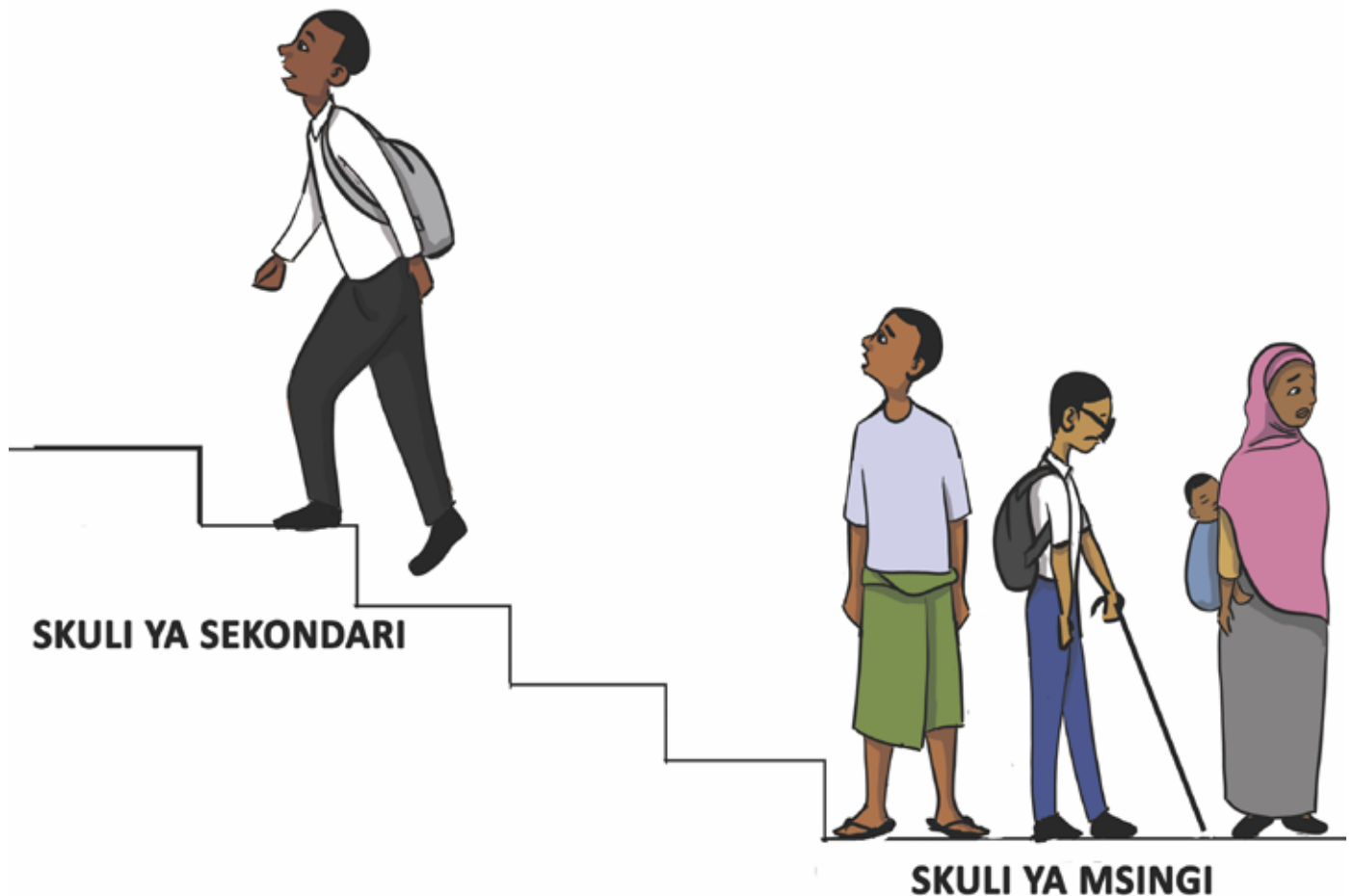


Identifying Out-of-School Learners and Supporting Education Transitions

Module

3



Participant handbook

Prepared for:
Zanzibar MECP-Z and the Organisations for People with Disabilities
The Norwegian Association of Disabled

Developed by:
Enabling Education Network, September 2022

[Image description (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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Contents

Acronyms.....	4
What is this handbook and who is it for?	5
1. Who are out-of-school learners and why are they out of school?.....	6
2. Why are learners out of school in Zanzibar?	19
3. What is a policy?	21
4. Strategies and solutions for locating and identifying out-of-school learners	23
5. What is education transition?	25
6. Inclusive transition starts at home	30
7. Strategies for supporting inclusive transition.....	36
8. The role of OPDs in identifying out of school learners and supporting inclusive transition.....	41

Acronyms

CBO	community-based organisation
EENET	Enabling Education Network
NAD	Norwegian Association of Disabled
NGO	non-governmental organisation
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:

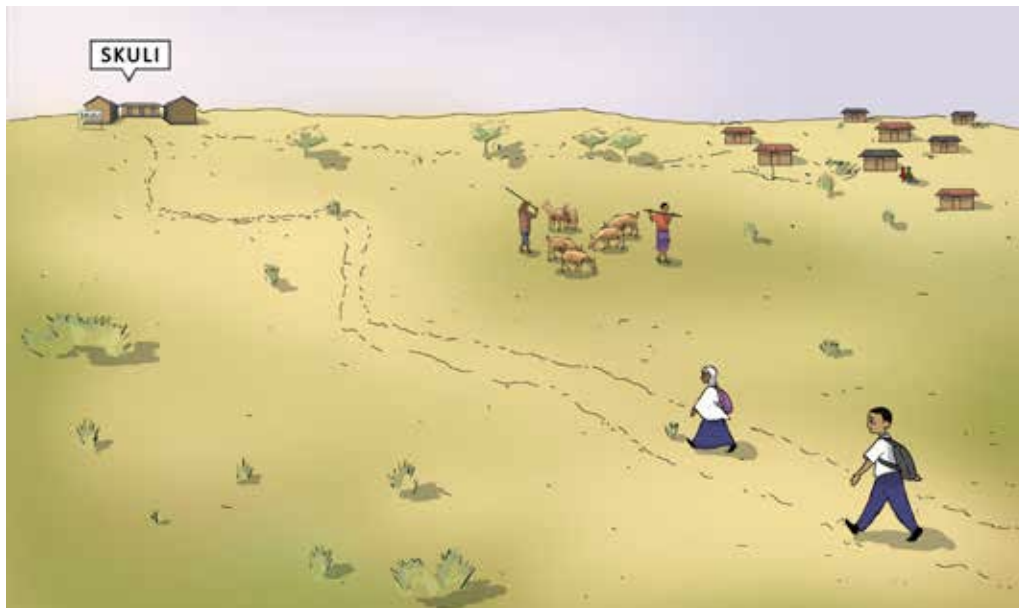
- **Environmental barriers**
- **Resource barriers**
- **Attitude barriers**
- **Policy barriers**
- **Practice barriers.**

