Identifying Out-of-School Learners and Supporting Education Transitions

Module

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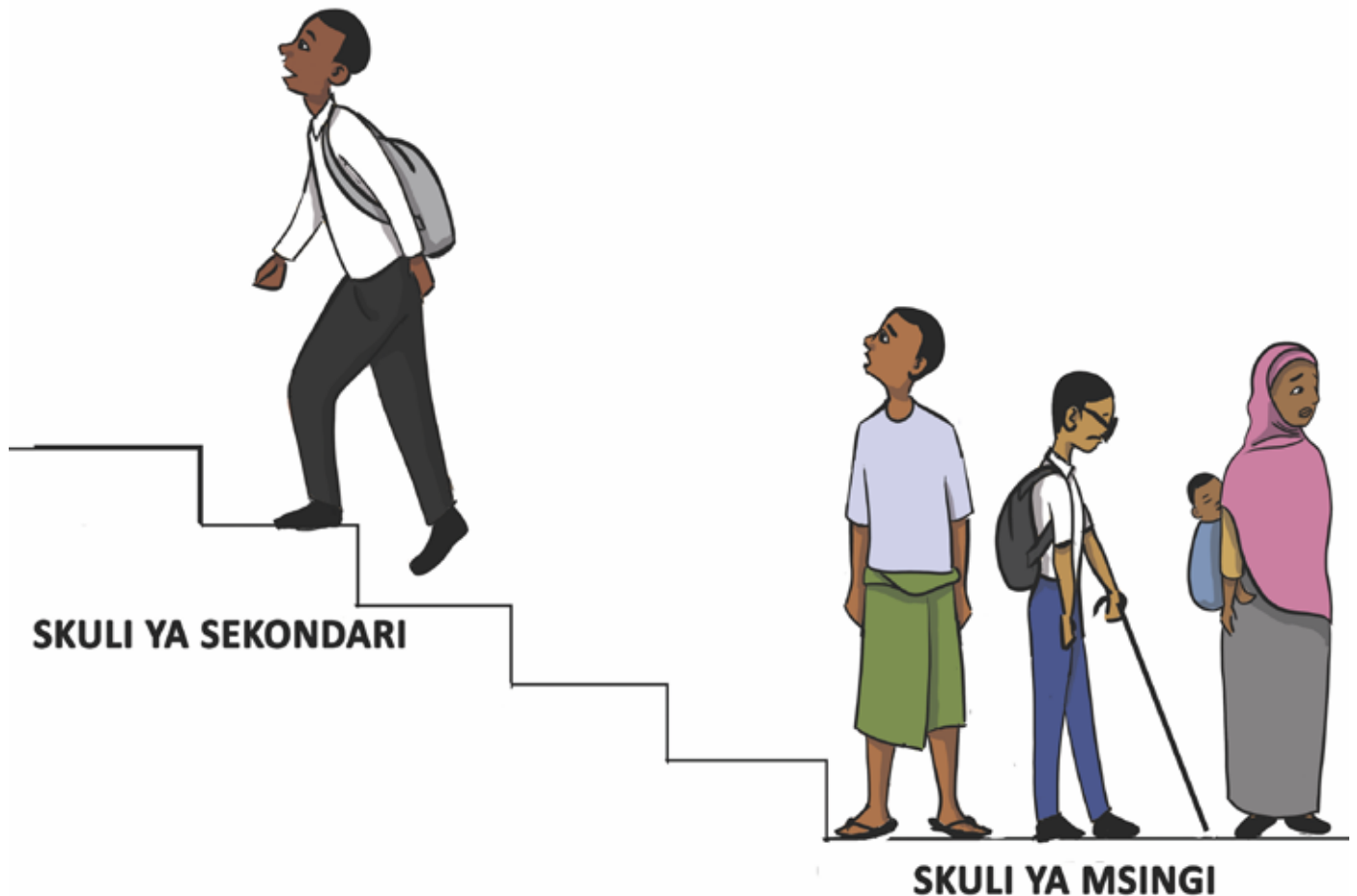
SKULI YA SEKONDARI

SKULI YA MSINGI

Facilitator manual

NAD – The Norwegian Association of Disabled

MADRASA EARLY CHILDHOOD PROGRAMME

EENET

Inclusive Learning Approach

SHIJUWAZA

[Image description: A boy wearing school uniform, carrying a bag is climbing up some steps. The words 'Skuli za Sekondari' is written at the top of the steps. Three children are standing at the bottom of the steps. The children include one boy wearing a cloth wrapped around his waist looking up at the other boy, one girl carrying a baby on her back and looking sad and one boy wearing dark glasses, holding a stick and facing in the opposite direction. The words 'Skuli za Msingi'are 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. This could be for a variety of reasons. For example:
  - for financial reasons
  - their distance from school
  - early marriage
  - they have additional needs that the school does not address
  - their parents/caregivers have a limited understanding on the importance of education
- Learners whose families are migrating (for example, moving countries or from a rural to an urban area to find work or to join family or nomadic pastoralist families moving in pursuit of greener pastures).

- Learners who have been forced to move (for example, been displaced by drought or famine or floods 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]
Zanzibar: "An estimated one thired of school aged children (4-15 year old)s are out of school with the majority of these being in the early years in "[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. Data from (DHS) (2015/16) data and Household Budget Survey
(HBS) (2014/15)d, p.27 quoted in Report on mapping os school capacity to absorb on out of school children in Zanzibar by UNICEF and the Milelte foundation and the government of Zanzibar

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

Activity 1.1: Barriers to learners' schooling

❶   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 out of 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 materials, school uniform or pay school fees
Attitude to disability	Parents are 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 Zanzibar *or* the OPD and IETT components of the TOFI programme found a range of reasons why learners do not attend school. These include:

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

1 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 Maryam. Maryam lives in an isolated rural area. Maryan's village has no school, and she has never attended school. Why is Maryan out of school?

- Put 'but why' as a title on a flip chart.

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

  Participant's answer: "Because there is no school in her village." Write that on the flip chart under 'but why'

  Trainer's response: "**But why** is there no school in her village.**" Put another 'But why' beneath the statement ' Because there is no school in her village''

  Participant's answer: "Maybe because the village is poor". Add that underneath the second 'But why'

  Trainer's response: "**But why** is the village poor?" and write another 'But why' underneath the statement 'Maybe because the village is poor.'

  Participant's answer: "Because they are in a remote area." Add tise response to the flip chart under the last 'But why'

  Trainer's response: "**But why** is the remote area poor?" Add another 'But why' to the fllip chart

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

- The flipchart forms a visual record for the participants to understand the game. Encourage participants to come up with as many possible causes for Maryan 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." Draw this while you explain to give them a second visual on the game although this time you are simply connecting the reasons with arrows on the flip chart.

- 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 Maryan's story as an example. They can make notes if they want. The two flip charts you wrote on will help them visualise what they have to do as well.

- 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 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 Zanzibar 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 Zanziba , 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.

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 Zanzibar 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:
ü Think about what policy is and the different forms that it can take
ü Explore three policies in Zanzibar that are important to protecting children's right to education

Activity 2.1: What is policy?

1 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.

- Next ask them, still in pairs to discuss why we have policies. Give them five minutes.

- Now show **PowerPoint Session 2 slides 2 - 3**. Hand out 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

ü 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)

ü 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)

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

> ü Most importantly, policies *signal the intention* and direction that a government or an institution wants its members to follow and to demonstrate. A policy that gives children the right to education signals that the governments values all children and wants them to be educated. An anti-bullying policy in a school signals that the school will not tolerate harm to its students and wants them all to feel safe and valued and that those who seek to break this rule will be held to account.
>
> ü 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 guide different countries, such as the UN Convention of the Rights of Persons with Disabilities)
>
> ü Policies can have short-, medium- or long-term goals
>
> ü 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.
>
> ü 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

1   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** Zanzibar (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. If there are people in the group who are not very confident in English and/or has a lower literacy level, make sure there is someone in the group that can translate/explain what the policy is saying. Then discuss the following

questions in your group. One person should act as a scribe for the group and take notes on what you discuss.

- ü What does the policy say about the right to education?
- ü 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 Convention on the Rights of the Child, the 2006 education policy or the changes being makde to that now, the 2020 strategy for education, the 2018 policy on the rights of children with disabilities).

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.

Some things that may come up are:

– The language used in policies is often really difficult to understand clearly and this makes it difficult to use policy well. It is important that we discuss together what is in a policy and what we think it means.

– Even if a policy is very good and says very good things, there are still lots of

challenges to implement a policy well. Thinking about the challenges is a really important part of good policy implementation.

– Sometimes the policies are not well-known to those who need to implement them.

· 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 Zanzibar?

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 Zanzibar. There are many reasons why Zanzibari 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 experienced forced/early marriage, fell pregnant and are now young mothers or boys that went off to work to help their families.

In this session participants will:
- ü Discuss the most common and challenging reasons for learners being out of school in Zanzibar
- ü Share real-life case studies of out of school learners from their own contexts
- ü 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 Zanzibar?

1   45 minutes

This activity helps participants think about the types of barriers to schooling faced by learners in Zanzibar 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

