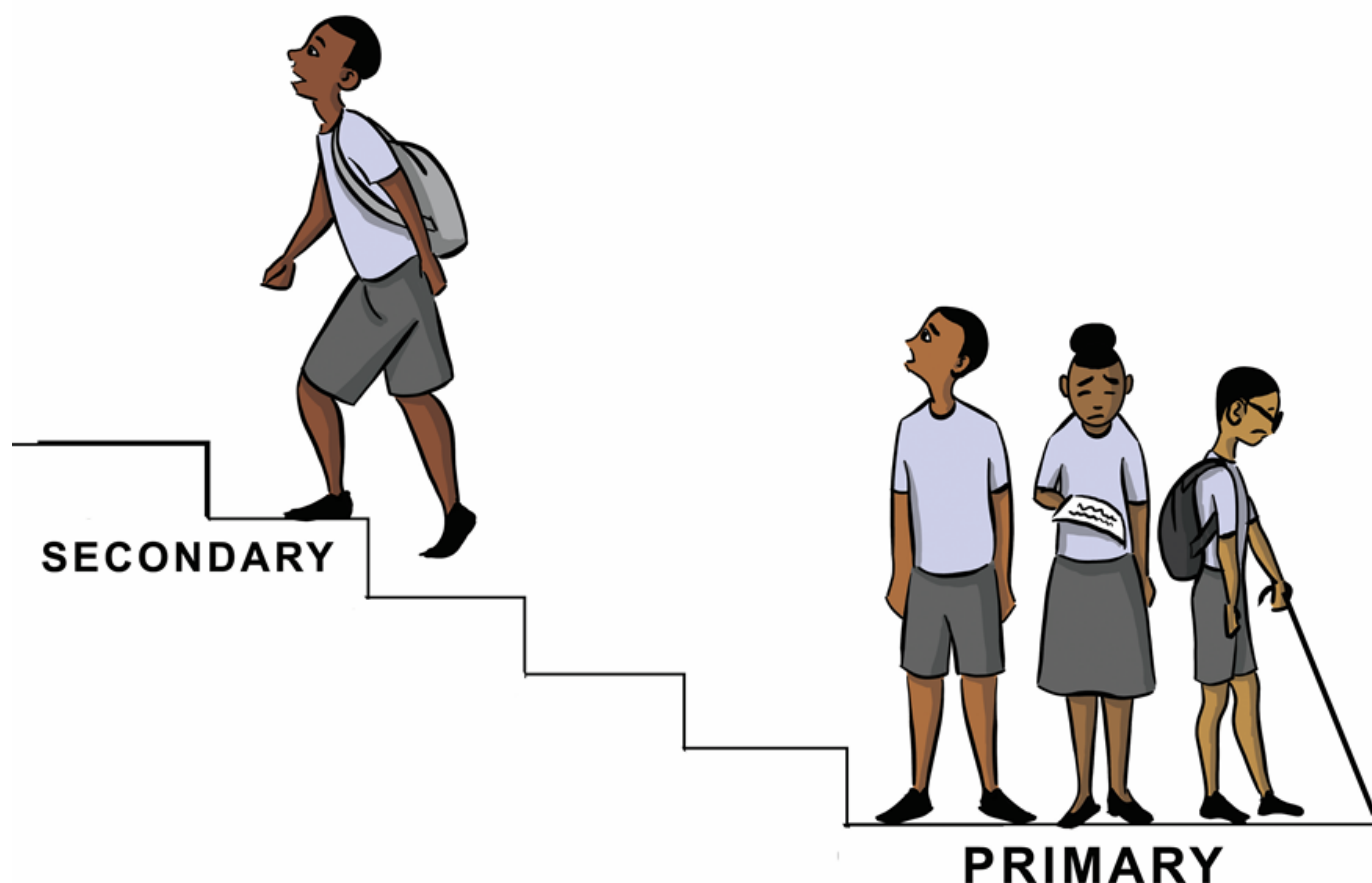


# Identifying out-of-school learners and supporting education transitions

Module

3



## Participant handbook

Prepared for:

National Union of Disabled Persons of Uganda (NUDIPU)

The Norwegian Association of Disabled

Developed by:

Enabling Education Network, March 2022



NAD - The Norwegian  
Association of Disabled



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.]



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## Acronyms

CBO	community-based organisation
EENET	Enabling Education Network
NAD	Norwegian Association of Disabled
NGO	non-governmental organisation
NUDIPU	National Union of Disabled Persons of Uganda
OPD	organisations of people with disabilities
SEND	special educational needs and/or disability
SIT	school inclusion team
ToT	training-of-trainers

# What is this handbook and who is it for?

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

This module has two aims.