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

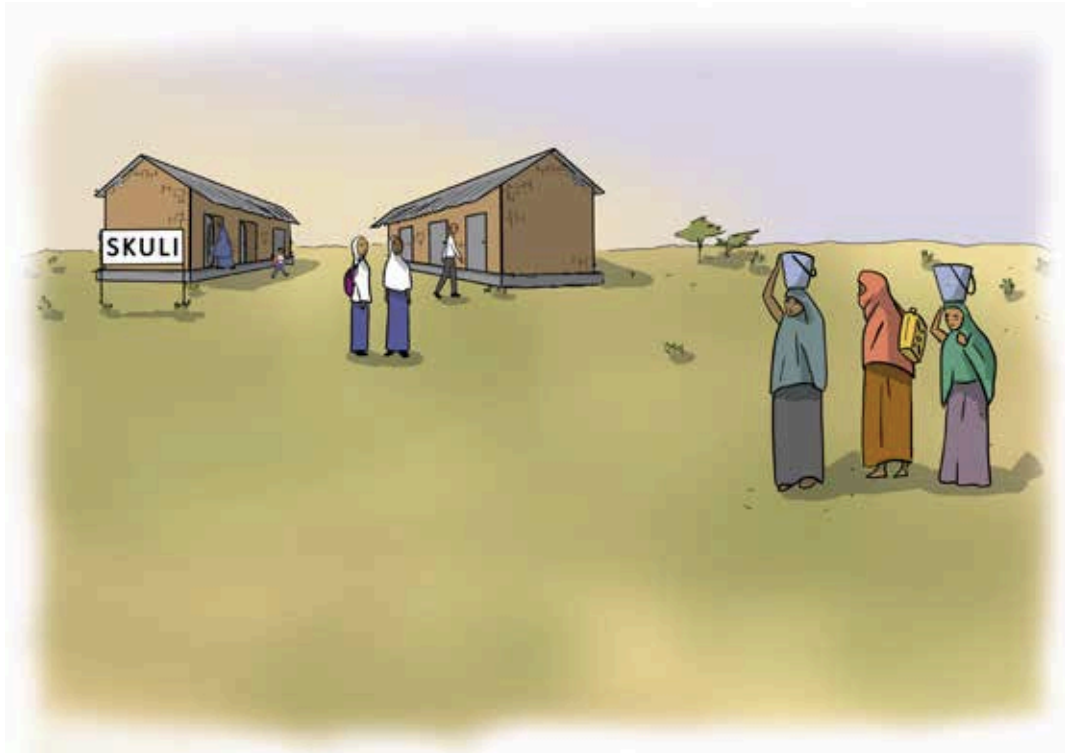
Environment and resources

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.

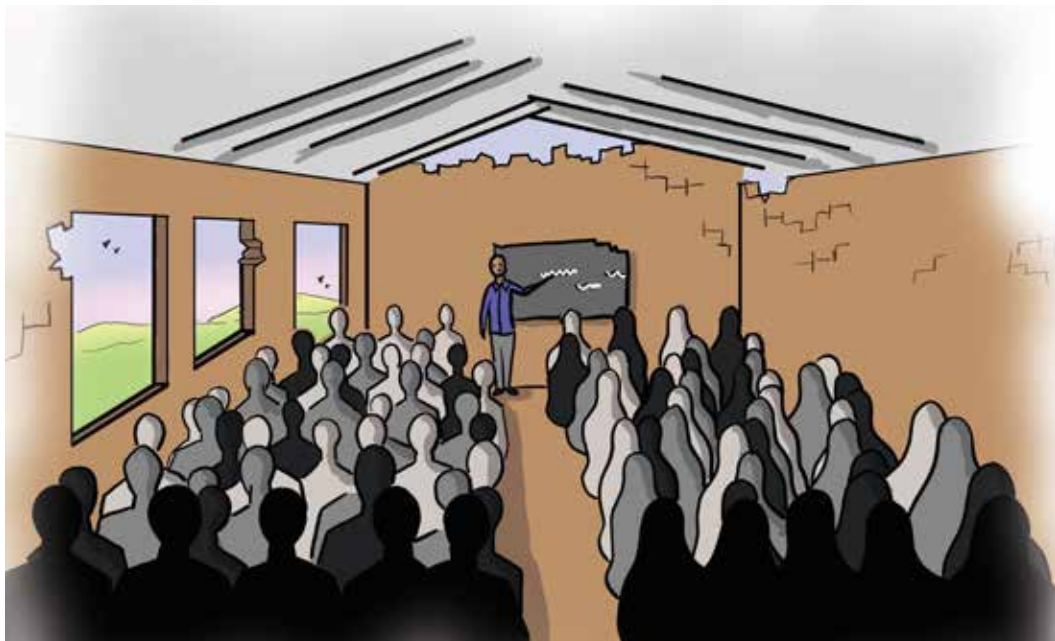


[Image description: The picture shows a long footpath going between bushes over dusty, stony land. There are some boys herding goats near the path. In the distance on the left there is a school. In the distance on the right there is a village. Two children in school uniform are walking along the footpath.]

Resources, including **economic, material and human resources** can affect whether or not learners are in school. During periods of water scarcity, students, especially girls, may drop out of school because they are forced to walk further to fetch water for their families. 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: At the back, there is a school. Two female students wearing uniform are standing in front of the school, with one or two school employees and students behind them outside the school buildings. In front on the right side, there are three girls who are not in uniform carrying buckets of water as they go to fetch water. They are looking towards the school.]



[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 lying on a sofa with his feet up, talking on the mobile phone. It is clearly not a work call. A young boy in school uniform is holding papers with writing on them up to the man. The man is looking away and putting up his hand. His facial expression is annoyed.]