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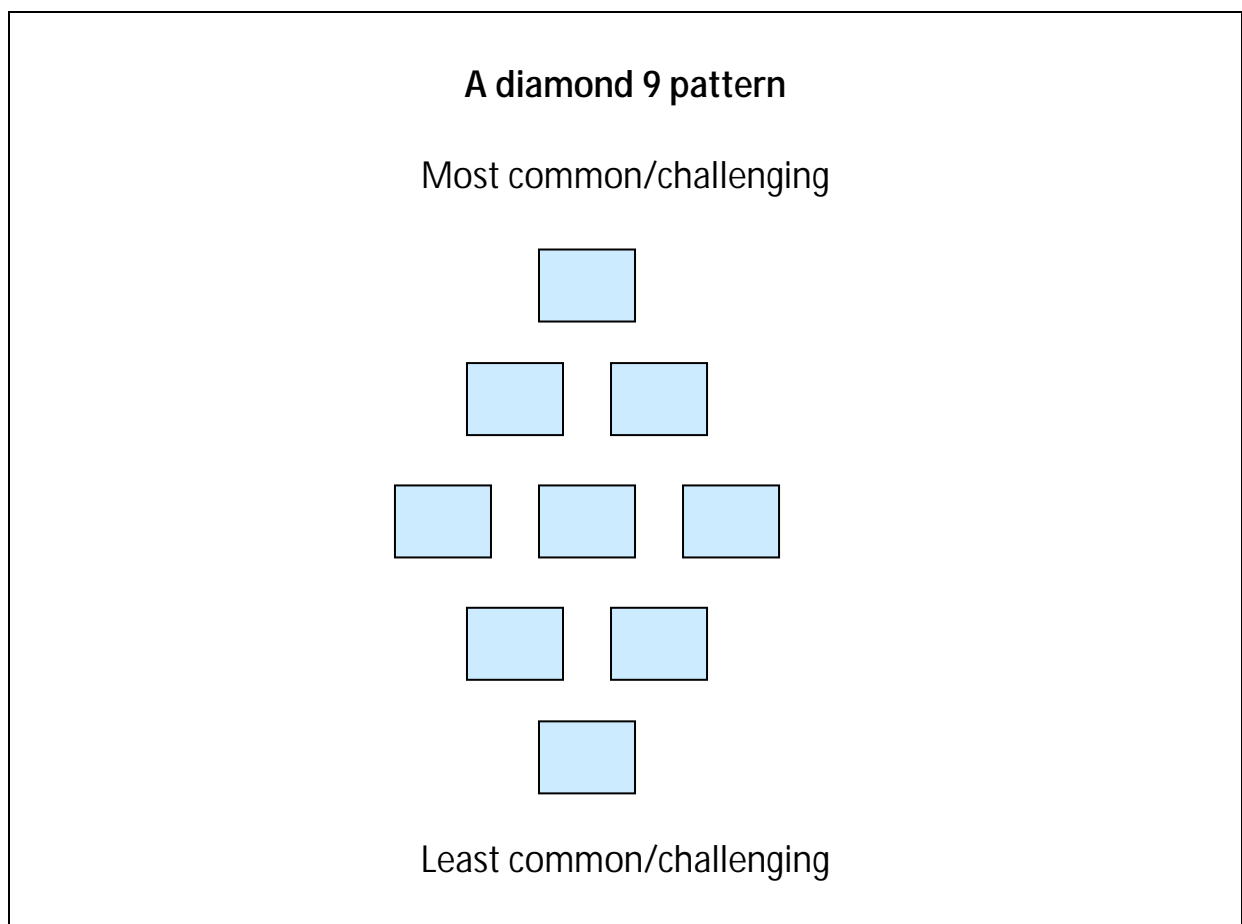
- Tell participants that there are **more than nine cards**, so participants will need to make choices about which cards to include.

- 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 Zanzibar discussing their diamond 9 cards

[Image description: Three women and a man are sitting around a table. On the table are some small pieces of paper with writing on, which 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: 13 people, women and men, are gathered around a table; some seated, some standing. On the table is a large sheet of paper. A man is pointing to it and a woman holds a pen. Everyone else is looking at the paper]

- 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 *Zanzibari* 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:
  - ü Why the learner is out of school (for example, if the learner has dropped out of school, attends occasionally or has never attended school).
  - ü What barriers are there to that child's schooling, including details about the child's family, location, ethnicity, experience of education, etc.
  - ü 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

1   30 minutes

- Ask participants to share any examples of out-of-school learners in Zanzibar 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 *Zanibar* **. 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:

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

  ü **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 Zanzibar 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 Zanzibar 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 the sea shore with fishing boats and a hotel* 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. Also write up where there are information 'gaps'. For example if they can't think of many places where out of school children are to be found. This will become a part of their collaborative information gathering activity after the module is done.

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. The information gathering exercise tools (interviews, focus groups etc.) and the networking (asking students abuot their friends who don't go to school, checking with market sellers etc.) will both prove helpful here.

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. Also remember that 'in school' children may have friends who are out of school, so ask them as well.

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,working at the airport, preparing fish on the beach, selling to tourists at/near the hotels)

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. Remind them of community assets.

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

> **Key message**
>
> 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. Sometimes educational transitions are a part of a larger transition for the learner and the context of the transition needs to be understood to provide full support to the learner.

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. Sometimes an education transiton is part of a larger transition if a family moves from their home to another village or from a village to a city. The learners are then adjusting to new contextual changes as well as education transitions. It is improtnat to understand such contextual changes to help the learner through the transitions.

In Zanzibar schools experience periods of closure due to flooding, or occasionally drough or food shortages. Schools have also re-opened after a period of closure due to Covid-19. This leads to many learners having to transition back into school after periods of absence. While it is positive to see schools re-open again, there are challenges for learners, their families, schools and teachers. Some learners are automatically promoted to the next class level without preparation to cope with the new class level. Increased enrolment

means a high learner-teacher ratio leading to large class sizes and many learners struggle to participate and achieve in such a setting. Learning space is inadequate and this affects learners' concentration.

In this session participants will:
- ü Understand what is meant by education transition
- ü 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.'

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=X1UI_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.

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, going from grade five to grade 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 to get them thinking and talking.

- 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/local areas 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 an absence (for example because of illness or internal movement to a new village or area); Arriving in school mid-year (as a result of internal displacement)

  - **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

◀ 30 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?** (*Refer back to activity 4.2*).

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

3. What does it mean for them when they transiting

Power Point Session 4: slide 5: Instructions for activity 4.3

- 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).

Session 5: Inclusive transition starts at home

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Key message

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.

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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.

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In this session participants will:
- ü Think about the importance of parents and families in education transitions
- ü Look at issues that can affect learners' transition into school each day
- ü 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

1 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:

- ü Draw three different pictures: one home setting, one early childhood development and education setting, and one school setting.

- ü 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).

- ü 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.

- 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. Ee87

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=X1UI_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

1 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?**

    - **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 a 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."

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

1 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 their case study]'. They could also draw the child in the centre.

Power Point Session 5: slide 7: activity instructions

- 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

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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.

- They are not literate and are worried about how to support their child's learning.

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

1 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:

  ü **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 or enrolment day** (inviting the family to visit the school)

- Ask the groups to then discuss the following:

    ü **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)**

    ü **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:

    ü **Have any specific activities been put in place to support the transition of learners back into school after absences or school closures?**

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 actively getting involved, they may need encouragement and support from teachers, the school inclusion team, OPDs. This is particularly important for children who are disadvantaged. We must ensure that every child, no matter their background, is supported to 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.

1 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**

- Acknowledge that there may be other important issues that also affect learners' transition into school each day. These could include bullying on the way to school, for example, which can create fear and prevent presence and active participation. This activity focuses on sleep, breakfast and household chores.

- Group 1 will focus on **sleep**, group 2 on **breakfast** and group 3 on **household chores**. Hand out 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:

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> - 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 their own experiences when they were younger, as well as children they know. Ask them to try to provide examples to illustrate their 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, trauma, excitement

- watching sports or films, using social media late at night.

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, aggressive behaviour

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 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,

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or wake too late in the morning

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.

- School feeding programme with WFP or UNICEF

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.

- Children learn good planning and organisation skills.k#

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

> **Key message**
> - 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:
>   - Looking and gathering information to build evidence for change
>   - Facilitating collaboration to build strong partnerships and networks for change
>   - Raising awareness about what change is needed for inclusive education
>   - Using policy to influence decision making for change
>   - Monitoring and supporting processes of change for inclusive education

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 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 OPD facilitators could share individual updates from their districts/local areas. 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 transitions during times of conflict and drought, as well as transitions back into school since schools have re-opened post-Covid.

In this session participants will:

- ü Explore a range of different strategies to support inclusive transition
- ü 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 Zanzibar.

- 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 Community *Development Committee/*the Shehia Committee (SC) that the OPD (notmated by other OPDs especially for this purpose) has asked to attend, as well as government officials responsible for early childhood education.

- 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:**

  - o a copy of the **Constitution of Zanzibar** (**Resource 2.2a**)

  - o Article 24 of the **United Nations Convention on the Rights of Persons with Disabilities** (**Resource 2.2b**)

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.

- 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:
  - ü How helpful was it to use the two policies to discuss the problem of the IDP children with the CEC?
    - § If it was helpful, how did the policies help?
    - § If they weren't so helpful, why do you say this?
  - ü Would this happen in real life?
  - ü 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?
  - ü Are there any other reflections from the role-plays that could help the OPDs to support the schools around inclusive transition? Although the role play is about access to early childhood education, can the group consider what policies or policy statements they would like to see regarding children out of school in general?

Activity 6.2: Hodan's and Yasmiin's stories

◀ 30 minutes

Instructions

- Tell the participants that you are going to read two stories out loud. The stories are about learners who are experiencing challenges transitioning into school or between schools.
- Read out Hodan's story first. **Resource 6.2a: Hodan's story.** Read it slowly and clearly so everyone can follow the story.
- Show the PowerPoint slide with the discussion questions (below) and ask the participants the questions as a whole group, noting down their

responses on flipchart. If you think the participants need some reflection time, ask them to briefly discuss the questions in pairs first.

Power Point ▶ Session 6: slide 3: Discussion questions

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

- Next read out Yasmiin's story, **Resource 6.2b: Yasmiin's story**, and follow the same steps. Again, noting down participant's responses on flipchart.
- Finally ask participants if they are aware of similar transition challenges in their local contexts. One or two participants can share examples if they have them.

Note for facilitator

The point of this activity is to generate some ideas around different strategies to support inclusive transitions. There are no right or wrong answers as there are often different strategies that can help address the same problem. Noting down their ideas on flipchart will help prepare for activity 6.3.

Activity 6.3: Strategies for inclusive transition

1 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.

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- 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:

  ü Are they effective strategies?

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

  ü Which strategies could the OPD provide support with?

Matching strategies to challenges in Zanzibar

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[Image description: Three female and three male Principal Trainers are leaning around a table. On the table are 'strategies' cards and '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
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 was married 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 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.	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.
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 interventions/activities from the school inclusion teams/pilot schools plans could be shared on PowerPoint or OPD facilitators 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 as a result of migration or displacement after conflict or drought or changed circumstances in a family (ill helath or death that shifts the care of children from parents to someone else in the family such as a sibling or uncles and aunts for example), as well as transition between grades and schools.