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

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

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

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

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

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

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

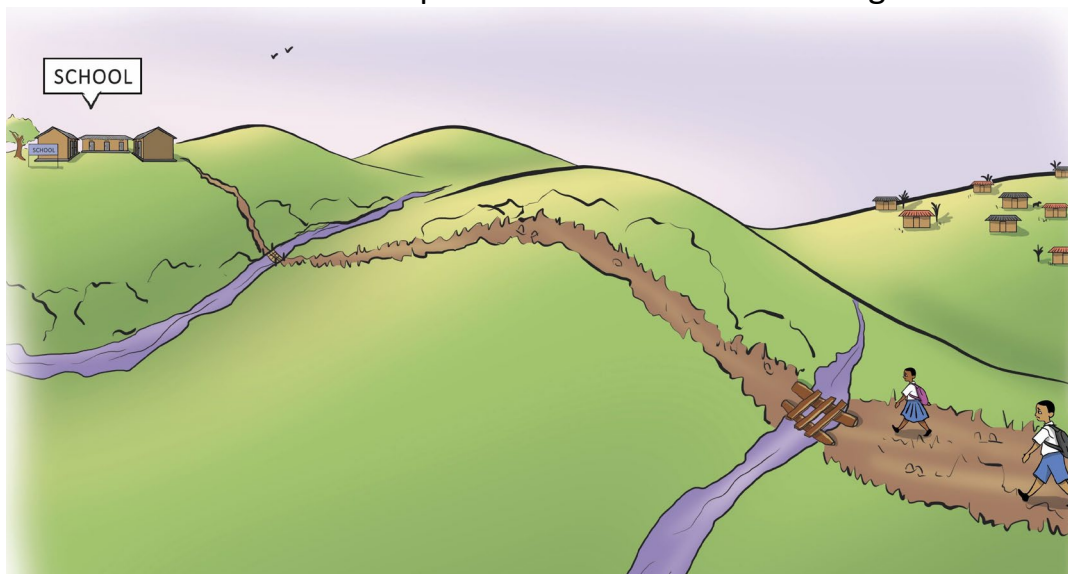
- **Environmental barriers**
- **Resource barriers**
- **Attitude barriers**
- **Policy barriers**
- **Practice barriers.**

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

## a) Groups of barriers to learners' schooling

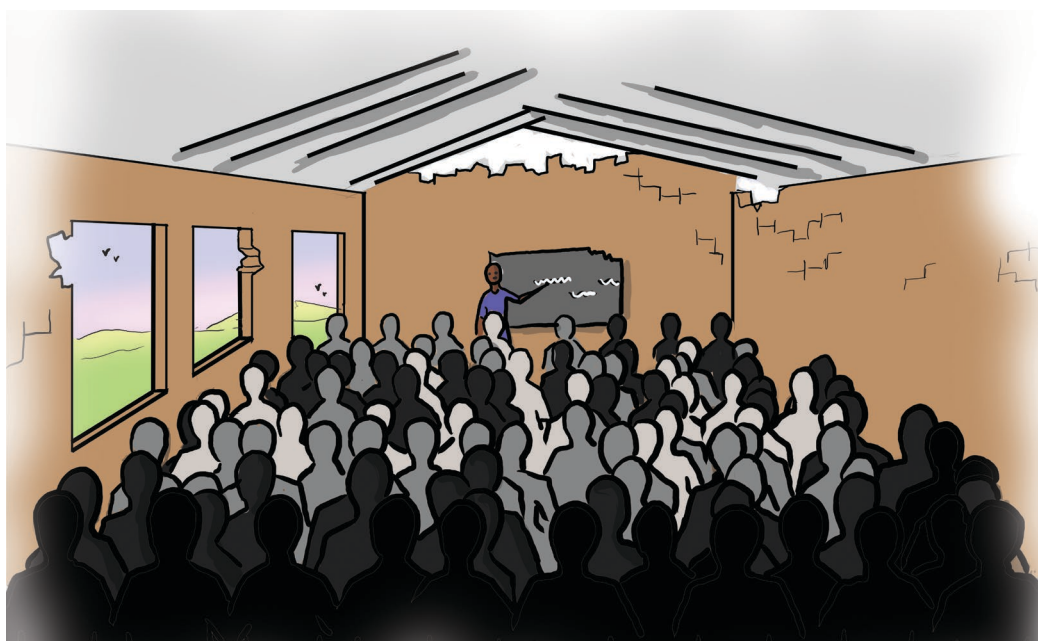
### Environment and resources

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



[Image description: The picture shows a long footpath going 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.]