Policies and practices

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

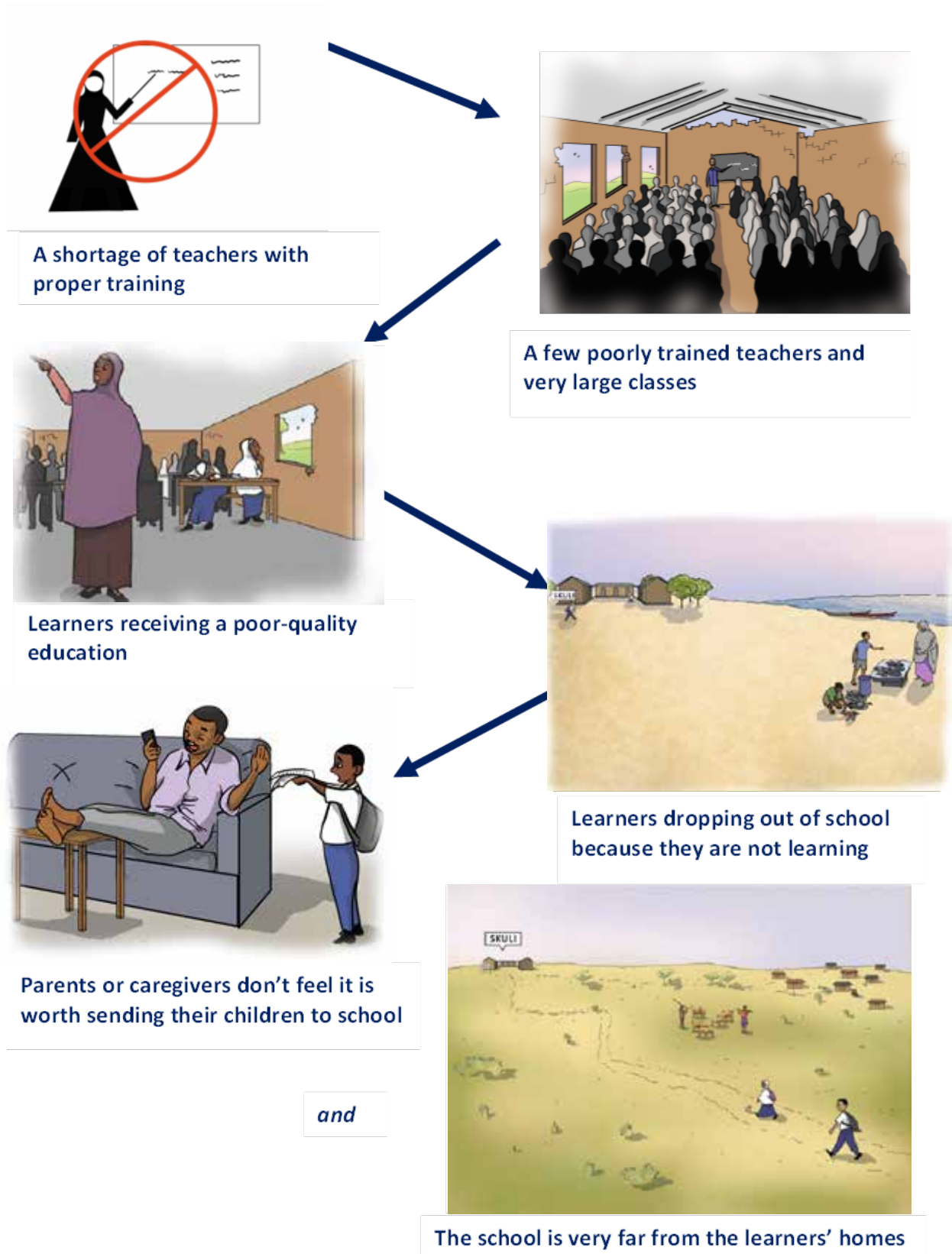


[Image description: There is a man standing at the front of a classroom holding a long stick. He looks angry. He is pointing the stick at a boy standing in front of him. The boy has his head bowed. There are learners in the classroom looking on. Outside the open classroom door there is a boy standing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

b) Interconnected barriers affecting learners' schooling

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

Interconnected barriers affecting learners' schooling.



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

c) Specific barriers to learners' schooling

Age

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



[Image description: There are two tables with three children sitting at each table. On the left at the back there are 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: Three school buildings have been transformed into a camp for community members affected by the floods. There are three women, two sitting and one standing to the side, and two men sitting, one of whom is wearing a white gown; they appear to be discussing important matters. People can be seen inside the classroom buildings, while others are entering the rooms. In front of those buildings, there is a sign that says 'school.' In the distance, there are collapsed buildings and there is muddy water surrounding the area. Two children are playing in the mud]

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. Although in Zanzibar, IDPs can access formal education, there may be a significant issue of overcrowding in classrooms, which means that students may not receive the support they need to cope with that situation.

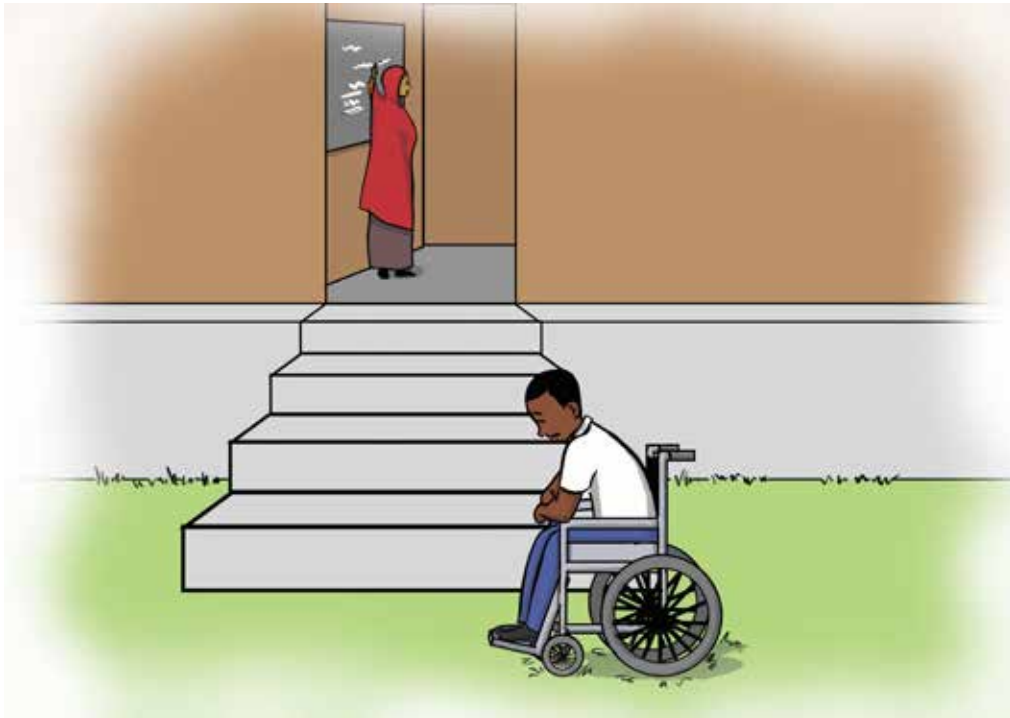


[Image description: An outline map of Africa. At the top is a person in a wheelchair with tyre tracks behind it indicating movement. In the middle is a woman holding the hand of a child with footsteps behind them indicating

