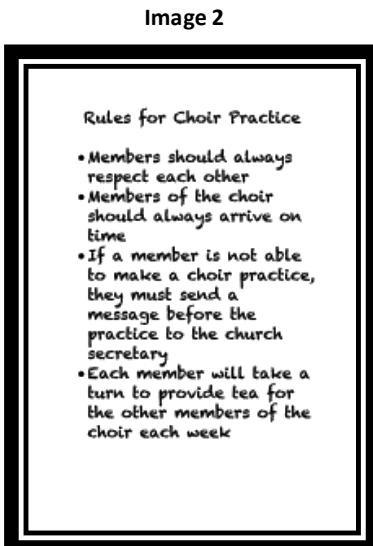
Image 3

[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 blue and yellow. At the top left-hand corner of the cover is a government logo and underneath the logo is written the title of the document. The title says: Education White Paper 3: Special Needs Education: Building an Inclusive Education and Training System. Next to this image is an image of a piece of white paper. On the piece of white paper is written Rules for Choir Practice. Underneath this heading are a list of bullets. The first bullet says: Members should always respect each other. The second says: If a member is not able to make a choir practice, they must send a message before the practice to the church secretary. The next one says: Members of the choir should always arrive on time: The next one says: Each member will take a turn to provide tea for the other members of the choir each week. On the right-hand side of the slide is another cover of a document in black and white. At the top of the cover is a logo that says: The Republic of Uganda. Under this is the title that says: The Abridged and Simplified Version of The Constitution of the Republic of Uganda. Under the heading is another logo that says: Law Reform Commission. Under the logo is another heading that reads: Prepared by the Uganda Law Reform Commission and under this heading is a smaller heading that provides the address and contact numbers for the Uganda Law Reform Commission.]

Resource 2.2: Policies on the right to education in Uganda

Resource 2.2a: Constitution of the Republic of Uganda

Constitution of the Republic of Uganda

Chapter Four
Protection and promotion of fundamental and other human rights and freedoms.

General.

20. **Fundamental and other human rights and freedoms.**

(1) Fundamental rights and freedoms of the individual are inherent and not granted by the State.

(2) The rights and freedoms of the individual and groups enshrined in this Chapter shall be respected, upheld and promoted by all organs and agencies of Government and by all persons.

21. **Equality and freedom from discrimination.**

(1) All persons are equal before and under the law in all spheres of political, economic, social and cultural life and in every other respect and shall enjoy equal protection of the law.

(2) Without prejudice to clause (1) of this article, a person shall not be discriminated against on the ground of sex, race, colour, ethnic origin, tribe, birth, creed or religion, social or economic standing, political opinion or disability.

(3) For the purposes of this article, "discriminate" means to give different treatment to different persons attributable only or mainly to their respective descriptions by sex, race, colour, ethnic origin, tribe, birth, creed or religion, social or economic standing, political opinion or disability.

30. Right to education.

All persons have a right to education.

32. Affirmative action in favour of marginalised groups.

(1) Notwithstanding anything in this Constitution, the State shall take affirmative action in favour of groups marginalised on the basis of gender, age, disability or any other reason

created by history, tradition or custom, for the purpose of redressing imbalances which exist against them.

(2) Parliament shall make relevant laws, including laws for the establishment of an equal opportunities commission, for the purpose of giving full effect to clause (1) of this article.

34. Rights of children.

(1) Subject to laws enacted in their best interests, children shall have the right to know and be cared for by their parents or those entitled by law to bring them up.

(2) A child is entitled to basic education which shall be the

responsibility of the State and the parents of the child.

(3) No child shall be deprived by any person of medical treatment, education or any other social or economic benefit by reason of religious or other beliefs.

(4) Children are entitled to be protected from social or economic exploitation and shall not be employed in or required to perform work that is likely to be hazardous or to interfere with their education or to be harmful to their health or physical, mental, spiritual, moral or social development.

(5) For the purposes of clause (4) of this article, children shall be persons under the age of sixteen years.

(6) A child offender who is kept in lawful custody or detention shall be kept separately from adult offenders.

(7) The law shall accord special protection to orphans and other vulnerable children.

35. Rights of persons with disabilities.

(1) Persons with disabilities have a right to respect and human dignity, and the State and society shall take appropriate measures to ensure that they realise their full mental and physical potential.

(2) Parliament shall enact laws appropriate for the protection of persons with disabilities.

Resource 2.2b: Persons with Disabilities Act (Act 3 of 2020)

Section 6: Non-discrimination in the provision of education services

(1) An institution of learning shall not discriminate against a learner with a disability, on the basis of the disability.

(2) Subsection (1) does not apply where an institution of learning is established for learners of a specific disability, and the learner does not have that disability.

(3) An institution of learning discriminates against a learner with a disability where—
    (a) on the basis of the disability, the institution of learning refuses to accept an application for admission, made by the learner with a disability who is otherwise qualified for admission;
    (b) the conditions for admission to the institution of learning exclude the admission of learners with disabilities;
    (c) the institution of learning denies or limits access of a learner with a disability, to the available facilities and services;
    (d) the institution of learning expels a learner with a disability, on the basis of the disability; or
    (e)the institution of learning subjects the learner with a disability to any unfair treatment, on the basis of the disability.