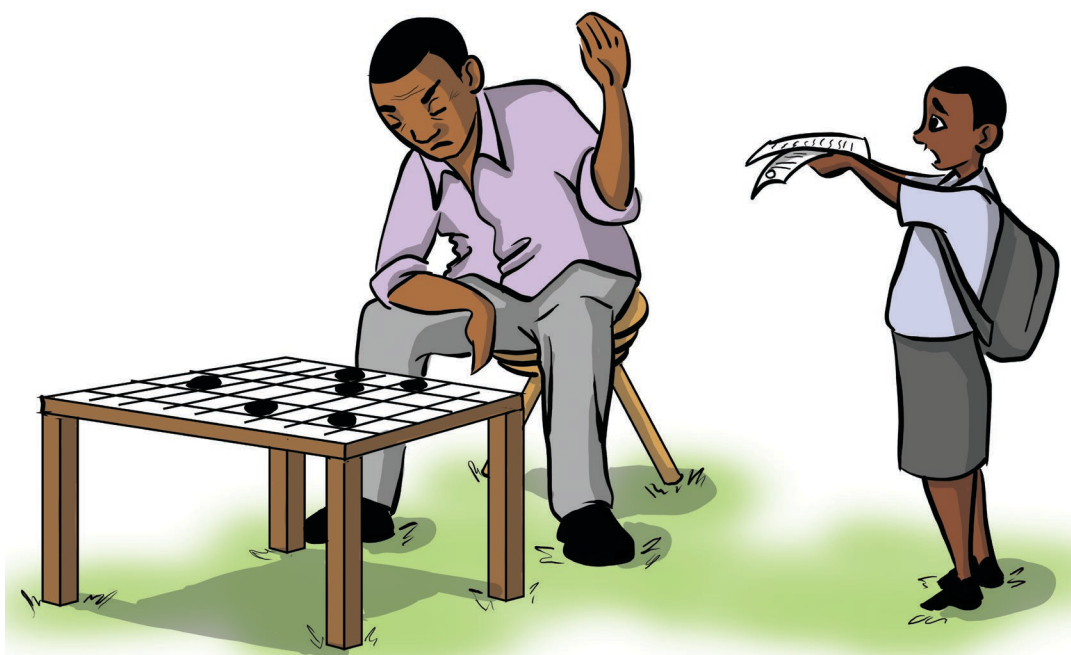
**Resources**, including **economic, material and human resources** can affect whether or not learners are in school. Some families cannot afford to send their children to school. Poor families may depend on their children's labour to survive. Schools in poor areas may struggle to have enough teaching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



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

## **Attitudes and beliefs**

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



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

## **Policies and practices**

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



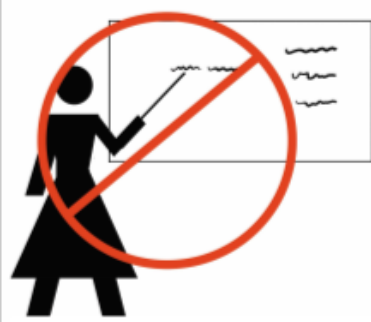


[Image description: There is a man standing at the front of a classroom holding a long stick. He looks angry. He is pointing the stick at a boy standing in front of him. The boy has his head bowed. There are learners in the classroom looking on. Outside the open classroom door there is a boy standing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

## **b) Interconnected barriers affecting learners' schooling**

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

## Interconnected barriers affecting learners' schooling



A shortage of teachers with proper training



A few poorly trained teachers and very large classes



Learners receiving a poor-quality education

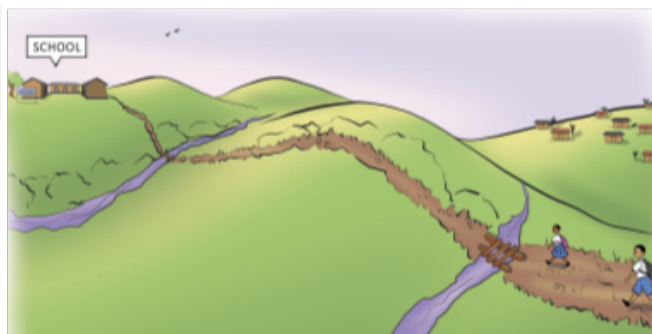


Learners dropping out of school because they are not learning



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

and



The school is very far from the learners' homes

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

## c) Specific barriers to learners' schooling

### Age

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



[Image description: There are two tables with three children sitting at each table. On the left at the back there are 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.]

### Conflict and disasters

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



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

## Migration

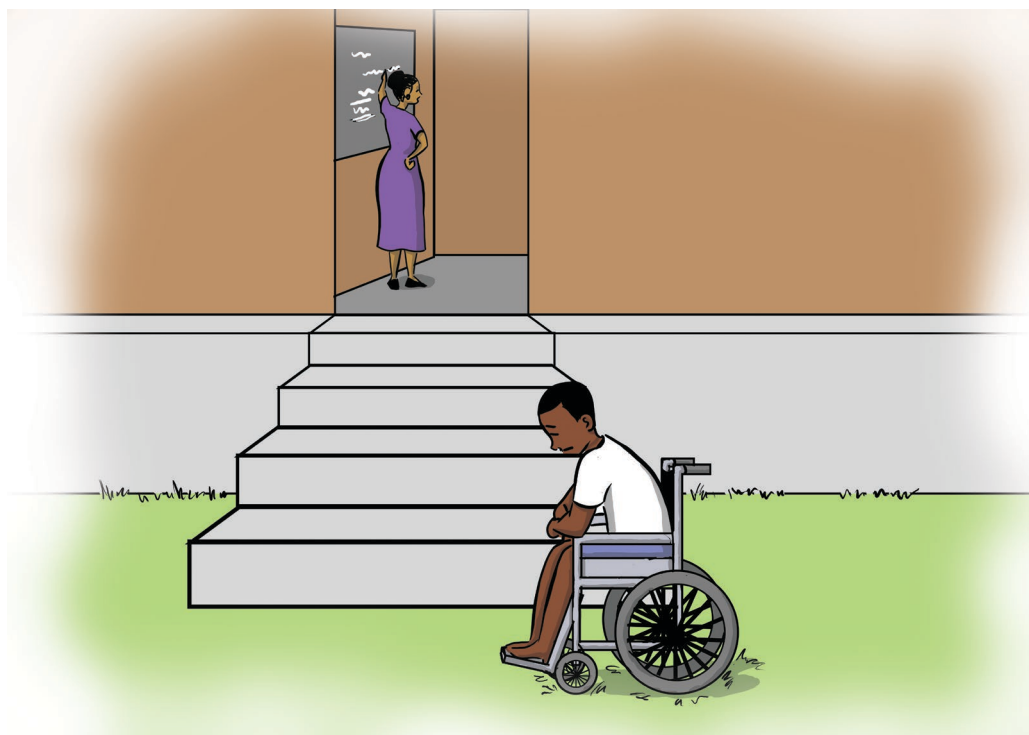
Learners who are forced to migrate because of disasters and conflicts in their home countries often end up in refugee camps in other countries where access to schooling may be limited. Learners who are internally displaced persons (IDPs) within their own countries, often have even less, if any, access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