movement and at the bottom is a person walking downwards with footsteps behind them indicating movement. All figures are stick figures.]

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

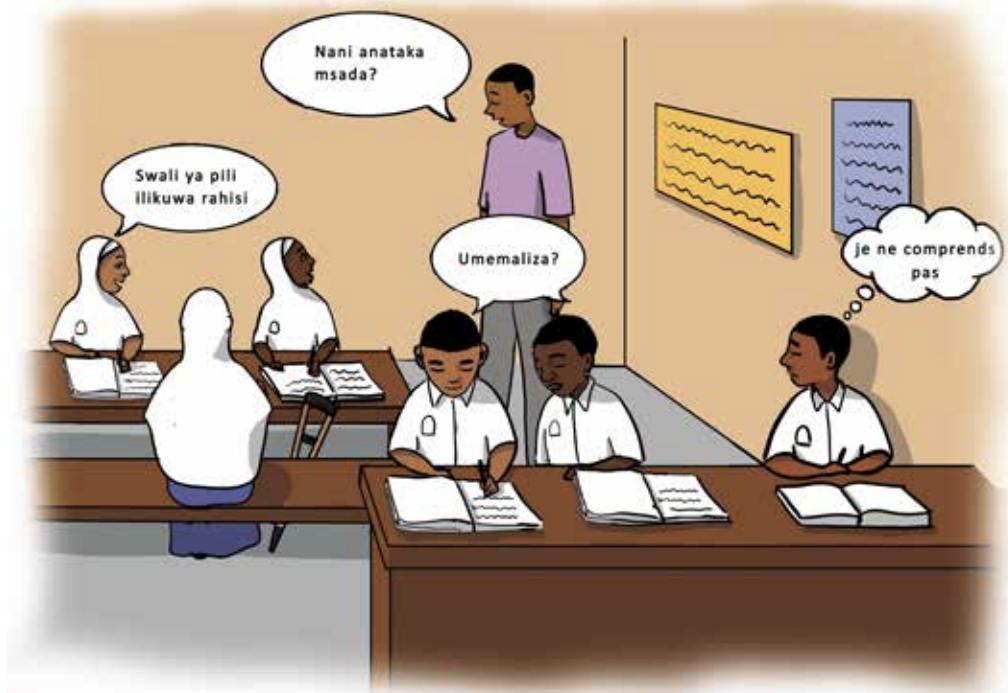
Across the world there are still more girls than boys out of school. Negative attitudes and some cultural practices affect girls and their access to schooling. For example, child marriage and early pregnancy, reduces the likelihood of them attending or staying in school.



[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.



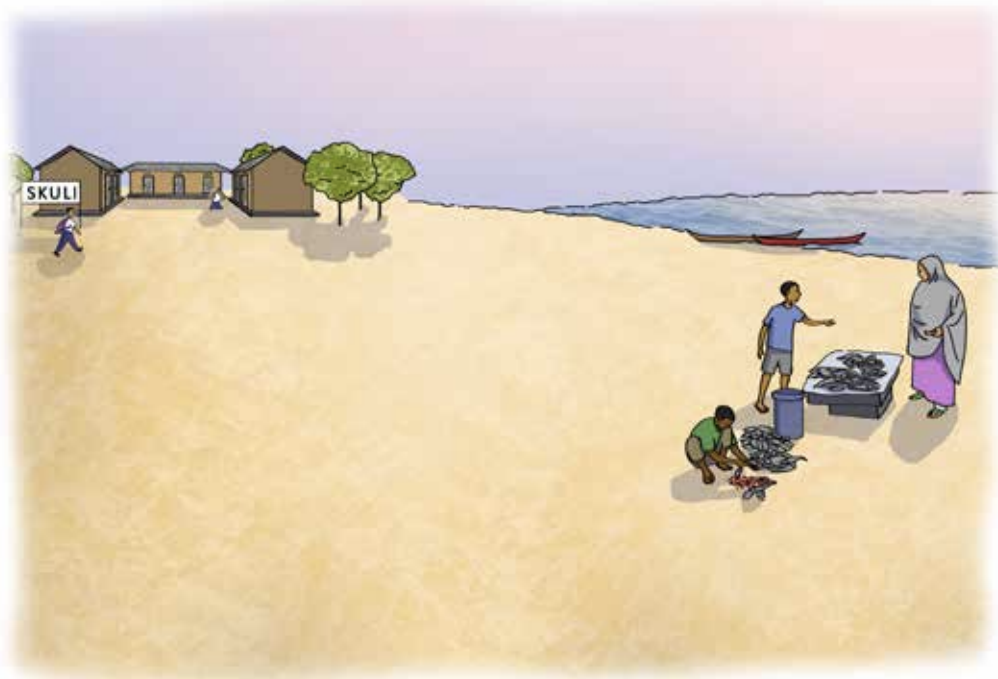
[Image description: There are two tables with three children sitting at each table. There are some posters with writing on the wall. On the left there are three boys sitting opposite each other with books open in front of them. One boy is saying "question 2 was easy", another boy has a crutch. The third 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?" Another boy is sitting on his own and thinking in French "je ne comprends pas". All other words in the speech bubbles in the picture are in Kiswahili.]

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 is a school located on the beach. Outside there is a sign that reads 'school', and there are two students wearing school uniforms. The male student is seen entering the school area with a backpack on his back from a distance, and on the right side of the classrooms, a female student, also with a backpack, is heading towards the classroom. On the beach, there is a young man wearing shorts who appears to be extending his hand to receive money from a woman. Between them, there is a table arranged with fish. Next to it, there is a woman sitting down who appears to be cleaning fish, and beside her, there are many fish.].