(4) An institution of learning that enrols a learner with a disability shall—
    (a) provide an inclusive education system for the learner; and
    (b) make the necessary structural adjustments to the buildings and premises of the institution of learning, to enable access to the building or premises by a learner with a disability, within three months from the date of admission of the learner.

(5) In addition to the requirements under subsection (4), an institution of learning which is owned or aided by Government that enrols a learner with a disability, shall provide sign language services, learning instructional materials and assistive devices, suitable for the learner and required for examinations by the learner.

(6) A parent or guardian of a child with a disability has the responsibility of enrolling the child in an institution of learning or ensuring that the child is enrolled in an institution of learning.

(7) Where the child referred to in subsection (6) is to be enrolled in an institution of learning with an inclusive education system, the institution of learning shall, where applicable, be of the same or comparable standard as that in which the other children under the care of the parent or guardian are enrolled.

(8) An institution of learning that enrols a learner with a disability shall provide sports facilities and equipment specific to the needs of the learner with a disability and put in

place measures to facilitate the participation of learners with disabilities in sports and other co-curricular activities.

(9) A person who wilfully prevents a child with a disability from attaining education commits an offence, and is liable, on conviction, to a fine not exceeding twenty currency points or imprisonment for a term not exceeding six months or both.

(10) In this section "inclusive education system" means a system where a learner with a disability is taught together with the other learners, in the same environment, and where, if required under subsection (5), extra support is given to the learner with a disability.

Resource 2.2c: UN Convention on the Rights of the Child

Article 28

1. States Parties recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular:

(a) Make primary education compulsory and available free to all;

(b) Encourage the development of different forms of secondary education, including general and vocational education, make them available and accessible to every child, and take appropriate measures such as the introduction of free education and offering financial assistance in case of need;

(c) Make higher education accessible to all on the basis of capacity by every appropriate means;

(d) Make educational and vocational information and guidance available and accessible to all children;

(e) Take measures to encourage regular attendance at schools and the reduction of drop-out rates.

2. States Parties shall take all appropriate measures to ensure that school discipline is administered in a manner consistent with the child's human dignity and in conformity with the present Convention.

3. States Parties shall promote and encourage international cooperation in matters relating to education, in particular with a view to contributing to the elimination of ignorance and illiteracy throughout the world and facilitating access to scientific and technical knowledge and modern teaching methods. In this regard, particular account shall be taken of the needs of developing countries.

Resource 3.1: Diamond 9 cards – Barriers to learners being in school

The cards should be cut up before giving them to the participants.

Attitude to age	Attitude to Class/socio-economic status	Conflict
Attitude to Disability	Attitude to Ethnicity	Attitude to gender
Health	Language	Migration
Poverty	Attitude to Religion	Disasters
	blank cards for participants to write their own ideas for barriers	

Resource 3.2: Case studies of out-of-school learners

1. **Mirembe** 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 Mirembe cannot attend school without a helper. Mirembe has been at home ever since.

2. **Damba** has severe behaviour and emotional problems. When he did attend school, he could only sit still in class for 15 minutes and was almost always in trouble by the end of the session. This caused him to throw major tantrums, which got him into even more trouble and often his teachers ended up excluding him from the classroom. Eventually Damba stopped coming to school. Now he does not go to school anymore, but spends his days in the local town where he has been spending time with older boys and getting into trouble with shopkeepers and police.

3. **Afiya** is 12 years old. She lives with her family of nine children in two small thatched huts near a National Park. None of the family has been to school. Her mother walks 6 kms every day to collect leftover food from a tourist restaurant and canteens to supplement the family food. At times Afiya is sent to sell roasted groundnuts at the lorry park in the nearby town. Her father stopped her brothers from going to school to help him burn charcoal and water the garden. When he was spoken to, he answered that the "school is not profitable".

4. **Mukisa** 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 business of selling vegetables in a local market and has never been to school.

5. **John** is 11-years-old in primary school. He has a problem in Mathematics classes; he doesn't understand the work and often gets the wrong answers. The teacher beats him when he makes mistakes and so John misses Mathematics lessons. Last week John dropped out of school.

6. **Sanya** is a senior one student who dropped out of school because he cannot manage to pay older boys who have completed their senior three. They appear at the school gate every day, bullying him for money. He starts to pretend that he is sick and stays at home to avoid confrontation with them. His parents ask him why he has given up on his desire to go to school and can't find any reason for his sickness. Finally, they consult a local healer who confirms Sanya's 'sickness' and tells them that he will die if he continues to go to school. Therefore, he drops out.

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

8. **Shakira** is a 14-year-old girl in primary seven. She stopped attending school during the examination period. When the school authority visited her family, after she had written her first two papers, she refused to go back to school and her parents did not say anything to help change her mind. Later, when she talked to friends, she said that school is not beneficial and she had opted to get married and her parents married her off to an older young man.

9. **Ochieng** is 10 years old. He was very happy to start school a few years ago, but his joy was short-lived. His teacher never had patience to work with him. He is hyperactive and his teacher thinks that he is ill-behaved, disruptive and spoiled. He was also always in conflict with his parents. His parents had tried to look for solutions, without success. They felt increasingly powerless, frustrated and angry, and sometimes vented their anger and frustration on him – they would insult him, punish him or stop talking to him. His friends in the playground and the neighbourhood mock him and won't play with him; they say he always 'ruins' their games.

One can almost see the question "but why?" on his face. Ochieng no longer goes to school.