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

## Disabilities

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



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

## Health

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

## Gender

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





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

## Language

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



[Image description: 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.]

## **Ethnicity, religion and culture**

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

## **Poverty**

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





[Image description: There are two children sitting on the ground. In front of them there is a sheet with different types of vegetable on it. There is a woman standing, holding a bag and giving something that looks like one to the children. In the background are two or three other people with sheets and produce on them].

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



[Image description: On the left there is a girl not in school uniform carrying a back pack, looking sad and walking away. A smartly dressed woman is pointing in the direction the girl is walking. In the background there are two learners in school uniform standing in front some buildings. There is a sign that says 'school'.]

## 2. Why are learners out of school in Uganda?

There are a number of different reasons why learners do not attend school in Uganda. The following reasons were mentioned during research<sup>1</sup> into inclusive education conducted at the beginning of the TOFI programme in 2020:

- 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.

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.

### a) Case studies of out-of-school learners

Read these case studies describing different out of school learners in Uganda. Think about:

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

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

**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.

**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 to supplement the family food. 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 asked why, he said that the “school is not profitable”.

**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.

**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.

**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.

### 3. What is a policy?

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.

#### Policies can take many forms

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

### What is a policy?



Image 1

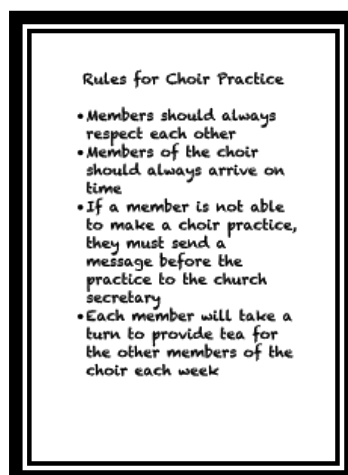


Image 2



Image 3

[Image description: The slide shows three images next to each other. The first image on the left shows the cover of a document. It is 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.]

Policies can operate at different levels (for example, they can guide practices in schools or they can operate at the global level to guide different countries, such as the UN Convention of the Rights of Persons with Disabilities)

- Policies can have short-, medium- or long-term goals.
- The policies we read always have a history to them – who was involved in making this policy? Were there issues that people disagreed about and how did people agree on what the policy says?
- So, when we look at a policy we always need to LOOK and THINK about it carefully.

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

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

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

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

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



Participants practise their listening skills during training in Kampala, Uganda



[Image description. The photo shows a man and a woman sat opposite each other. The man is in a wheelchair. They are looking at each other and leaning forward slightly. One is listening while the other talks.]

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

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



An example of a map created in Livingstone, Zambia

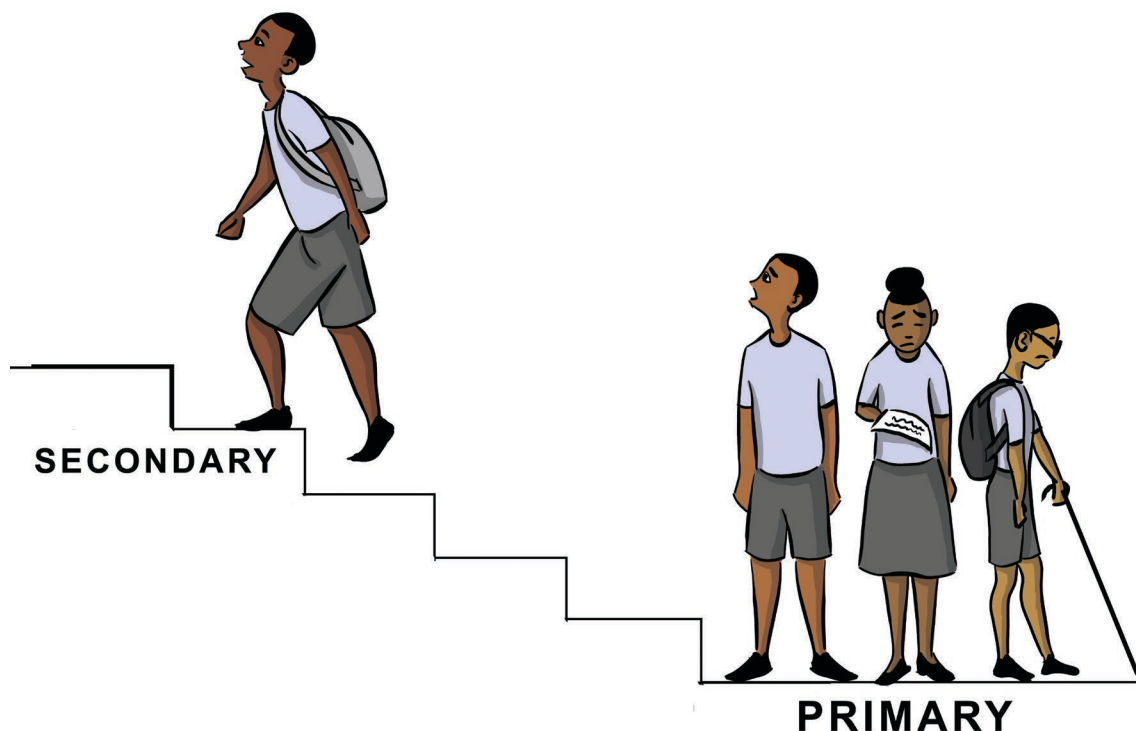
[Image description: The map shows the layout of straight and curved streets. There are lots of small squares illustrating where houses, shops and schools can be found.]