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

2. Why are learners out of school in Zanzibar?

There are a number of different reasons why learners do not attend school in Zanzibar. Research on inclusive education in Zanzibar has identified different reasons explaining why students do not attend school. These reasons include:

- drought;
- early marriage;
- attitude towards students with special needs, gender, ethnicity;
- illness, disability, and lack of rehabilitation services;
- drug addiction;
- living far from school;
- being bullied;
- unsafe learning environments or inability to travel safely to school;
- poor health;
- coming from a marginalized community that is discriminated against even in the education and health systems;
- being poor;
- child labour;
- being orphans.

a) Case studies of out-of-school learners

Read these case studies describing different out-of-school learners in Zanzibar. 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?

Salma 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 Salma cannot attend school without a helper. Salma has been at home ever since.

Daudi 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 tantrums, which got him into even more trouble and often his teachers excluded him from the classroom. Eventually Daudi stopped coming to school. Now he does not go to school anymore but spends his days in the local town with older boys and getting into trouble with shopkeepers and police.

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

Halima is 12 years old. She lives with her family of nine children in two small rooms. None of the family has been to school. Her mother walks 6 kms every day to collect leftover food from eating places in a nearby town to supplement the family food. At times Halima is sent to sell roasted groundnuts at the lorry park nearby.

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

3. What is a policy?

Many barriers keep learners out of school. But in Zanzibar, 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 Zanzibar 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)
- 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.

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).

What is a policy?



[Image description: There are three pictures arranged side by side. The first picture on the left displays the Zanzibar Constitution. It is dark-green in color with gold lettering. On the cover, there is the logo of the Revolutionary Government of Zanzibar, in the centre is written "Zanzibar Constitution of 1984," and at the bottom, it says "Edition of 2010." Next to this picture, there is another picture of the Education Policy. This policy document bears a logo of the Revolutionary Government of Zanzibar at the top, with words written in English saying "Revolutionary Government of Zanzibar." Below that, it says "Ministry of Education and Vocational Training." Below these words, there are pictures that are collected together showing school buildings and students in classrooms. Underneath, the year "2006" is written, indicating when the policy was enacted. Next to this, there is another picture with a white background at the top, black in the middle and blue and green colors at the very bottom. At the top, there is the logo of the Revolutionary Government of Zanzibar, with the words written in English below it. Below that, there are other English words saying "Office of the Second Vice President," followed by "Disability Policy of Zanzibar", below it. Finally, at the very bottom, the year 2018 is written, indicating when the policy was enacted.]

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

[Image description. The photo shows two women sitting facing each other. One is listening while the other is speaking.]

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 Pemba

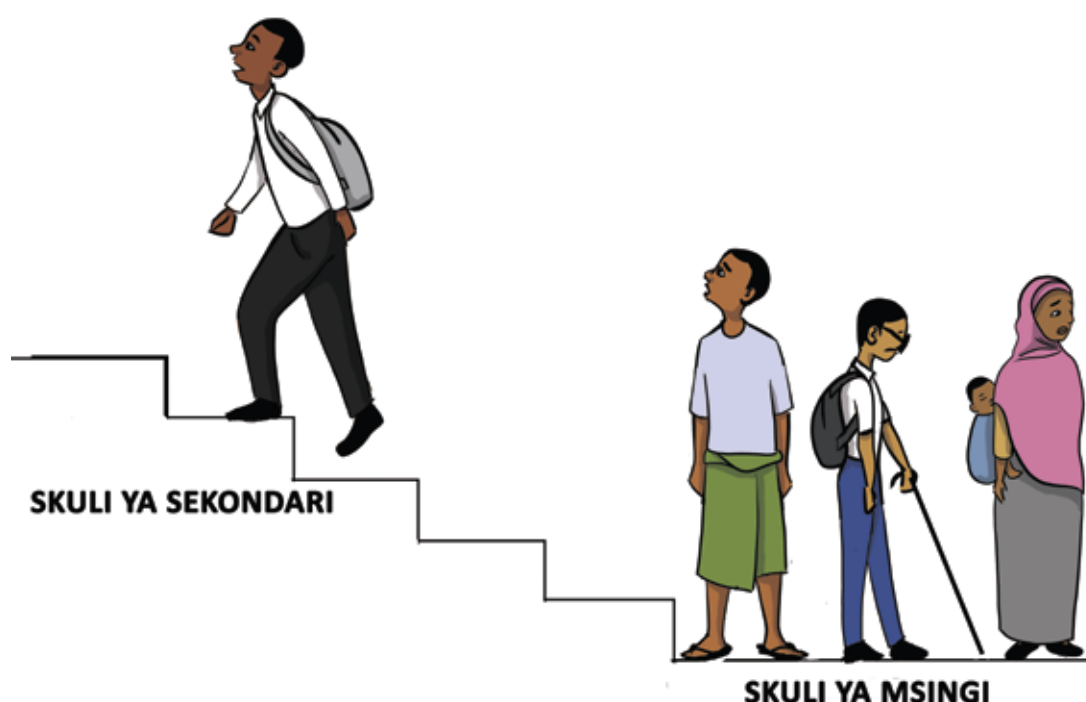
[Image description: The map shows the layout of streets with various square shapes indicating houses, shops, and schools. There are symbols indicating barriers to inclusiveness.]