Session 6: slide 5: Update from pilot schools

- 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 when schools have re-opened after periods of closure due to various circumstances (e.g. floods, re-building failing infrastructure etc.), to support learners to transition back into school?**

  - **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 their district/Shehia groups. When rolling-out 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 OPDs 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 OPDs 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 OPD can play** in supporting the schools to identify out of school children and support inclusive transition:

- Looking and gathering information to build evidence for change (using the experience from the earlier information gathering and data collection exercise after the first module)

- Facilitating collaboration to build strong partnerships and networks for change for example mobilising community assets)

- Raising awareness about what change is needed for inclusive education

- Using policy to influence decision making for change

- Monitoring and supporting processes of change for inclusive education

- 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 OPD 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

Module

3

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

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

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[4] UNESCO, 2005

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.
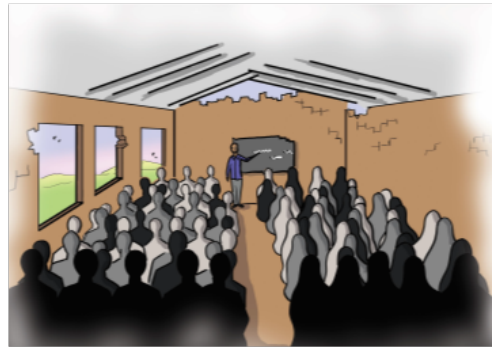
2. Specific barriers to learners' schooling

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.
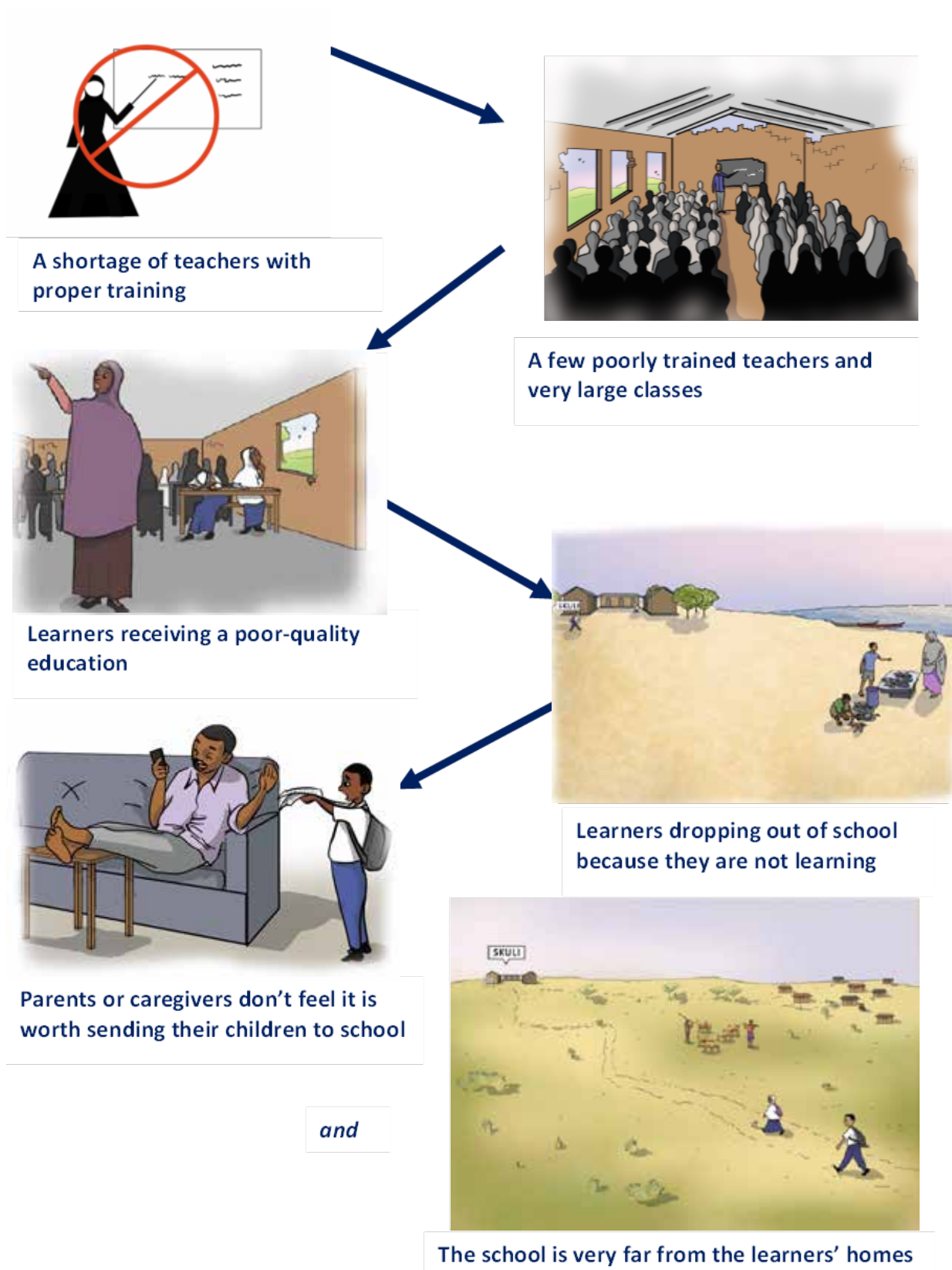
Migration

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: 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.]
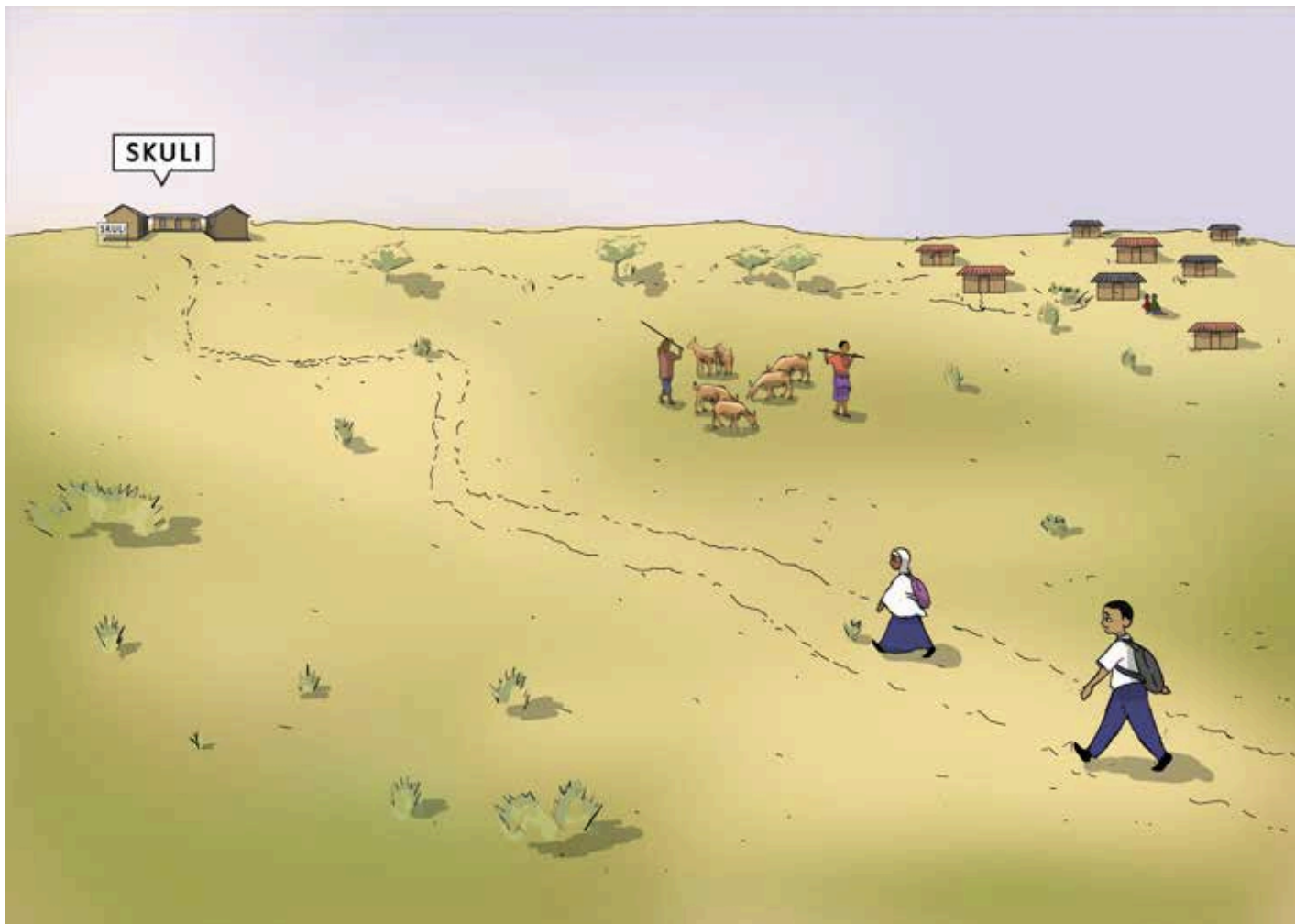
[Image description: The picture shows a long footpath going between bushes over dusty, stony land. There are some boys herding goats near the path. In the distance on the left there is a school. In the distance on the right there is a village. Two children in school uniform are walking along the footpath.]
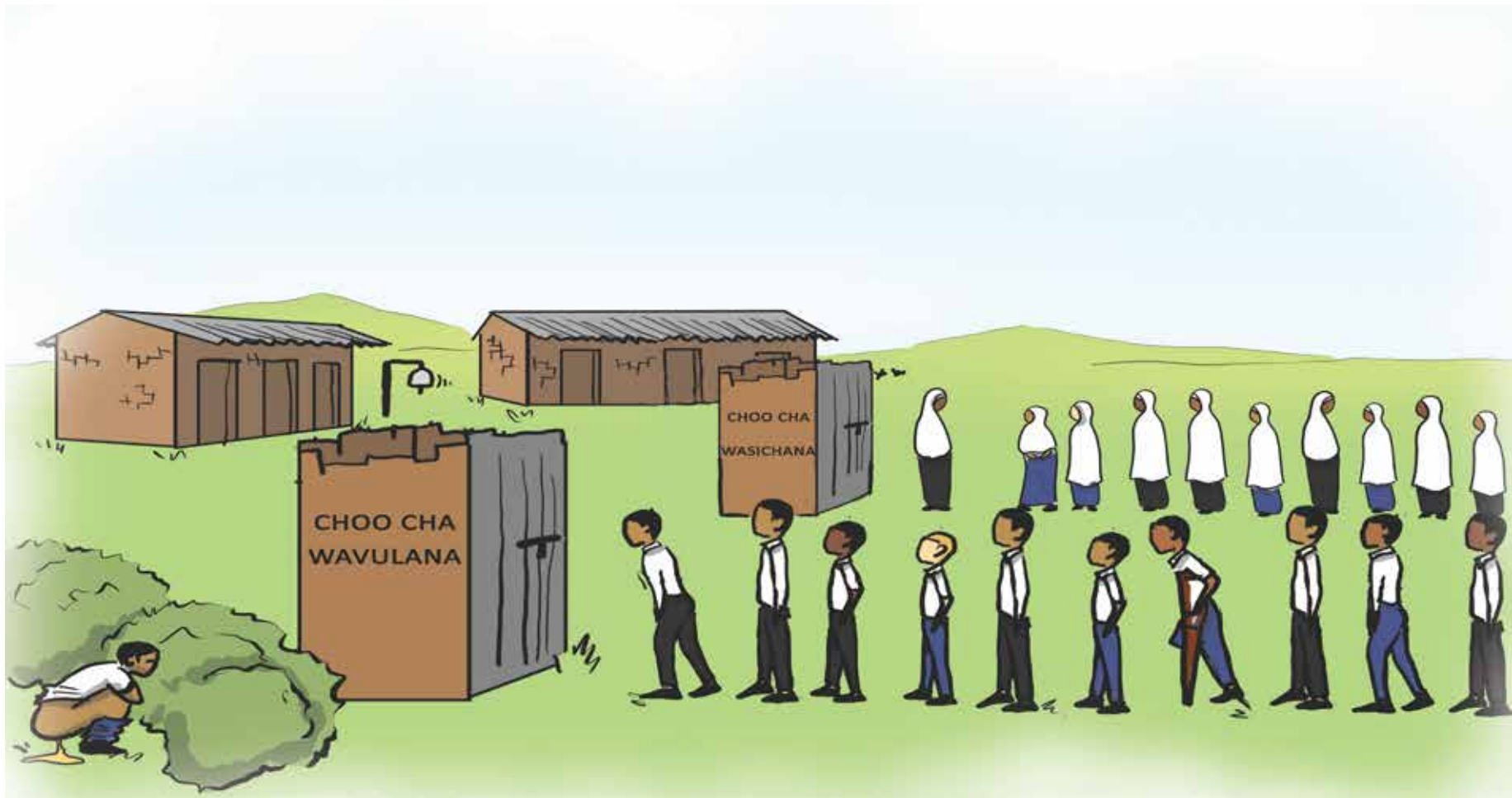
[Image description: Two long queues, one of boys and one of girls are standing waiting to use the toilets. In the boys' queue there is one boy with a crutch and one with albinism. The toilet buildings are in a state of disrepair. On the left, there is a child urinating behind a bush. The school building is in the background.]