## 5. What is education transition?

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

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

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



[Image description: A boy wearing school uniform, carrying a bag is climbing up some steps. The 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.]



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

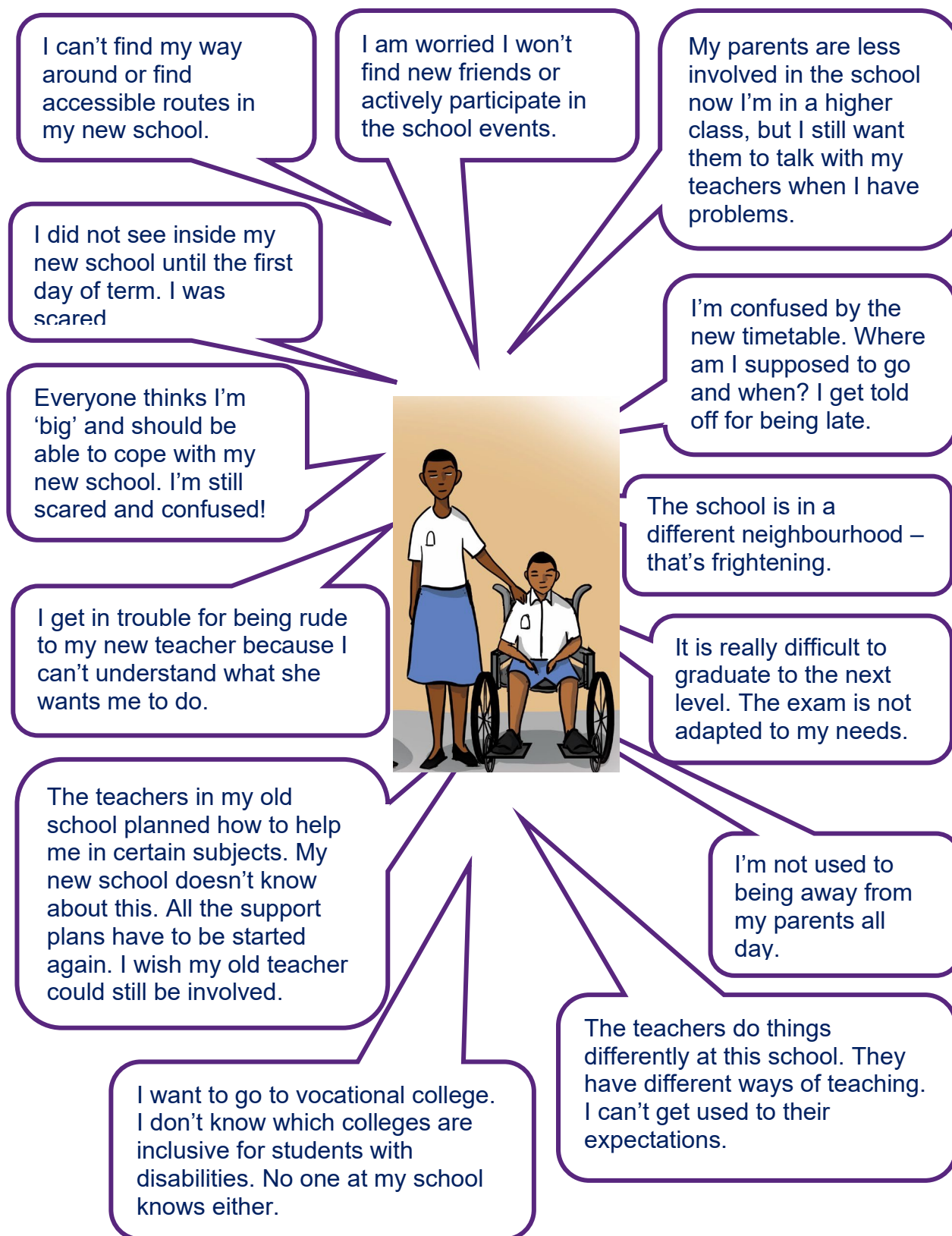


[Image description: In the top left corner, there is a building labelled 'primary school'. A young girl is walking on a pathway towards the primary school. To the right here is a building labelled 'secondary school'. A bigger version of the same girl is walking on the pathway from the primary school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

In many countries, including Uganda, all learners have recently gone through a big transition when they returned to school after the long closures due to COVID-19. Although it is good that schools have re-opened, learners, families and schools are now facing lots of challenges around this transition. For example, many schools are over-crowded with lots more children in the classes. There are also some children who have dropped out, such as girls who fell pregnant or boys that went off to work to help their families. These are important transition challenges for us to think about right now.