10. **Rukundo** was orphaned and went to stay with her grandmother. She kept on repeating, and never progressed out of her class. Finally, her grandmother kept her out of school until she was older and then she was married off.

11. **Lokiru** is a ten-year-old boy living in Karamoja in north-eastern Uganda. His family own cattle and Lokiru is responsible for herding goats. During the dry-season the family move to neighbouring areas in search of water and pasture. Lokiru has never gone to school.[8]

12. **Natukunda** is 10 years old. She was made to stay with her aunt when her parents died in a road accident. When Natukunda asked her aunt about school she was told "you have to work for the food you eat" hence she became a maid in her aunt's house.

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[8] This case study is taken from a real-life case study where an alternative basic education programme has been established to promote school attendance amongst the Karimojong. See the full case study on EENET's website: https://www.eenet.org.uk/enabling-education-review/enabling-education-4/newsletter-4/4-3/

Resource 3.3: Strategies and solutions for locating and identifying out-of-school learners

WHERE are they located?	WHAT strategies can we use to identify and locate them?
WHO in our community can help us to find them?	**What challenges could we face and HOW can we overcome them?**

Resource 4.1: EENET's 'Inclusive transition' film transcript: Why is transition an issue in inclusive education?

All children experience many periods of transition in education – from home to their first day in pre-school or school, to their last day in school, college or university, and then starting work.

Moving to a new school or class can be exciting, frightening, confusing or upsetting.

It can feel disruptive for the child and their family.

> It is a very worrying stage when children transition to school. A new group is formed; they are growing and trying to show their characters. It is tough when children are getting used to each other in a new group. *(Olha Serova, Mother of Artem, Pre-school No. 2, "Romashka", Mykolayivka)*

Every time a child joins a new education setting or class it takes time for them to settle in, and for the teacher to get to know their individual needs.

This means that during transition periods there is a risk that participation and learning will be disrupted, particularly for children who have additional support needs.

> Ilia is now comfortable in the kindergarten. Of course, as a mother, I am anxious about what's next, what his future will be, and I understand the next step is a primary school. Obviously it must be an inclusive class. Yes, I do worry. But such schools are already available in Kharkiv. They have gathered knowledge and experience and accept children with disabilities. So I hope by the time Ilia graduates from the kindergarten we will find a perfect inclusive school where we are welcome and accepted. *(Nina Arsentieva, Mother of Illia, Community Pre-school No 74, Kharkiv City)*

Inclusive education systems must make sure that every transition period is well planned and supported, with the full involvement of parents and caregivers, so that no child becomes excluded from or within education during this difficult time.

Inclusive education transition starts at home

Parents and caregivers have the biggest influence on their children's development and learning, from even before they are born.

They support their child's social, physical, intellectual, creative and emotional development, which helps the child to become a resilient and independent thinker, communicator and doer.

Parents and caregivers best support this development through play.

Play-based activities can also help parents and caregivers notice if their child is experiencing difficulties.

Building early development and learning foundations at home helps to make the transition to the first education setting less challenging.

Children learn and practise lots of different skills at home that they will need to use during their education.

A continuum of transition support

Inclusive transition means that when learners move from home to their first education setting, or to new classes or settings, it is a smooth process for them, their families, and the teachers.

There are no unexpected changes or shocks.

There is minimal stress, and the children continue to receive the support they need to help them build on what they already know and can do.

How can you contribute to this continuum of support?

Resource 4.2: What is education transition?

[Image description: In the top left corner, there is a building labelled 'primary school'. A young girl is walking on a pathway towards the primary school. To the right here is a building labelled 'secondary school'. 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 'university'. A young woman is walking on a pathway from the secondary school towards the university.]