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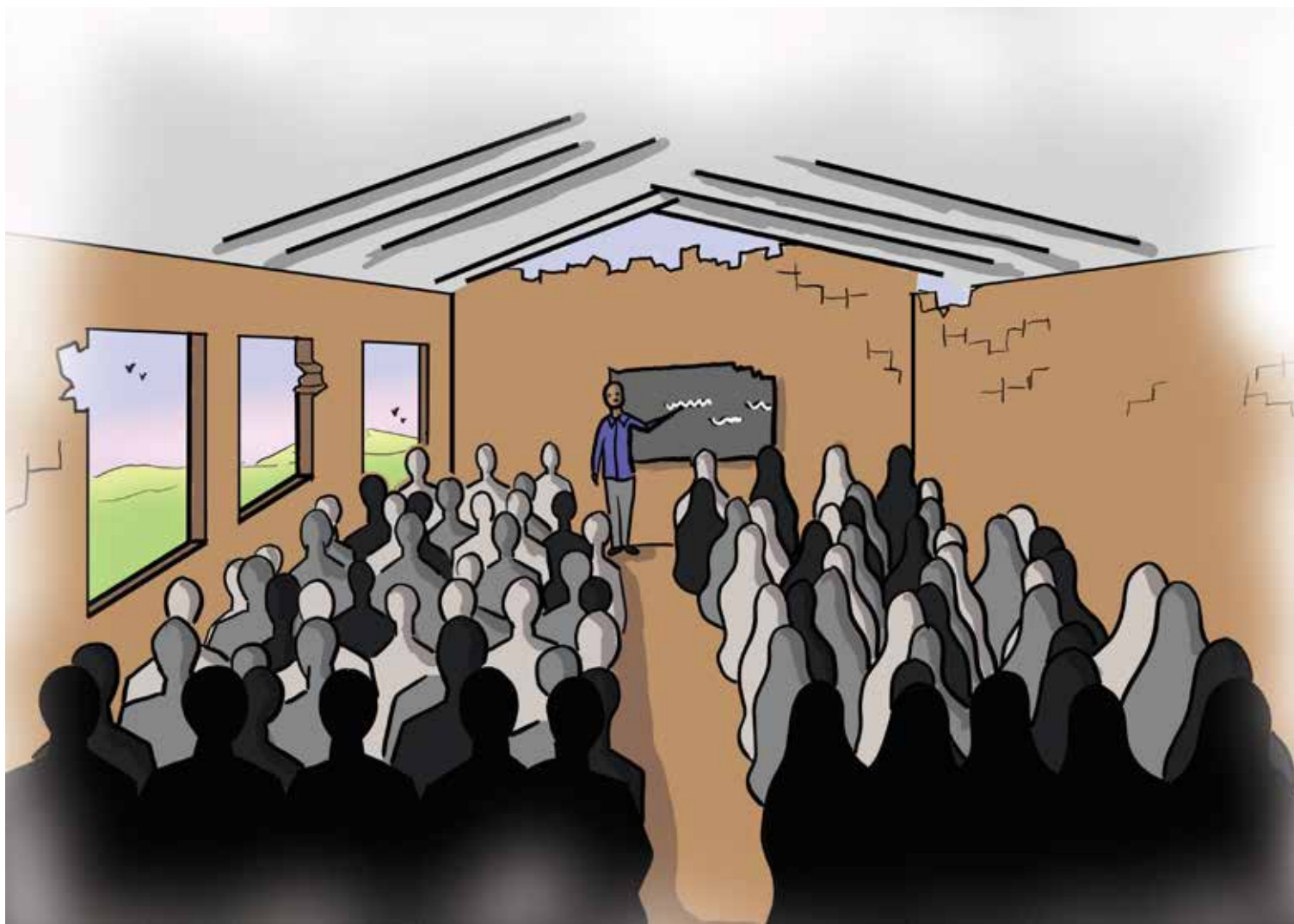
[Image description: A crowded classroom with many learners sitting close together in rows. A teacher can be seen in the distance at the front pointing at writing on a board. The classroom walls and windows are in a state of disrepair.]

[Image description: A man is 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.]

[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.]
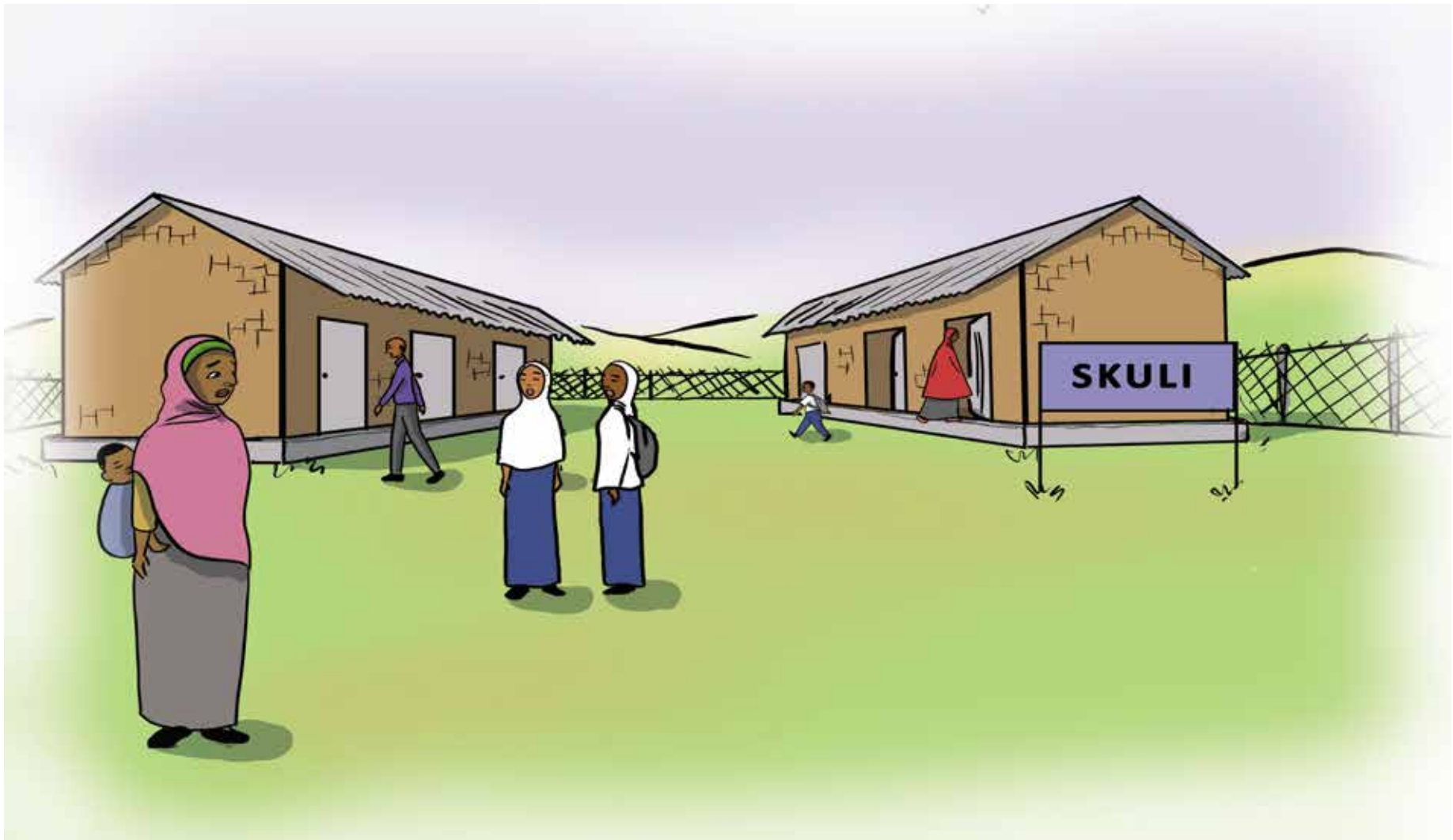
[Image description: An adolescent girl not in school uniform, is carrying a baby on her back. She is standing outside the school and looking in. She looks sad. There are two girls in school uniform standing in front of the school looking at her and talking.]
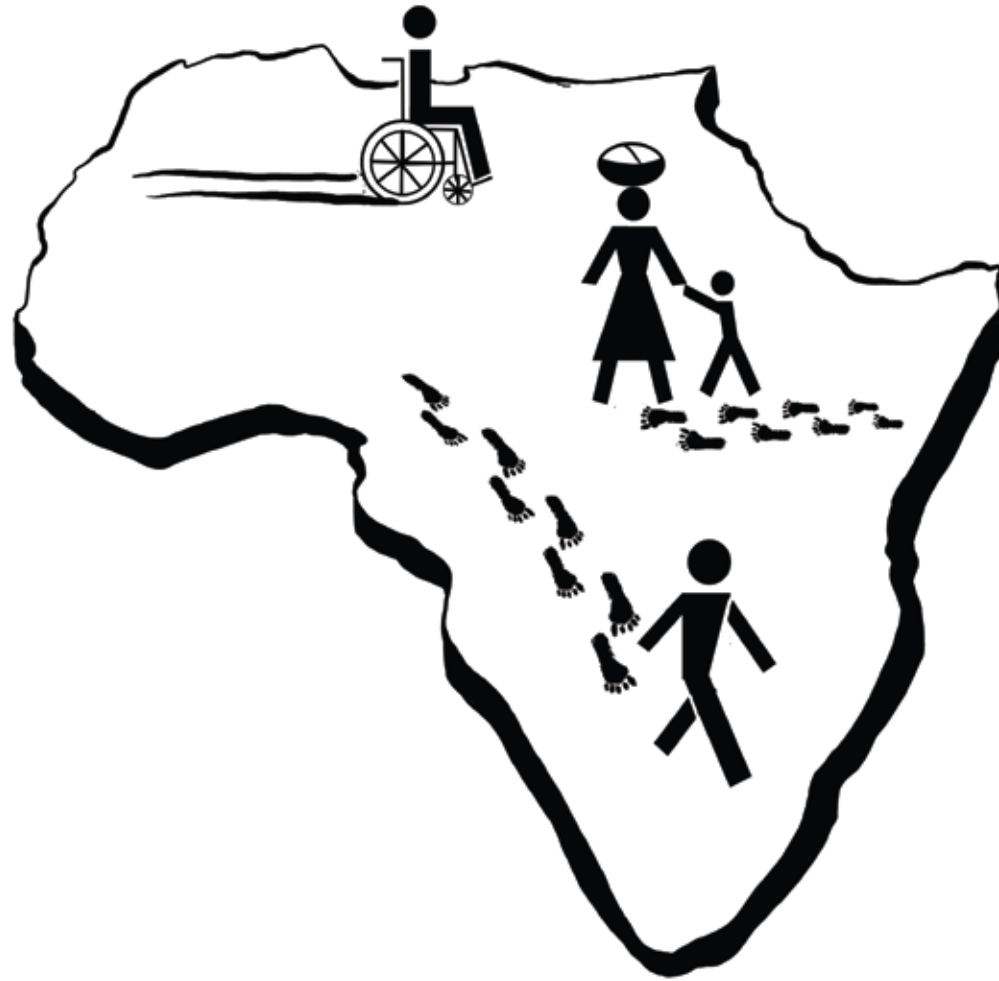
[Image description: An outline map of Africa. At the top is a person in a wheelchair with tyre tracks behind it indicating movement. In the middle is a woman holding the hand of a child with footsteps behind them indicating movement and at the bottom is a person walking downwards with footsteps behind them indicating movement. All figures are stick figures.]