## a) What learners said about transition

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



## **b) The impact of education transitions on learners**

There are a range of different positive and negative impacts of education transitions on learners. Some of these can be found below:

### **Positive impacts of transition**

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.

### **Negative impacts of transition**

- 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 during 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.

## 6. Inclusive transition starts at home

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

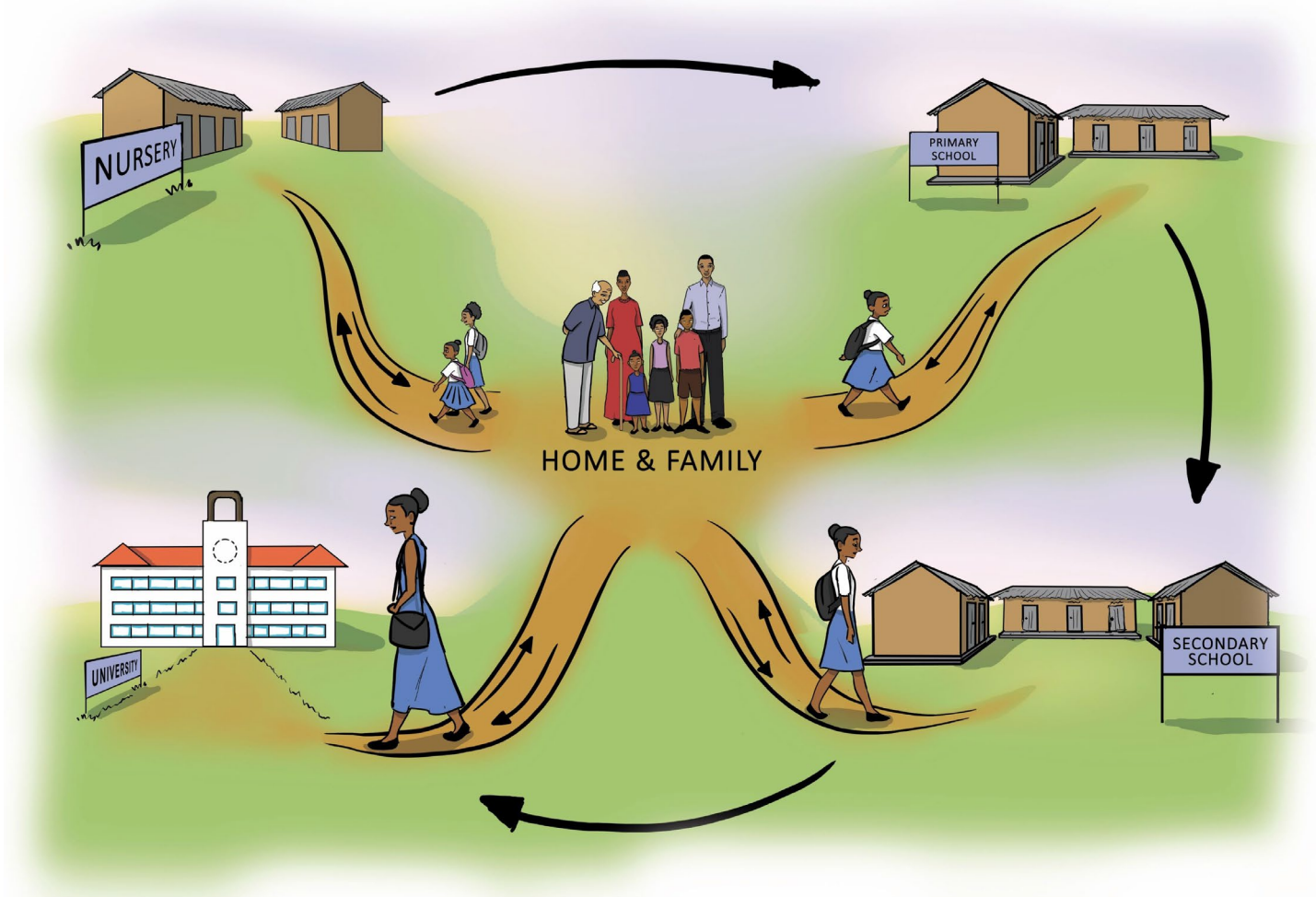
Transition to school does not mean the end of learning at home. To make sure that the transition is smooth and inclusive it is important to involve parents and care-givers.