5. What is education transition?

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

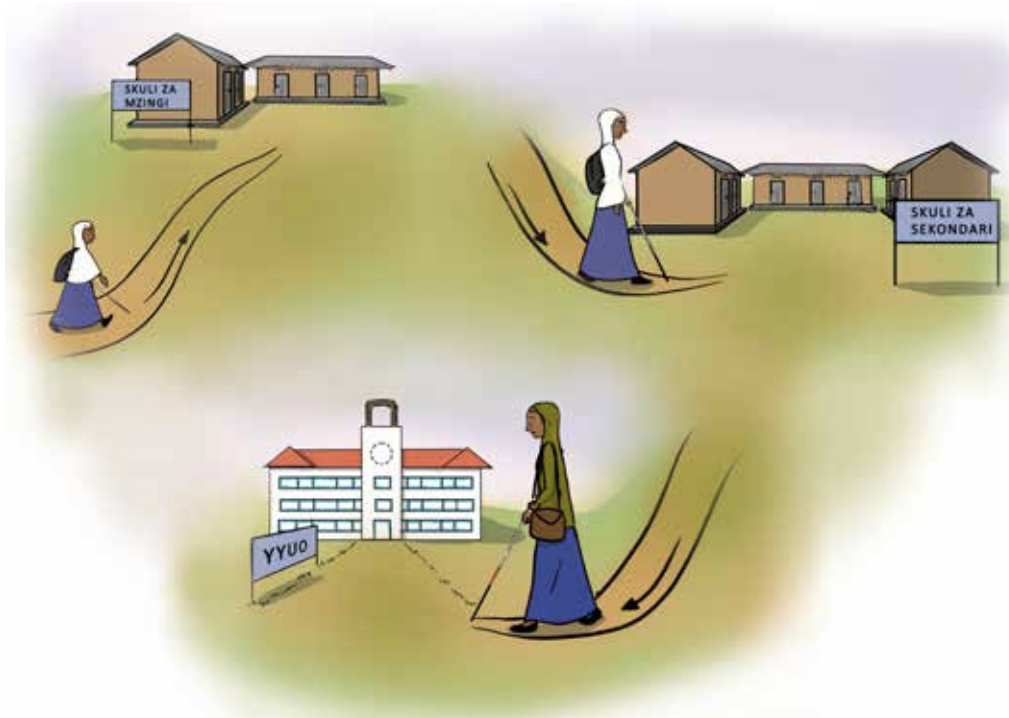
Transition affects learners differently. Many transition experiences for learners are positive but sometimes they are negative and learners can continue to face difficulties.

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



[Image description: A boy wearing school uniform, carrying a bag is climbing up some steps. The words 'Skuli za Sekondari' ('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 words 'Skuli za Msingi' ('primary') are written at the bottom of the steps.]

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

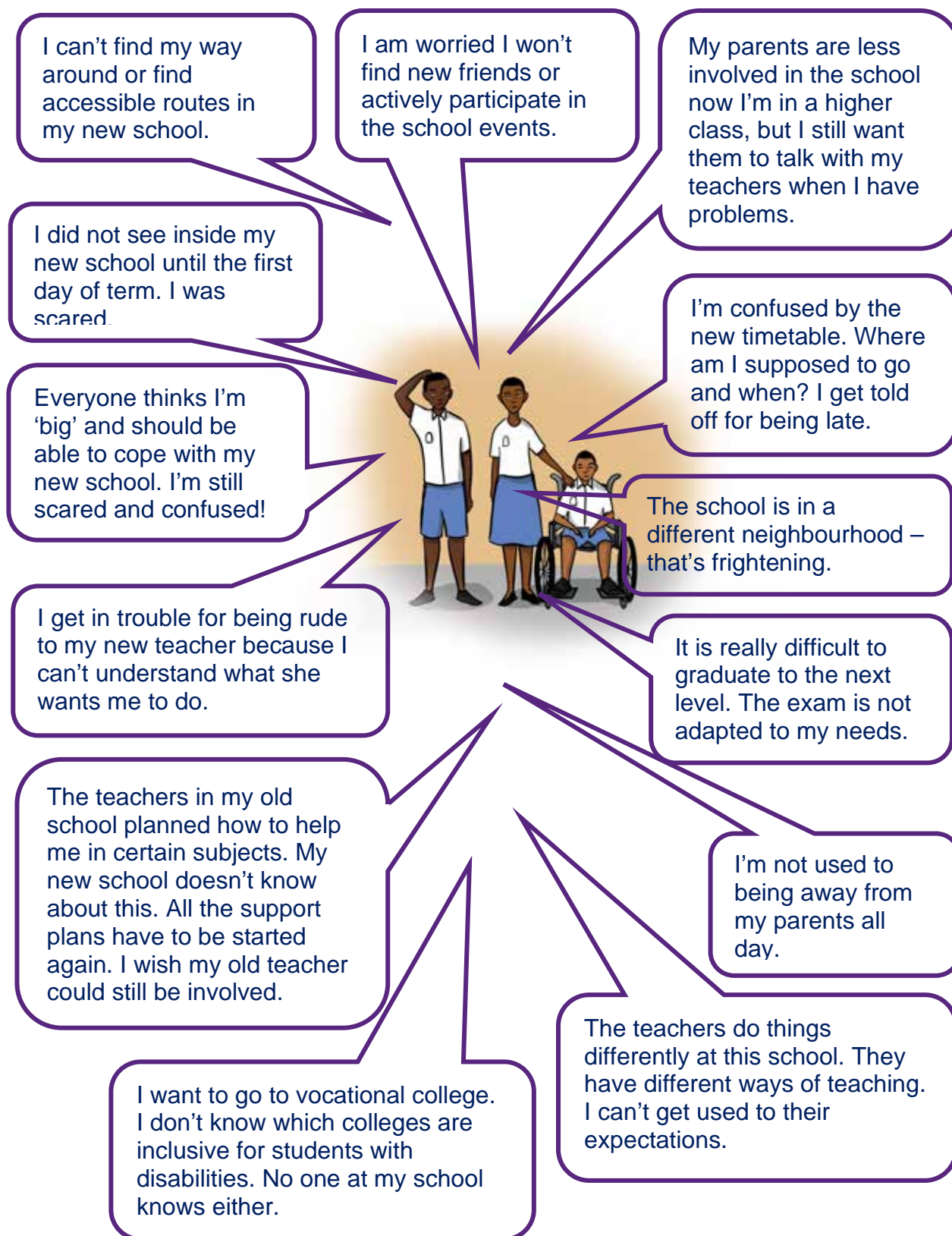


[Image description: In the top left corner, there is a building labelled 'primary school'. A young girl is walking on a pathway towards the primary school. To the right here is a building labelled 'secondary school'. A bigger version of the same girl is walking on the pathway from the primary school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

Schools in Zanzibar are frequently closed due to floods, drought, and sometimes food shortages. This leads to many students having to return to school after being absent for a long time. While it is good to see that schools reopen, there are challenges for the students, their families, the schools, and teachers. Some students are placed directly in other classes without preparations that could help them cope with a different grade level. Increased enrollment can also lead to significant overcrowding in classrooms, and some may struggle to participate and succeed in such an environment.

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.