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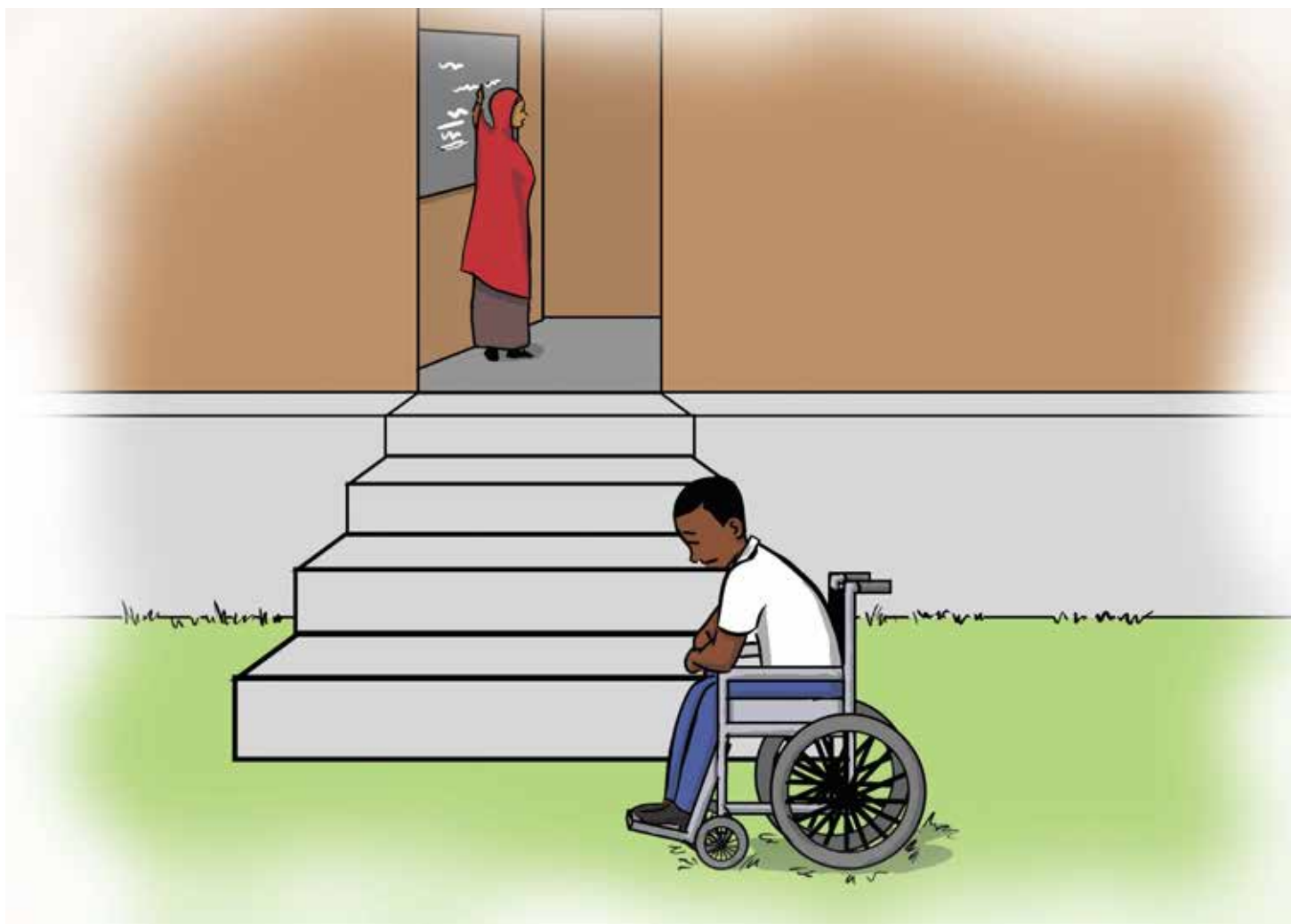
[Image description: a boy is sitting in a wheelchair on his own looking at the ground. There are several steps behind him going up to a classroom doorway. Through the doorway there is a teacher teaching.]

[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.]
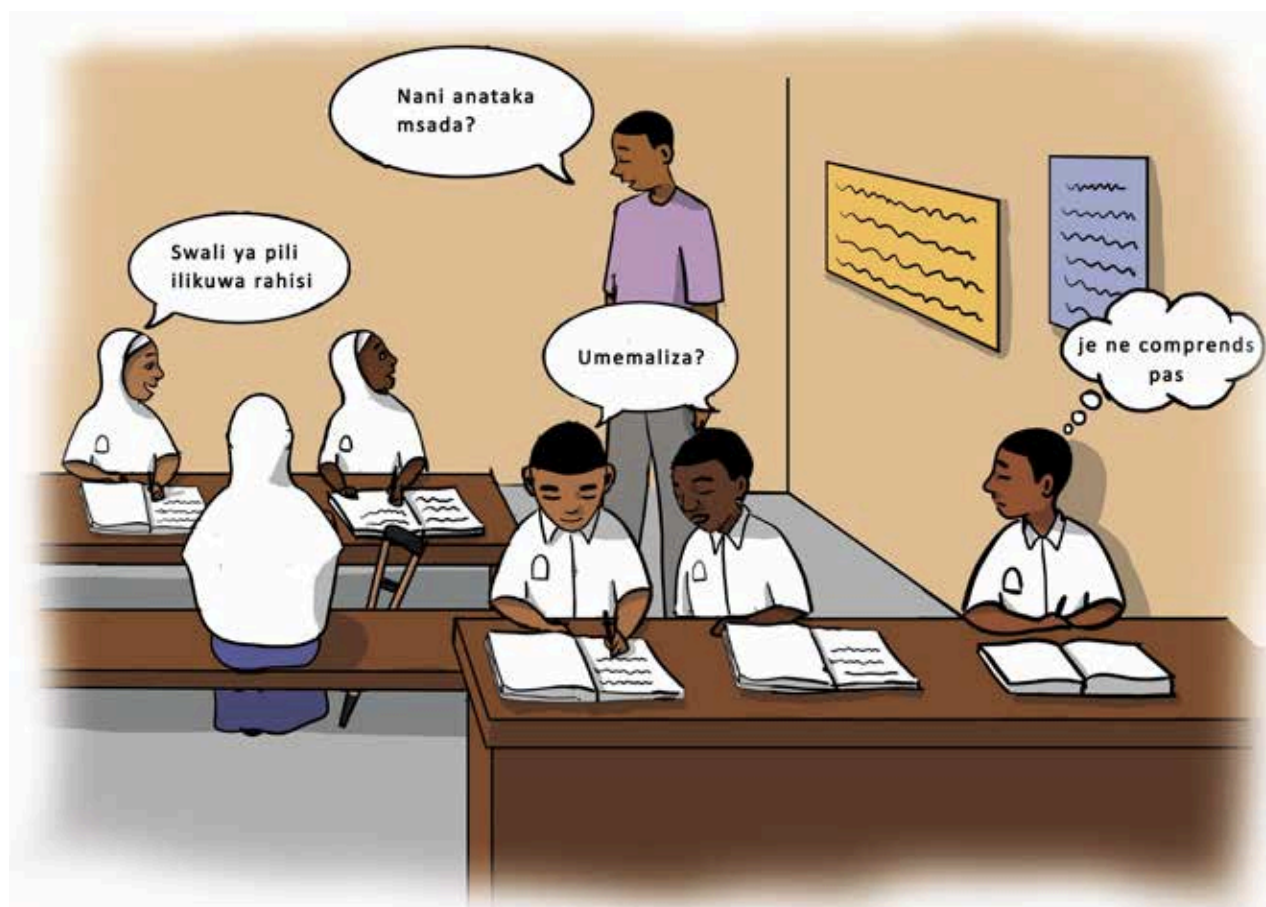
[Image description: There are two tables with three children sitting at each table. There are some posters with writing on the wall. On the left there are three boys sitting opposite each other with books open in front of them. One boy is saying "question 2 was easy", another boy has a crutch. The third 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?" 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.]