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



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

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





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

## a) Before school

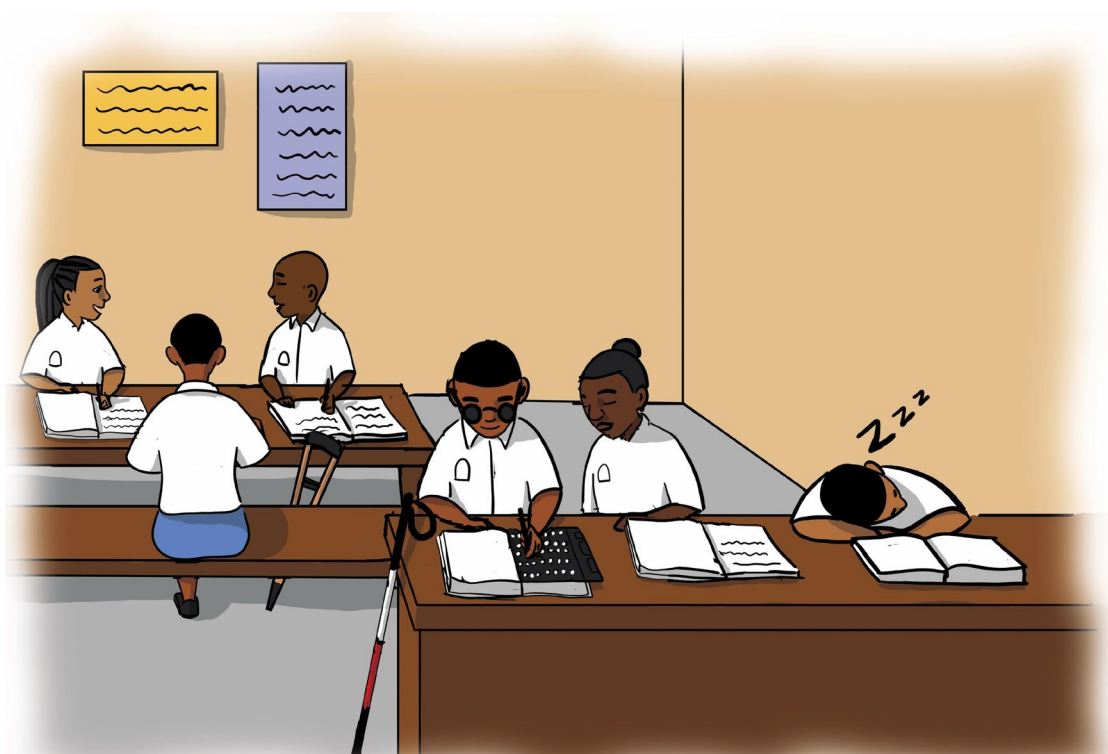
There are factors in children's home lives that affect their attendance or participation in education as they transition from home to school each day.

Three important issues are:

- sleep,
- breakfast
- household chores.

### Sleep

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



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



## Breakfast

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



[Image description: There are two big pots over fires at the front of the picture with steam coming off them. There is a woman behind the pots pouring something into a cup. There is another woman standing behind a table with lots of cups lined up on it. Children are queuing up in front of the table. Other children are sitting down on a bench drinking from the cups. There is one boy in a wheelchair and another in dark glasses with a white stick. In the background there is a school building. There is a man walking out from behind the school busy carrying a tray of something. The scene is busy].

## Household chores

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



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

## **7. Strategies for supporting inclusive transition**

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

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

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

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



[Image description: There are three children sitting on the floor of a living room. There is a sofa behind them and some pictures on the walls. In front of them are two up-turned pots. The boy in the middle is hitting the pots with wooden spoons. There is a white stick on the ground next to him. The girl on the left is clapping her hands. The boy on the right is also hitting the pots and smiling at the boy in the middle. They look like they are having fun. Behind them there is a man and a woman in smart clothes watching and smiling.]

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



[Image description: There are three people standing talking to each other outside. One woman is 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].

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



[Image description: Many people have gathered outside, in front of the school building. 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 a woman dressed in smart clothes talking.]



## **a) Key principles for a smooth transition**

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

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

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

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

- A. Using policy to influence change**
- B. Looking, gathering and sharing information**
- C. Facilitating collaboration between families (parents and learners), the school/school inclusion team and organisations within the community**
- D. Raising awareness about key issues within the community**