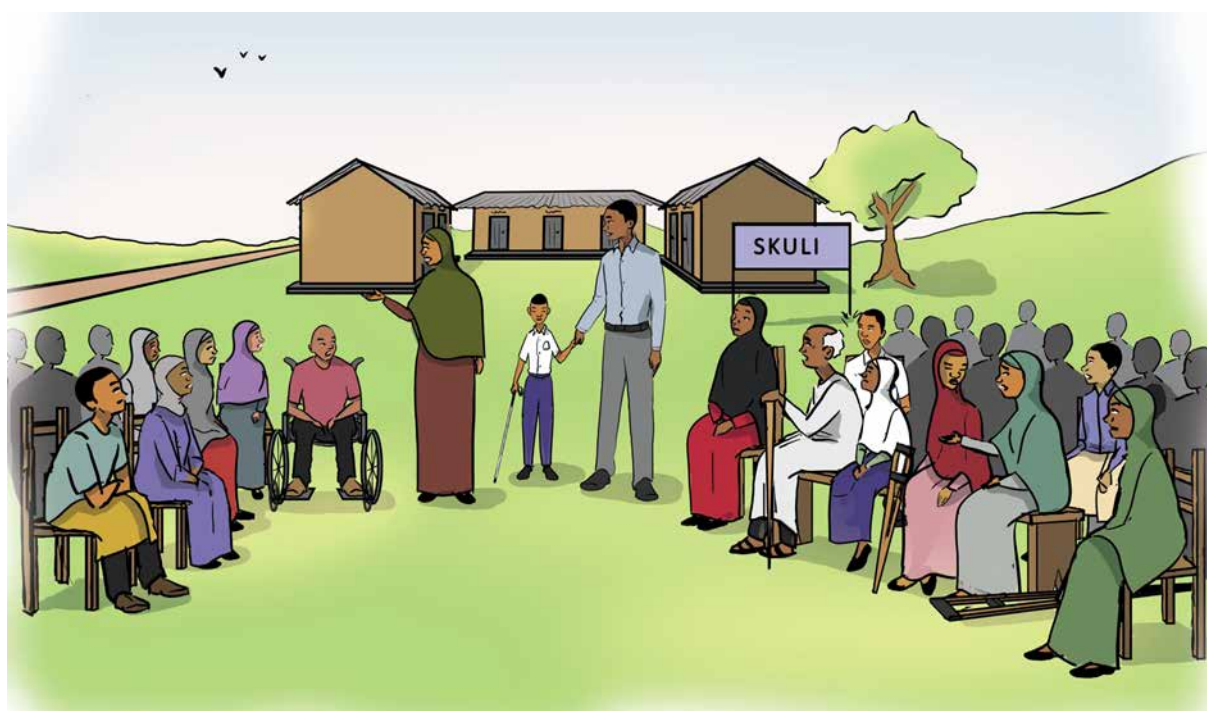
- If parents /care-givers are less involved in school life at the new school this can deepen social differences.

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.

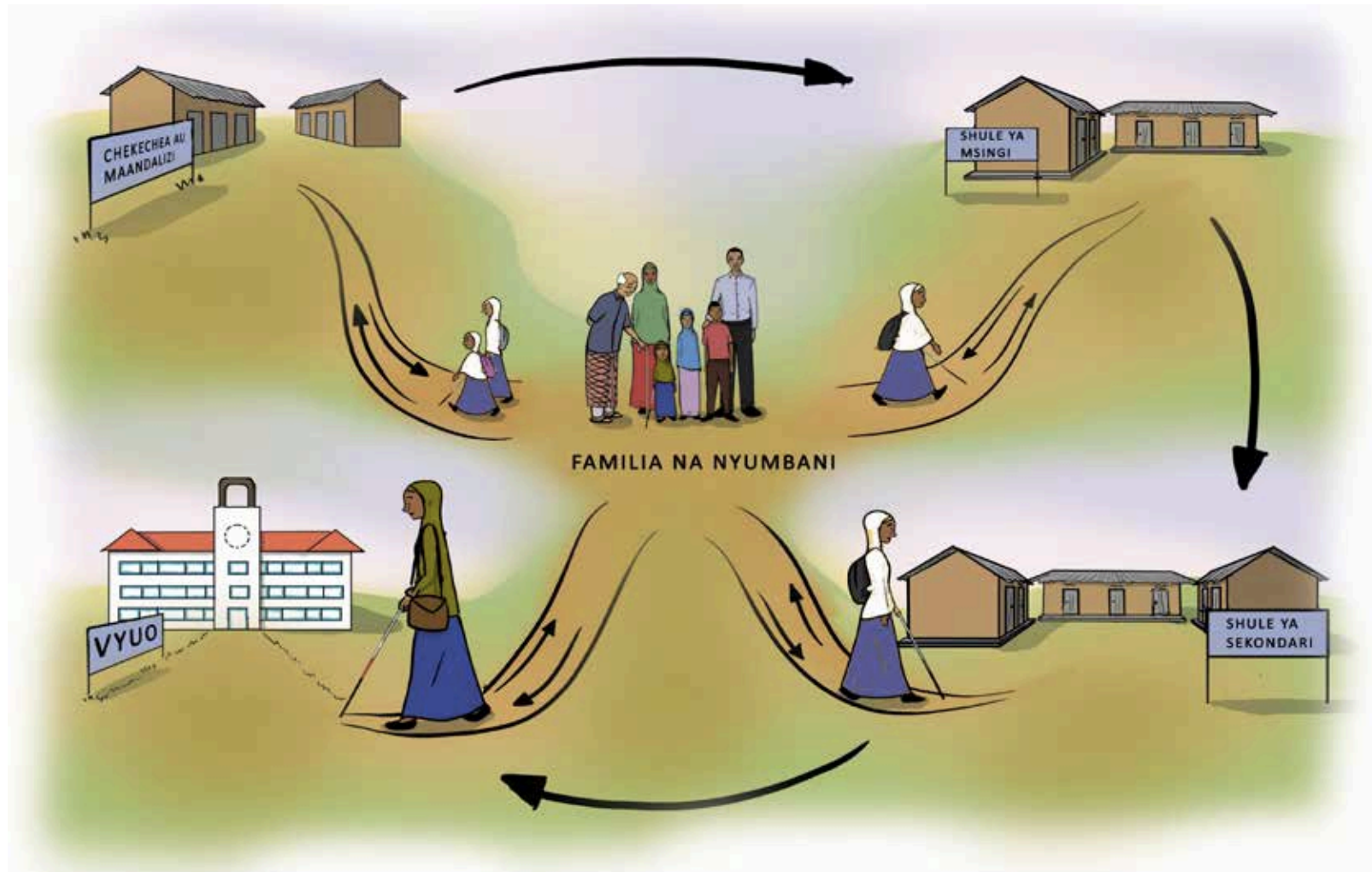
Transition to school does not mean the end of learning at home. To make sure that the transition is smooth and inclusive it is important to involve parents and care-givers.