SECONDARY

PRIMARY
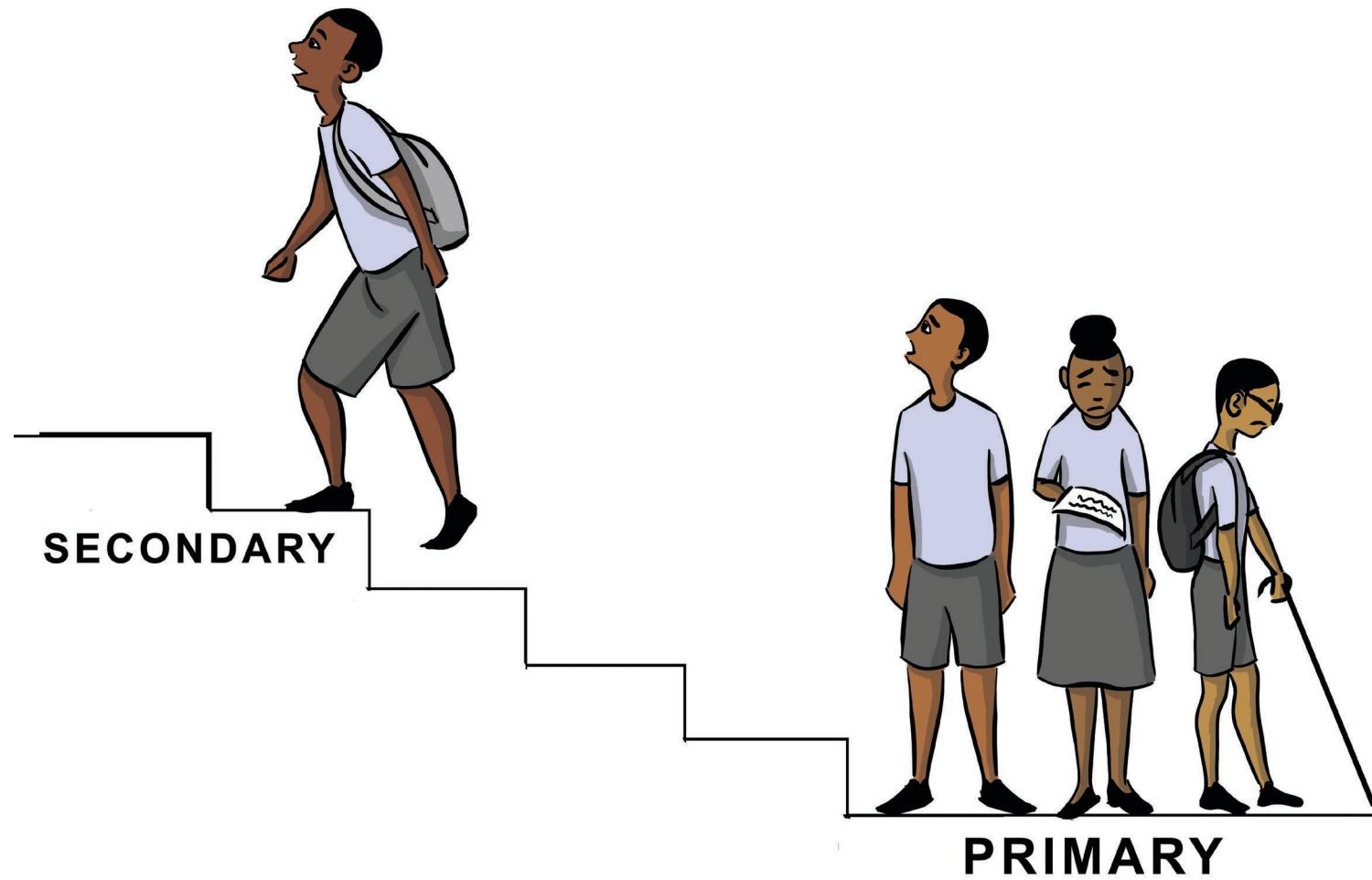
[Image description: A boy wearing school uniform, carrying a bag is climbing up some steps. The word 'SECONDARY' is written at the top of the steps. The children are standing at the bottom of the steps. The children include one boy who is looking up at the other boy, one girl holding a piece of paper with writing on it, looking down and looking sad and one boy wearing dark glasses, holding a stick and facing in the opposite direction. The word 'PRIMARY' is written at the bottom of the steps.]

Resource 4.3: What learners said about transition

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.

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

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

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

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

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.

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

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.

Resource 4.3A and 4.3B: The impact of education transitions on learners

Group A: Positive impacts

Learners **transitioning from primary to secondary school**, reported that:

- They worried about coping with the work, but were excited to have more subjects to study, particularly those involving doing and making, such as science, art, and design and technology.

- They were sad to leave their primary school teacher but looked forward to being taught by different subject specialists.

- They worried about losing their old friends from primary school but were excited about making new relationships.

- Adolescents may be vulnerable to certain stresses, but may also crave change, greater independence, and new experiences.

Group B: Negative impacts

- Some learners, especially those with disabilities may experience bullying.

- The needs of learners with disabilities require careful planning for; without this planning they may lack the support and understanding they need. Sometimes the learner's new teacher is not aware of the support plans in place for the learner at their previous school.

- Some learners with disabilities have difficulty finding accessible routes to or around a new school.

- Girls may experience a range of pressures when they transition between primary and secondary school that cause them to drop-out, for example increased household chores or social pressure to get married.

- When girls start to menstruate this can lead to irregular attendance.

- Some girls as they progress through secondary school report feeling less able to succeed and fall behind academically.

- Academic progress can slow down during a learner's first weeks in a new school. If a learner falls behind, she/he may feel unmotivated or frustrated.

- Learners who arrive <u>during</u> the school year/term (e.g., learners who have moved home, IDPs or refugees) don't experience the same support as learners who arrive at the start of the school year.

- If parents /care-givers are less involved in school life at the new school this can deepen social differences.