[Image description: There are two tables with three children sitting at each table. On the left at the back there are three girls sitting opposite each other. One girl is writing, another girl is talking and the third girl has a crutch next to her. There are some posters with writing on the wall at the back. At the front right table there are also three boys. The boy on the left is bigger and looks older than the other children in the room. He is sitting on his own and looks sad. The other boys are talking and working together.]
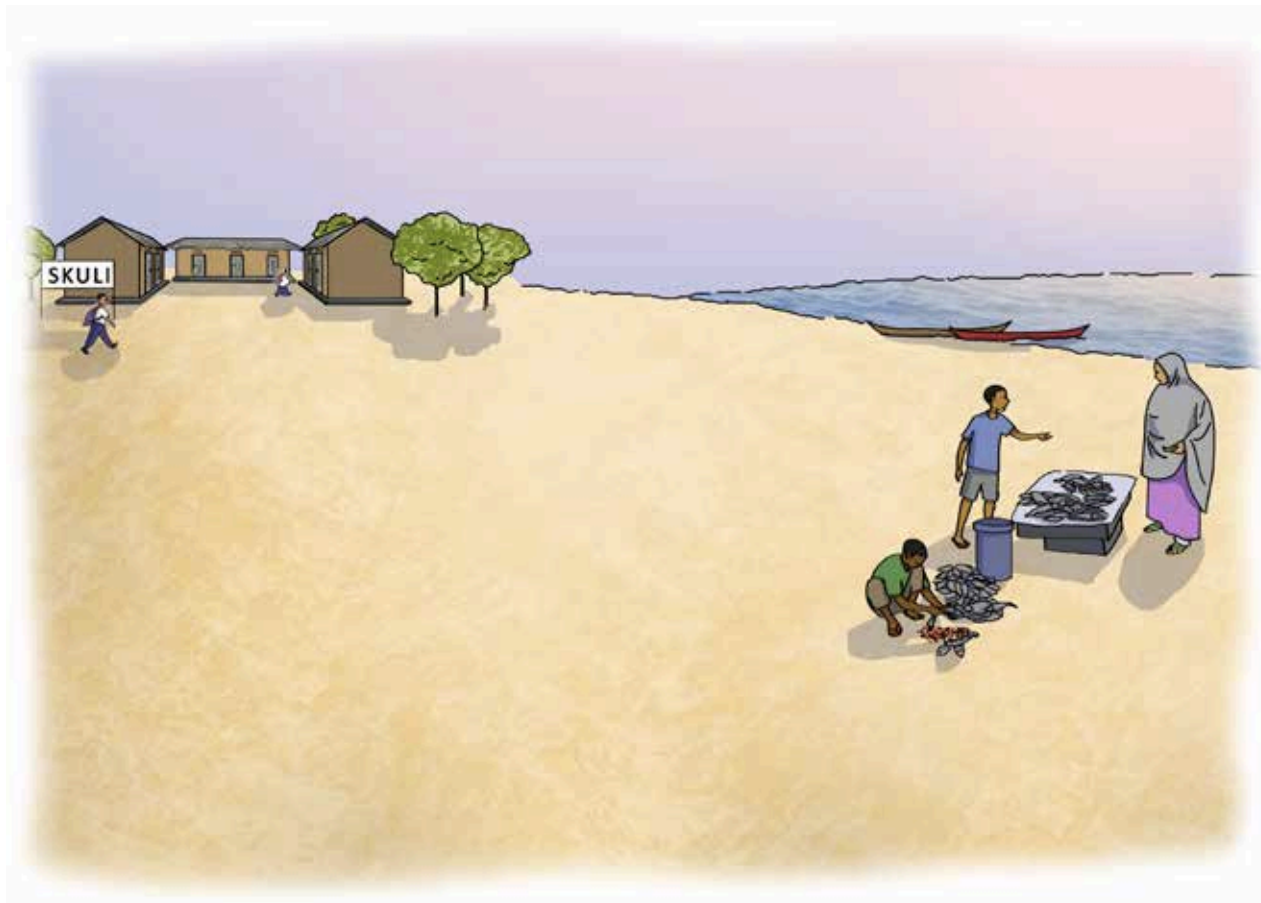
[Image description: There is a school located on the beach. Outside there is a sign that reads 'school', and there are two students wearing school uniforms. The male student is seen entering the school area with a backpack on his back from a distance, and on the right side of the classrooms, a female 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.]
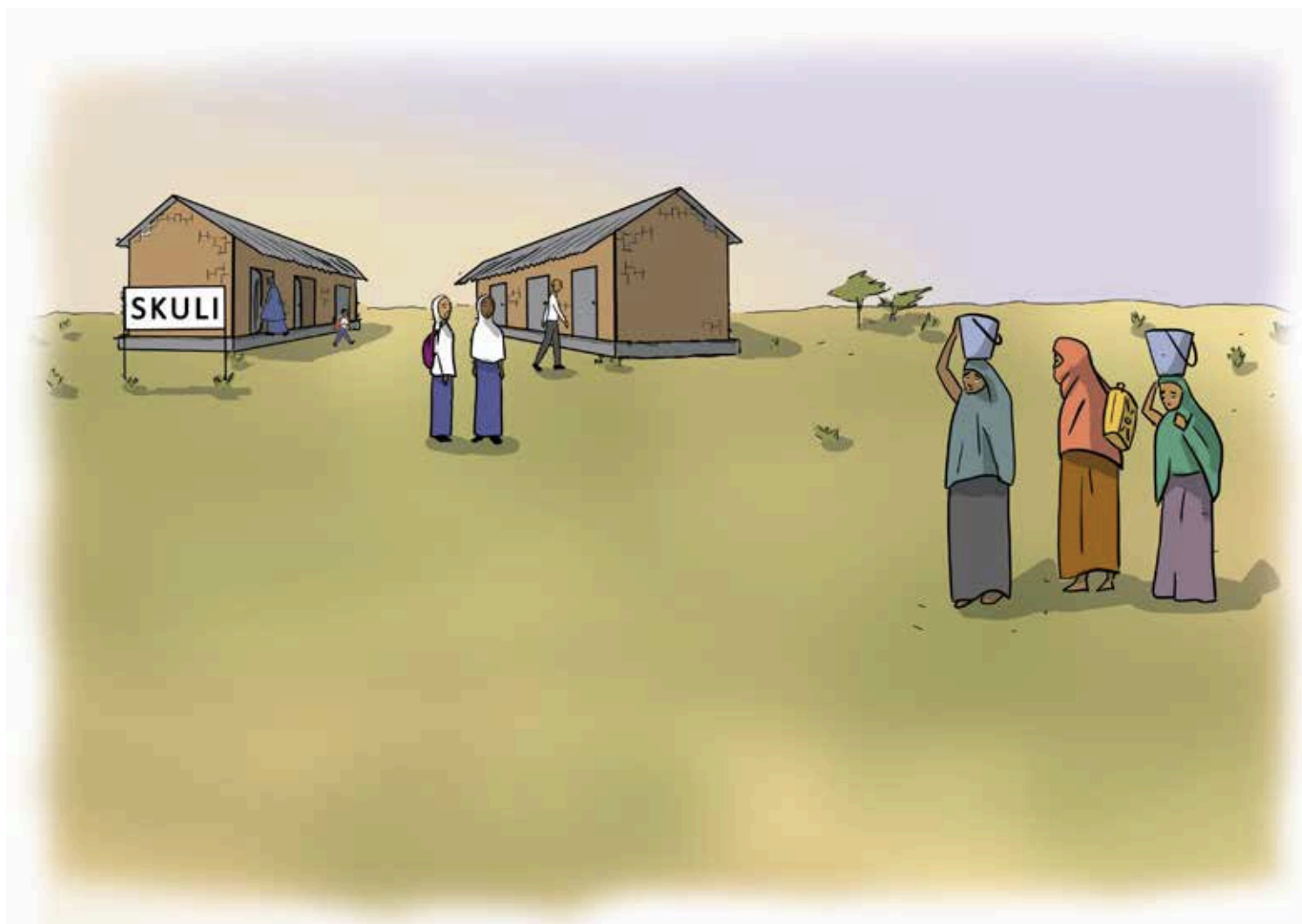
[Image description. On the left in the background there is a school with two girls in school uniform standing in front of it and one or two school staff and learners outside the school. In the foreground on the right there are three girls with buckets and water containers not in uniform going to fetch water. They are looking towards the school].

[Image description: On the left there is a school. It looks closed. There is a fence around it and in front of it, there is a lot of muddy water. On the right side, there are a few houses and some broken buildings. There are two boys playing football, and a girl preparing food in front of the house. There is a roadblock on one of the roads.]

Resource 2.1: Images of policies

What is a policy?
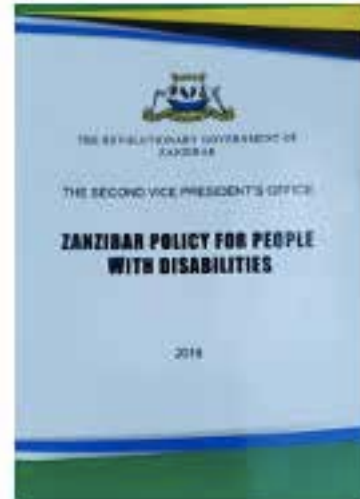
Image Description: There are three pictures arranged side by side. The first picture on the left displays the Zanzibar Constitution. It is dark-green in color with gold lettering. On the cover, there is the logo of the Revolutionary Government of Zanzibar, in the centre is written "Zanzibar Constitution 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 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.

Resource 2.2: Policies on the right to education in Zanzibar

Zanzibar has a number of policies that ensure the rights fo all children to quality education, health and general care. While there are no specific policies with respect to children out of school, their rights are covered in the legislation and policies cited below.

Rights enshrined in the constitution of Zanzibar

Every citizen in terms of justice is treated equally, accorded equal responsibility and opportunity in accordance with the law.

Human dignity and other human rights are respected and cherished.

Freedom, absence of favouritism, impartiality of the judiciary and opportunity of access to the courts of law is guaranteed and respected.

Policies on health, education and culture are directed to ensure that:

- every person has access to adequate health care,
- every person has equal opportunity to adequate education for all
- Zanzibar culture is protected enhanced and promoted.

The Zanzibar Child Rights Act 2011 ensures that:

All children should have a good quality of life to further their development including the right to education and religious education.

No person, authority, institution, or other body shall treat a child with disability in a degrading manner (discriminate against them, call them names, deny their rights.)