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 form the school. A woman 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 three girl sitting together. Their books are open and they are talking; one girl has a crutch. There are some posters with writing on the wall at the back. At the front right table there are three boys. The boy on the left is has dark glasses and a white stick. The boy on the far right is asleep with his head resting on the table.]

Breakfast

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



[Image description: On the left side, there are girl students wearing school uniforms sitting inside the classroom at a table. They are eating food. Through the open door on the right side, there are boy students sitting outside on chairs eating food. One boy uses a wheelchair and a man is handing him some food. On the far right, there are two large pots on the stove emitting steam. There is a woman behind the pots serving food. More children are collecting their food plates. There is a woman walking carrying a plate. A sign says 'School' on the right of the picture. The scene is very busy.]

Household chores

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



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

7. Strategies for supporting inclusive transition

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

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

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

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



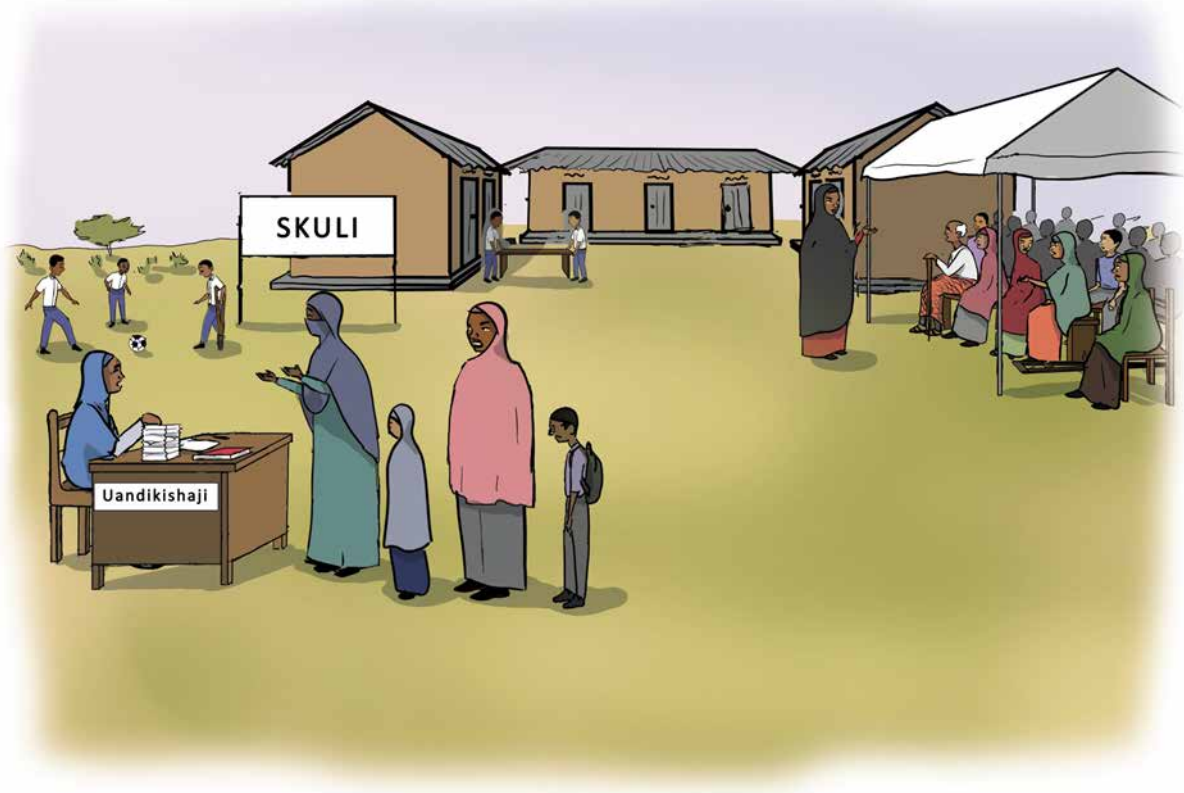
[Image description: There are three children are playing outside. Two boys and a girl. The bigger boy on the left looks like he is kicking. There is a football in front of him. A boy in a yellow t-shirt is on the right and is walking towards the ball; he has a long stick. The girl is sitting on the far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

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



[Image description: There are three people standing talking to each other outside. One woman is handing out some yellow leaflets to the others. Nearby a man is sticking a yellow poster that is titled 'inclusive school' to the outside of a building. In the background another man is giving leaflets to two people who are sitting and talking. In the 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. On the left side, there is a woman sitting at a desk with a sign that reads 'registration' next to her. There are two women and two children standing in front of the desk. Behind them, in front of the school, there are two boys carrying a table into the classroom. On the left side behind the registration desk, three boys, including one using a walking stick for support, are playing soccer. On the right side, some people are gathered on chairs under a tent, listening to a woman speaking.]

a) Key principles for a smooth transition

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

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

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

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

- A. Using policy to influence decision-making for change**
- B. Looking, gathering and sharing information to have evidence to bring about change.**
- C. Facilitating collaboration to build strong unity and networks for change.**
- D. Raising awareness about key issues within the community.**
- E. Monitoring and supporting processes of inclusive education change.**

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 smartly dressed woman with a long white stick. She is gesturing and explaining something to the man. She is holding some official government papers with the government logo on them. Next to her is a boy holding a white stick and a man and a woman. They are smiling.]

B. Looking, gathering and sharing information



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

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



[Image description: There are 9 people sitting in a semi-circle on benches in a room with three windows in the background. Through the windows you can see some buildings that look like school buildings. Included in the group is a man in a wheelchair, an elderly man with a walking stick and a girl in school uniform with an amputated leg and a crutch, plus three other women and a man. 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.]

E. Monitoring and supporting processes of inclusive education change.



Image description: There are many people, men, women, and children working together in front of the school building. A man is pushing a cart filled with large stones. Some people are placing stones to create edges for the paths leading to the school. A boy using a wheelchair is directing where to place the stones. Behind them, two neatly dressed women are talking. A boy with a white stick is walking near a woman who is carrying a box of water bottles.]