Resource 5.2a: Inclusive transition starts at home
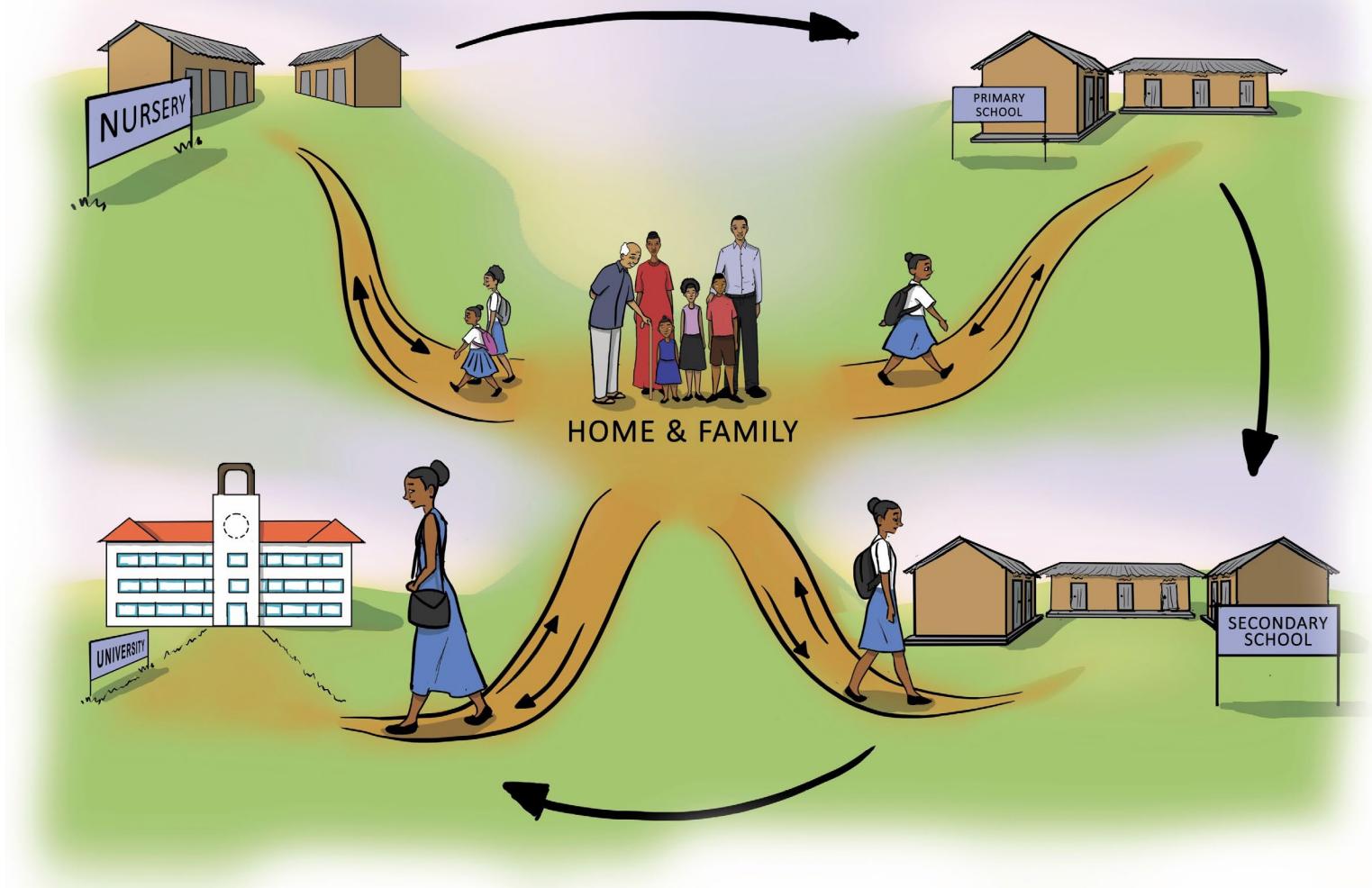
[Image description: The picture shows a family group in the middle and four buildings in each corner, with pathways and arrows joining the buildings and the family. The family includes a young girl, an older girl and an older boy, an old man with a walking stick, a woman and a man. The words 'family and home' and 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.]

Resource 5.2b: Set of three pictures of strategies

[Image description: There are three children are sitting on a living room floor. The boy in the middle is wearing a yellow t-shirt and is hitting the pots with wooden spoons. Ther is a long white stick on the ground near him. A girl is sitting on his left and a boy on his right. They are both clapping and smiling at the boy in the middle. Behind them there is a man and a woman standing back, watching and smiling.]

[Image description: There are three people standing talking to each other outside. One woman is handout 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 in Muslim clothing who are sitting and talking. In the far background there are some village houses and a man and a boy gardening].

[Image description: Many people have gathered outside, in front of the school building. Under the school sign an extra sign has been added that says 'Open Day'. On the left is a man playing the drum and three people wearing straw skirts are dancing. In the middle there are two children in school uniform, a girl and a boy, one handing out information leaflets and the other handing out water to people arriving. On the right, some people are gathered on seats under a marquee tent and they are listening to e woman dressed in mart clothes talking.]

Resource 5.3a: Issues that affect transition before school

Group 1, think about the issue of sleep.

Take a piece of flipchart paper and make a simple drawing of a child sleeping in the middle. Then discuss the following and make notes on the flipchart:

- What causes children in your school community to get insufficient sleep?
- How does lack of sleep affect children's inclusion in education?
- How does sleep support children's inclusion in education?
- What can be done to ensure they get sufficient sleep?

Group 2, think about breakfast.

Take a piece of flipchart paper and make a simple drawing of a child eating breakfast in the middle, or even just a picture of a bowl and spoon. Then discuss the following and make notes on the flipchart:

- Why might children in your school community not have breakfast before school?
- How does lack of breakfast affect children's inclusion in education?
- How does eating breakfast support children's inclusion in education?
- What can be done to ensure children have something to eat before the school day starts?

Group 3 think about chores.

Take a piece of flipchart paper and make a simple drawing of a child doing some chores. Then discuss the following and make notes on the flipchart:

- What chores do children in your community do and why do they do them?
- How can chores at home, on the farm or in the community negatively affect children's education?
- How might they benefit children's education?
- What can be done to ensure that chores do not negatively affect children's inclusion in education?

Resource 5.3b: EENET's 'Before school' film transcript

Before school

Every child has the right to a quality, inclusive education.