The act specifically states that:
> 'A child with a disability shall be entitled to special care and protection and shall have effective access to and receive inclusive and non-discriminatory education, training, health care services, rehabilitation services, preparation for employment and recreation opportunities in a manner conducive to child achieving the fullest possible social

integration and individual development, ensuring his dignity, and promoting his self-reliance and active participation in the community'

The education policy 2006 (currently under review)

Acknowledges education as a unassail and human right of all children.

It requires that:
- Educational provision must be universal (for all children and for children and adults with disabities)
- Must facilitate equal access for all to quality education and equality within education at all levels
- There be a single system that is intergrated and privdes a disability friendly environment
- Inclusive education shall be promoted and
  - children with special needs get equal opportunities,
  - barriers to learning are addressed
  - the diverse range of learning needs are accommodated.
  - Children with disabilities and 'other special needs' should to greatest extent possible, attend local schools and receive a quality education alongside their other peers

The strategies to achieve the above, include:
- Identification of children with special needs
- Expanding and strengthening education for children with special needs
- Establishing special centres for children with severe forms of disabilities
- Establishing multifunctional resource centres for teachers
- Advocating education as a human right for all children including with special needs
- Equipping teachers with inclusive education knowledge and skills
- Providing individual learner support
- Collaborating with OPDs, ministries responsible for children, health, development partners and communities.

The Zanzibar policy relating to children with disabilities (2018)

As well as covering the rights of children with disabilities, the policy also requires:
- The provision of assistive devices and support to persons with disabilities
- The provision of ersonal assistance to enhance participation in communal, social, and economic activities and schooling

- Positive attitudes and behaviour from the public as well as the family

The Persons with Disabilities (Rights and Privileges) Act 2006

Zanzibar Development Vision 2020

It emphasizes on the improvement of standard of education for all people including children with disabilities to meet the challenges of the twenty first century. Enhance the involvement of private sector and people's participation in the productive socio-economic activities in the nation.

Gender Policy (2016)

The gender policy aims to coordinate and promote gender equality in policies, programmes, strategies and budgets. The policy emphasizes the full participation of women and men in the decision-making process at all levels of strengthening gender equity programmes and the integrated social security system. The policy focuses on the right of women and girls to access reproductive health information, information and education. The policy also ensures gender issues are included in the health sector to promote access to quality health care for women and men including women with disabilities.

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. **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.

2. **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.

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

4. **Hassan** 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 Hassan misses Mathematics lessons. Last week Hassan dropped out of school.

5. **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.

6. **Faraji** is a ten-year-old boy living in the village of Cheju in southern Zanzibar. His family own cattle and Faraji is responsible for herding them. During the dry-season the family move to neighbouring areas in search of water and pasture. Faraji has never been to school.

7. **Shakira** is a 14-year-old girl in grade 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 chosen to get married and her parents married her off to an older man.

8. **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.

9. **Omar** 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 and disruptive. 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 they would insult him, punish him or stop talking to him. His friends in the playground and the neighbourhood tease him and won't play with him; they say he 'ruins' their games. Omar no longer goes to school.

10. **Nawal** is 10 years old. She was made to stay with her aunt when her parents died in a road accident. When Nawal 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. Sometimes her aunt beats her.

11. **Mohamed** was born in a village of Chakechacke district. Mohamed was born blind. From the age of six he has wanted to learn the Qur'an like his peers. When he was 13 years old he decided to go to a place near the Quranic school where he could listen to the learners' recitation of the Qur'an and the teaching of the teacher. This way Mohamed learned four chapters of the Quran. He approached the teacher and recited the four chapters from memory. Although the teacher is pleasantly surprised and accepts him into the madrassa classes, he is not sure the reguarl school will accept him.

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

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?
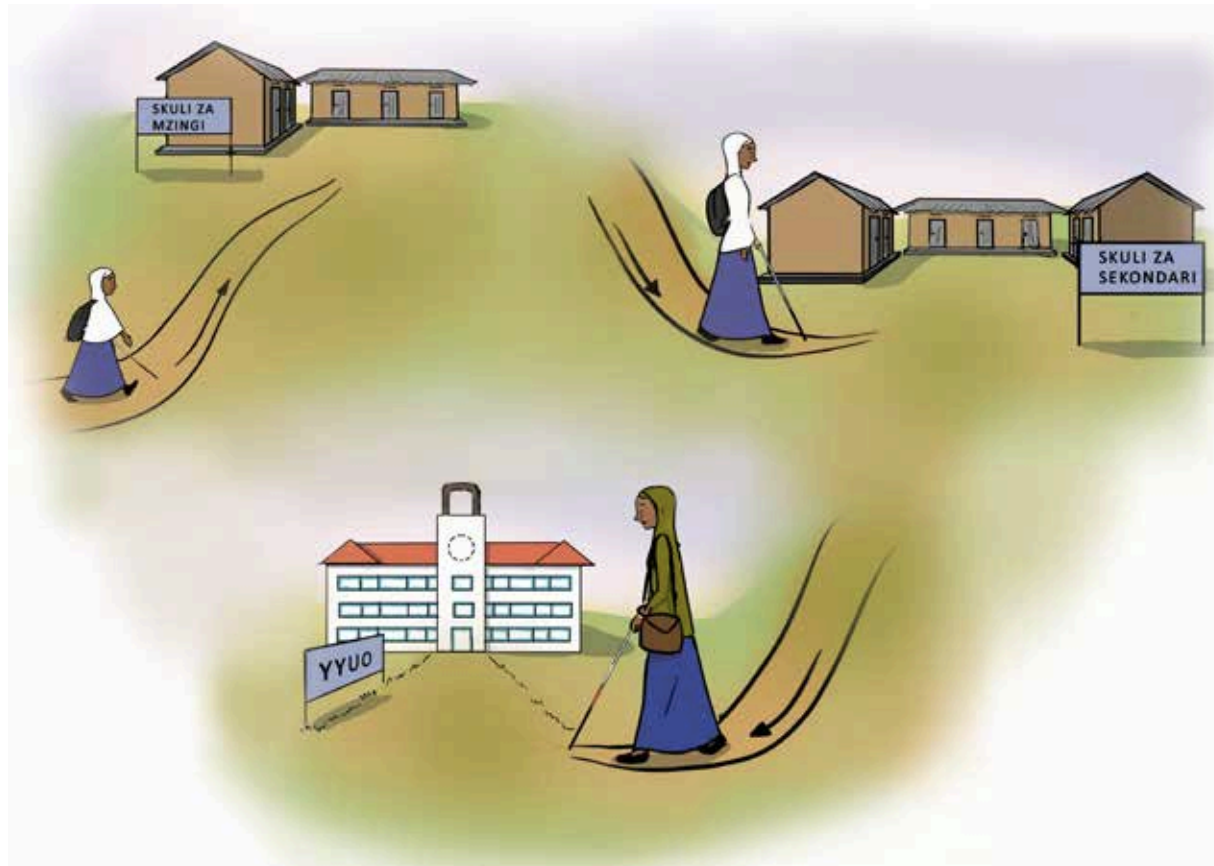
[Image description: In the top left corner, there is a building labelled 'primary school'. A young girl is walking on a pathway towards the primary school holding a white cane. To the right here is a building labelled 'secondary school'. A bigger version of the same girl is walking on the pathway from the primary school towards the secondary school holding a white cane. At the bottom there is a building labelled 'university'. A young woman is walking on a pathway from the secondary school towards the university holding a white cane.]
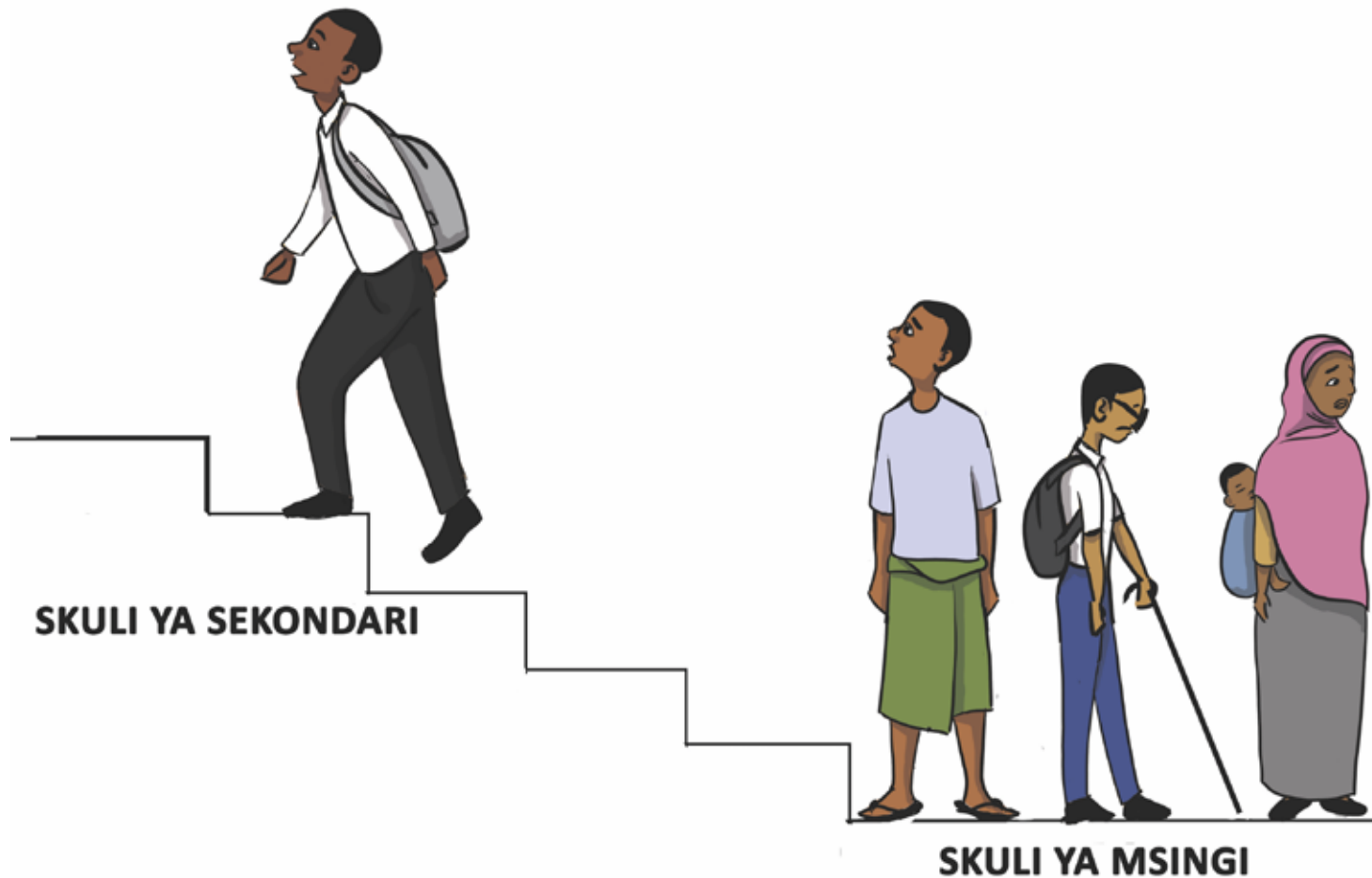
SKULI YA SEKONDARI