## A. Using policy to influence change



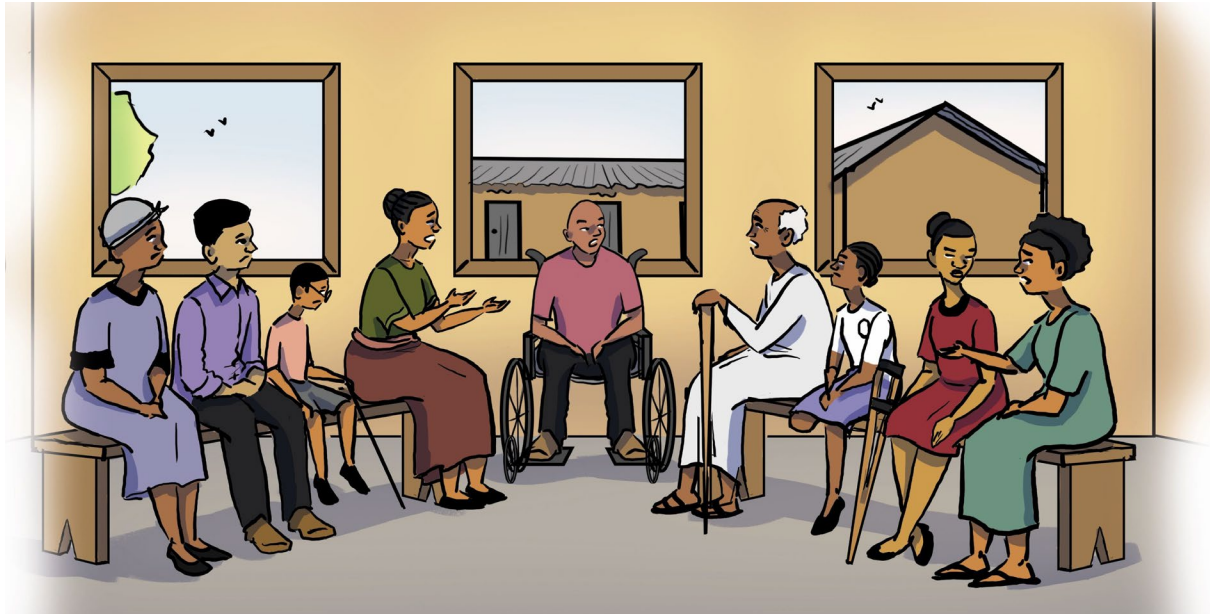
[Image description: There are five people sitting in a room. There is a calendar on the wall. On the right there is a smartly dressed man sitting behind a desk with some papers on it. The words 'District Education Officer' are written on the desk. He is listening. Facing him are four people sitting on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

## B. Looking, gathering and sharing information



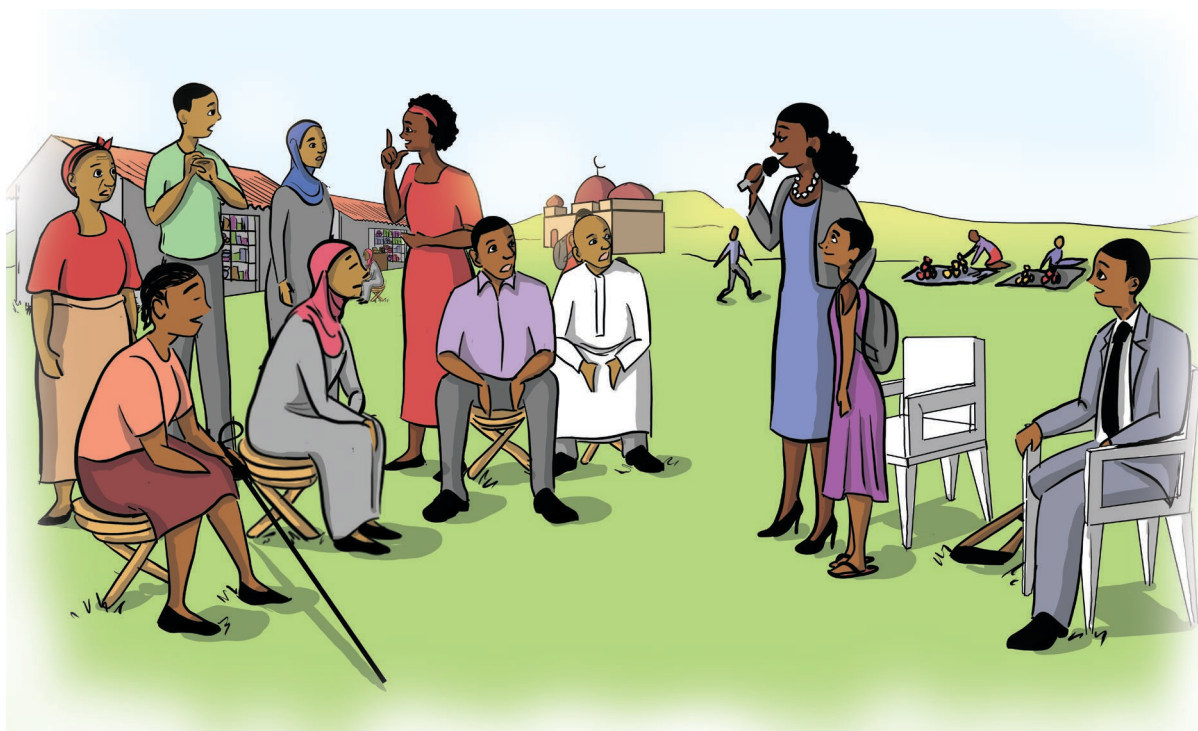
[Image description: A man with one leg, wearing a suit and using a crutch. He is standing just outside a door of a house. The door is open. A woman is standing in the open doorway talking to the man. She is wearing basic clothes. She is gesturing and her eyebrows are raised - like she is explaining something.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

### **C. Facilitating collaboration between families (parents and learners), the school/school inclusion team and organisations within the community**



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

## D. Raising awareness of key issues within the community



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