What happens inside a school can make a child feel included or excluded.

But problems with participating in a good education start before a child reaches the school gate.

A busy start to the day

From the moment a child wakes up in the morning they may face challenges that affect their inclusion in education.

Many children, from a young age, help with chores around the house – often in the morning before school.

> "What I do in the morning, I wake up and I sweep and mop the floor, and we cook."

By doing chores, children help their families, and they develop skills and responsibility.

But chores can also get in the way of children's education.

Traditional beliefs about the roles of women and men mean girls often do more household chores than boys, and this can affect girls' inclusion in education.

Of course, boys also do things to help the family that can affect their participation in education, such as looking after livestock or working to earn money.

> "With regards to gender aspects in our school, we are fighting for equal chances, but that does not depend only on us. It depends on the parents as well. Parents, especially of children with disabilities, do not always

have the same understanding and currently prioritise boys rather than girls."

Working in the mornings can make girls and boys late for school. They may get into trouble for this, which can put them off going to school.

Having to do lots of chores can also make children too tired to concentrate and learn properly.

What can you do?

You can talk to the children in your class or school to find out about their home lives. You may be able to help them balance chores and school better.

You can meet with parents to discuss the effects of chores on children's education. Maybe you can work together to make plans for reducing these chores.

You may be able to have broader discussions with parents about girls' education rights, which your country has agreed to uphold by signing various international conventions.

Breakfast

Breakfast is a very important meal for children.

Unfortunately, around the world, millions of children go to school hungry. This can affect their learning – it is very difficult to concentrate when you are hungry.

Making education more inclusive can therefore involve making sure children are not hungry.

What can you do?

"School feeding schemes are really very valuable because that encourages children to come to school in poorer communities because that's often the place where they get their only meal. So it's a good way of also encouraging attendance of learners who come from very poor communities."

You can observe children to see who may be struggling to learn because they are hungry.

You can talk to children and their parents to find out more about their situation and see what solutions might help them.

You could help your school to start or run a breakfast club, so that children can have free food before lessons start.

Local organisations or businesses may be willing to help.

You could find an organisation that works locally to help people generate income, and encourage them to work with parents from your school.

You could even help to start or run a school garden.

Children could learn about plants, growing food, and how to protect the environment whilst growing food for breakfast and lunch.

Handout 6.1: Using policy to influence change

Role play: A meeting of the District Education Committee that the local DU has asked to attend

The situation

The schools have recently re-opened after the COVID pandemic lockdown, and the classes are very full. During the pandemic many more refugee families moved into the district because of increased poverty in their own countries and now they want their children to be able to go to the local schools. The District Education Committee (DEC) feels that the schools are already under a lot of pressure and cannot accommodate all the new children of the refugee families. They feel that their responsibility is to the Ugandan children in the district and not to the refugee community. Some of the refugee children have managed to get into school but they are not able to speak the local language that is taught at the school so they can't really participate in the lessons. Many teachers are feeling very stressed because of the large numbers in their classes and are not sure what to do about the language barrier. There is a lot of tension in the district about the issue. The DU has asked the DEC if they can address the meeting as they are very concerned about this situation. Because it is such an important issue for the community, the DEC has agreed that people from the community can come to the meeting and listen to the discussion.

The actors

- **Two members of the District Union:** The members of the DU have discussed their strategy and agreed that they want to show the DEC members how the right of these children to education is being violated – they are going to use the Constitution of Uganda and the Convention on the Rights of the Child that Uganda has signed to do this.

- **The Chairperson of the DEC:** The chairperson of DEC is new and feels strongly that the DEC's first responsibility is to children from families who have lived in the district for a long time, mostly families who are Ugandan. She is very nervous as she wants to make a good impression. She doesn't know a lot yet about the education policies in Uganda.

- **The Deputy Chairperson of the DEC:** The deputy chairperson is an ex-teacher and feels that the rights of the teachers are more important than

anything. He says that policies are not really important, what is more important is that teachers are overworked and underpaid and the presence of these children in the schools are adding to their stress.

- **A priest from a church in the community where many of the refugee families go:** The priest is very concerned about the situation as he understands the concern of the parents from the refugee community and wants to try and find a solution. He feels that the policies are important and wants the DEC to discuss how they can find a solution to the problem.

- **A representative of a local women's organisation:** During the pandemic a number of young girls in the district fell pregnant. Some of the headteachers are telling these girls that they cannot now return to school. The representative feels that the girls' right to education is also being violated. She feels that the rights of these young mothers are more important than the rights of the refugee children.

- **The community members:** Anyone from the community has been allowed to listen into the meeting because it is such an important issue in the district. They are allowed to ask questions if they want to.

Questions for discussion

- How helpful was it to use the two policies to discuss the problem of the refugee children with the DEC?
    - If it was helpful, how did the policies help?
    - If they weren't so helpful, why do you say this?
- Would this happen in real life?
- Did any good solutions come out of the discussion that could help to get the children into school and to support those who are already in school?
- Are there any other reflections from the role-plays that could help the DUs to support the schools around inclusive transition?

Resource 6.2: Transition case studies

Case study 1: Disanka, aged 7

Disanka arrived in the area six months ago. She came with her mother and two older siblings. Her family used to live in the Democratic Republic of Congo. Disanka's father was arrested in DR Congo and has since disappeared. Her mother and siblings are staying with a member of their family who works on a farm nearby.

Disanka was admitted into grade one. She is a small, frail girl and looks very young for her age.

Three months after admission Disanka has not settled very well or made any real friends with the other learners. She is behaving like a much younger child, and finds it difficult to concentrate. She often falls asleep on the floor during the day. The teacher has attempted to communicate with Disanka using another girl in the school who speaks Lingala (one of the main spoken languages in DR Congo), but this has not been successful. The other girl says that Disanka doesn't understand what she says. The teacher has noticed that Disanka does seem to enjoy playing in sand and with water.

Recently, Disanka's mother has started attending the local church.

Discuss

- What are Disanka's needs?
- What strategies could address these needs?
- What could the school/school inclusion team do?
- How could the District Union support the child's successful transition?

Case study 2: Joyce, aged 9

Joyce's mother says that she was a difficult baby always crying and difficult to settle: 'She was my first baby and I didn't always know if I was doing everything right. By 18 months old I felt there was something wrong but I didn't know what. She had a few words – that seemed OK. But she didn't seem to play well, tended to break things and never spent any time on any one thing. I thought I might be doing something wrong.' By the time she was 3 years old her mother noticed that her interaction with other learners was poor. She noticed that her daughter mixes up words and misunderstands some things, but she has not known what to do.

When Joyce started primary school her teacher was not happy with her behaviour and upset her mother by suggesting poor parenting. For the last 18 months Joyce's mother has kept her out of school.

Discuss

- What are Joyce's needs?
- What strategies could address these needs?
- What could the school/ school inclusion team do?
- How could the District Union support the child's successful transition?

Case study 3: Daniel, aged 10

Daniel arrived one month ago at a Kampala primary school. He is 10 years old. He used to think Kampala was a separate country. When he arrived, he thought he would be able to walk home to his village whenever he liked.

Daniel had been living in a rural village with his grandmother since he was six years old; now he has come to Kampala to join his mother and his new stepfather, whom he has not met before. Daniel says he prayed: 'Please let me go to Kampala to be with my Mum'.

In school Daniel seems interested in learning, but he is easily distracted. When given work to be done at his desk, he starts the page, but soon he is jumping up to sharpen his pencil, leaning over to talk with his neighbour, pulling objects from his bag to play with, or simply rummaging through his bag searching for things. When the teacher stops to check on him, he looks up, but often has forgotten what he is searching for. He starts his assignments but doesn't finish them. When this has been mentioned to his stepfather, he has asked the school to tell him when Daniel is given homework so that he can make sure Daniel does it.

Daniel enjoys games and sport, though he can get into arguments with other learners.

Discuss

- What are Daniel's needs?
- What strategies could address these needs?
- What could the school/ school inclusion team do?
- How could the District Union support the child's successful transition?

Case study 4: Ashraf, aged 11

Ashraf is an able, independent and enthusiastic learner. His parents want him to succeed academically and he has never missed a day's school.

In recent weeks Ashraf's teacher has noticed that he is falling behind in his work. He seems distracted and anxious and unable to concentrate.

His teacher arranges to see him at lunchtime to ask him what is wrong. He says his family have been told to leave their home to make way for a commercial farm. The family have been told they will be relocated to an area much further away where the soil is much poorer quality, where there will be little access to amenities and where there is no school. He says he is very worried about how his mother and father and siblings will cope, and he doesn't know if he will be able to keep up his attendance since he will have to travel so far.

Discuss

- What are Ashraf's needs?
- What strategies could address these needs?
- What could the school/ school inclusion team do?
- How could the District Union support the child's successful transition?

Case study 5: Emmanuel, aged 15

When at primary school, Emmanuel was reluctant to attend school. When he did attend, he often got into confrontations with teachers. He was nearly excluded several times for his behaviour and had help from a guidance and counselling teacher. She realised Emmanuel was deeply anxious about his mother (who has critical health needs) and this explained his apparent school phobia. The guidance and counselling teacher's interventions included a home visit to help Emmanuel's mother learn to support him more effectively.

Emmanuel is now attending secondary school. When preparing for his transition, the guidance and counselling teacher discussed Emmanuel's anxieties about his mother with his new school. It was agreed that Emmanuel could ask to go to the school office at any time if he felt anxious about his mother. He would not have to pretend to have stomach-ache or make trouble in order to be allowed home and check on her well-being. Emmanuel is too embarrassed to accept support in class even in his weak subjects, but he did agree to meet with a guidance and counselling teacher/support adult after school once a week.

Then, unexpectedly, an attendance problem arose. Emmanuel's mother told the guidance and counselling teacher that he would not go to school again. A group of older boys had followed him after school, and he believed they were going to assault him.

Discuss

- What are Emmanuel's needs?
- What strategies could address these needs?
- What could the school/ school inclusion team do?
- How could the District Union support the child's successful transition?

Case study 6: Sarah, aged 15

Sarah is looking forward to going to secondary school. She has cerebral palsy. She has to use a wheelchair and her speech can be unclear. Sarah's parents, classmates and teachers are all able to communicate with her and understand her.

Sarah is intellectually able and is ambitious. In her current school adjustments have been made for her to access most learning.

After liaison with the secondary school to discuss Sarah's needs, the school's admissions teacher interviews Sarah and he assumes that she also has learning difficulties. He refuses to admit her as he thinks she will be unable to cope academically. He also says that although most school facilities are accessible to wheelchairs, she will not be able to access some core subjects as these classrooms are not accessible.

Discuss

- What are Sarah's needs?
- What strategies could address these needs?
- What could the school/ school inclusion team do?
- How could the District Union support the child's successful transition?

Resource 6.2b: 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 other organisations 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.

Resource 6.3a: Challenge cards

Copy and cut out a set of these cards for each small group. Please note on the blank cards, teachers can write additional challenges, if they identify any during discussion.

I can't find my way around or find accessible routes in my new school.	As a girl, now I am older, I have to do more chores at home. This makes me late to school and I get into trouble.
I'm confused by the new timetable. Where am I supposed to go and when? I get told off for being late.	My new school is in a different part of town and I have to go to school on my own, but it is not safe.
My parents don't understand that I have to do homework when I get home. They expect me to always look after my brother and do other chores around the house.	The teachers in my old school planned how to help me in lessons. 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.
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.	The teachers do things differently at this school. They have different ways of teaching. I can't get used to their expectations.
I got laughed at on the first day because I didn't have a coat.	I'm not used to being away from my parents all day.
The lessons are boring. I am learning the same things as I did in my previous school.	Everyone thinks I'm 'big' and should be able to cope with my new school. I'm still scared and confused!

I want to go to vocational college. I don't know which colleges are inclusive for learners with SEND. No one at my school knows either.	I did not see inside my new school until the first day of term. I was scared.
I get in trouble for being rude to my new teacher because of the way I ask when I can't understand what she wants me to do.	I am worried I won't find new friends or actively participate in the school events.
I don't feel part of this school.	I get bullied and I am especially scared during break-times and lunch-times.
	Blank cards for participants to write additional challenges

Resource 6.3b: Strategy cards

Copy and cut out a set of these cards for each small group. Please note they should be a different colour card to Resource 3.22. On the blank cards, participants can write additional strategies, if they identify any during discussion.

	Consult parents/care-givers early on when developing individual development plans and transition plans. Give parents/care-givers leaflets on what to expect and what activities they and the school can do to make transition easier.
Give new learners a tour, maps and organise peer-support (for example, a 'class friend') to help her/him find their way around.	
Make sure there is peer-support for all new arrivals for several weeks, and that all learners know they are expected to help each other and rewarded for helping.	Enable teachers to make home visits to some learners to find out about their needs and family and community support systems.
Warmly welcome all parents/care-givers and provide an admission meeting where information can be shared before their child's arrival in class. Invite parents/care-givers of new learners in again after a few weeks to share early progress and to clarify the school's expectations.	Quickly reward new arrivals for trying hard or for anything they do well and for settling-in well. Sustain transition support throughout the year to learners who need it.

Welcome parents/care-givers into the classroom (especially pre-school and reception classes) to help their children settle.	Involve parents/care-givers when developing transition plans and activities.
Have staff who co-ordinate grade/school transition.	Communicate to support learners before, during and after transition.
Adjust the curriculum and teaching methods to acknowledge new arrivals' prior learning experiences in their last school.	Organise teacher exchanges between schools. For example, the teacher of the new school who is in charge of the transition year, together with the school IECo, can make visits to the leavers' class (which they are about to leave) to get to know the learners and answer their questions.
Ensure individual plans are recorded and shared with the learner's new teacher/school.	Develop effective initial assessment and set a few short-term settling-in social and academic targets for each new arrival, reviewing progress after a few weeks.
Ensure secondary schools have information about accessible/inclusive higher and vocational education options.	Ensure secondary, higher and vocational institutions offer career guidance giving appropriate and motivational advice to learners with SEND.

Support a learner when she/he does not understand; expect some new arrivals to be chatty or noisy if they are nervous or excited in their new environment.	Ensure all new learners are involved in creative and recreational activities within the curriculum and outside hours so that they quickly engage with a new community, feel enthusiasm and are given a sense of purpose and achievement.
Help learners visit their next class/school and become familiar with the surroundings, people and procedures before they move.	Ensure teachers are fully aware of the prior learning of each learner, supported by effective initial assessment of new arrivals.
Support-staff need to make sure they do not make their learner feel isolated or different from the rest of the class.	Plan friendship-building activities into the first few weeks of lessons.
Organise 'induction days' during the term before transfer. On these days the new arrivals can meet the teachers they will have next year and experience some lessons, have the opportunity to meet future classmates from other schools and question learners who had moved from their school in the previous year.	Help new arrivals manage their own learning and together reflect on their experience of transition. Some schools have held very successful discussions focusing on how learners feel and what it will be like moving to a new school.
Develop an effective anti-bullying policy and make sure those adults who staff break-times and lunchtimes are told if there are any new arrivals.	Train all staff how to support learners' emotional, physical and academic needs when they leave or join a school and provide guidance materials.

Make sure spare items of clothing/school uniform are available for learners from poor families.	Provide organised games/activities at break-times/lunchtimes.
Make sure new arrivals are given responsibilities early on and that they get involved in activities with older learners, including extra-curricular activities such as sports, clubs and school play productions.	Listen to new arrivals and to their peer mentors. Organise review meetings with them after the first few weeks. They are the ones who have first-hand knowledge about what it is like to make the transition between schools and are therefore best able to tell us what support they and others need.
Make sure everyone knows where to go (especially during break-times) if they do not feel safe.	*Blank cards for participants to write additional strategies*