SKULI YA MSINGI

[Image description: A boy wearing school uniform, carrying a bag is climbing up some steps. The words 'secondary school' in Kiswahili are written at the top of the steps. Three children are standing at the bottom of the steps. The children include one boy wearing a cloth wrapped around his waist looking up at the other boy, one girl carrying a baby on her back and looking sad and one boy wearing dark glasses, holding a stick and facing in the opposite direction. The words 'primary school' in Kiswahili are 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 5.2a: Inclusive transition starts at home.
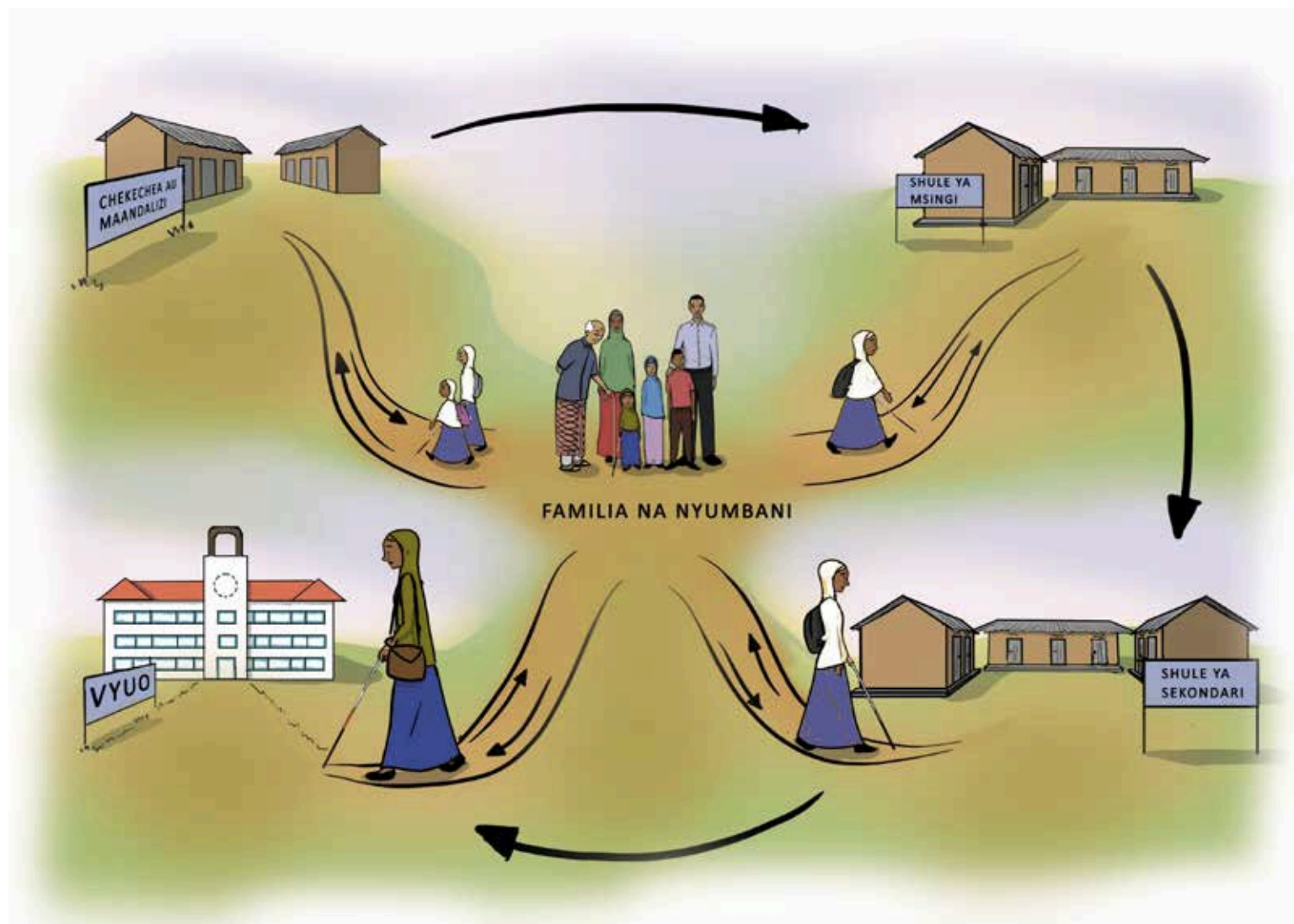
[Image description: The picture shows a family group in the middle and four buildings in each corner, with pathways and arrows joining the buildings and the family. The family includes a young girl, an older girl and an older boy, an old man with a walking stick, a woman and a man. The words 'family and home' 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.]

Resource 5.2b: Set of three pictures of strategies

[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.]

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

SKULI

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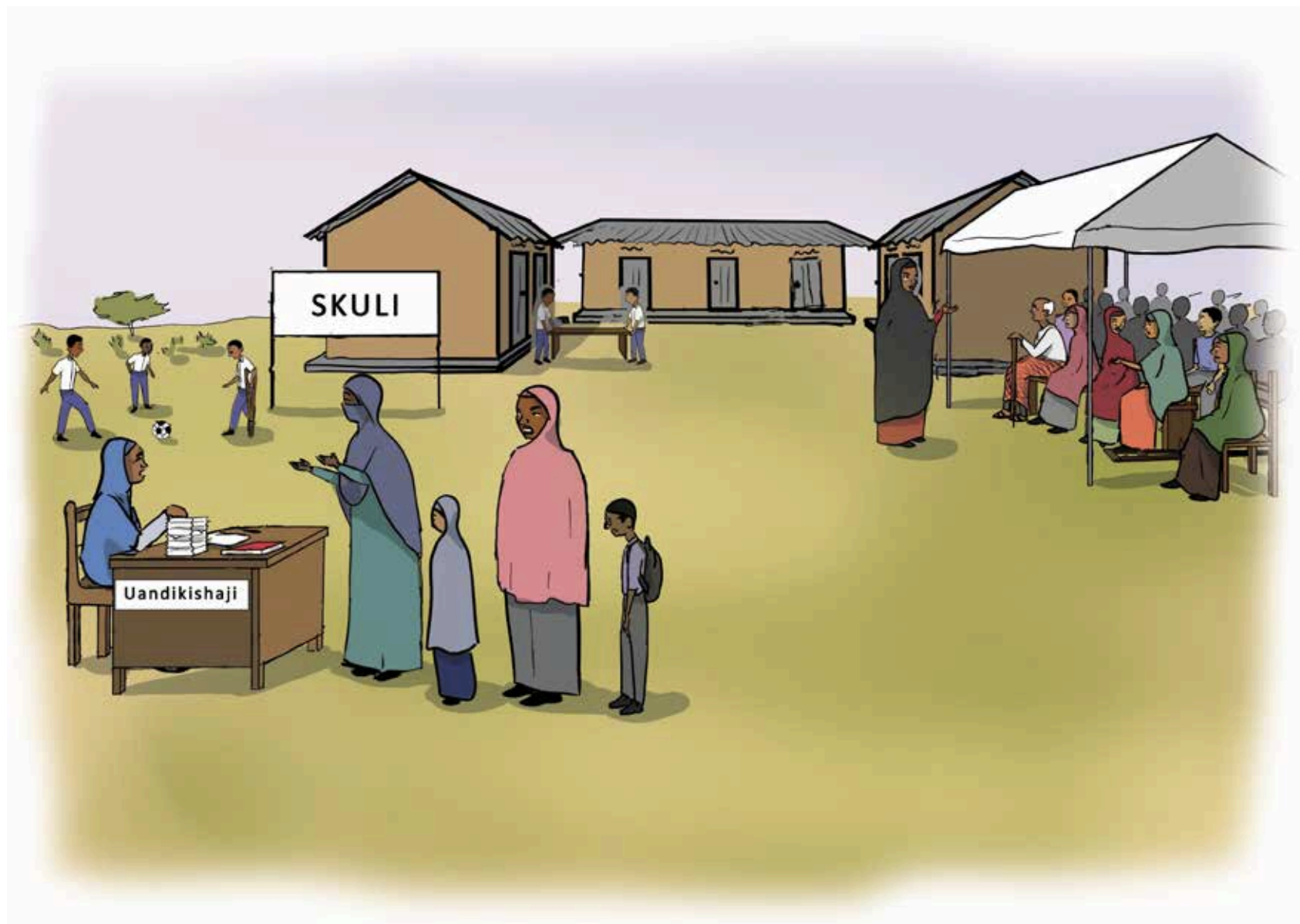
[Image description: Many people have gathered outside, in front of the school building. On the left is a woman sitting at a desk with the sign 'Diiwaangalin' (enrolment) on the side. There are two women and two children standing in front of the desk. In the background, in front of the school, two boys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

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 Community Education Committee (CEC) that the local OPD has asked to attend

The situation

Southern Zanzibar's fishing waters have been contaminated and the people can no longer fish there for some considerable time and this has affected many families who are really struggling to manage. The effects of the contamination have made many families go to the centre of Zanzibar town, where there is better support and maybe the chance of finding a job in the big city. They are now staying in one specific part of the city, in some old buildings and houses that have been left unused for some time because they are not really safe and suitable for habitation. Two of the schools near the area are struggling to cope as the new families want their children to go to the schools to get an education. These schools are already struggling with limited funds. Five of the children of the new families that are trying to get into the school have disabilities.

The communities in that area are very poor and so most of the children that go to these schools come from families that are struggling. The local Community School Committee (CEC) feels that the schools are already under a lot of pressure and cannot accommodate all the new children, especially the children with disabilities. They feel that their responsibility is to the children from families that have been living in this district /area for a long time and not to the new displaced families. Some of the new children have been accepted into the schools but they have had very limited education in the past and so are struggling to participate in the lessons and keep up with the other children. Many teachers are feeling very stressed because of the large numbers in their classes and are not sure how to help these learners. There is a lot of tension in the school communities about the issue. The OPD has asked the CEC if they can address the meeting as they are very concerned about this situation. Because it is such an important issue for the communities, the CEC has agreed that people from the local community and people from the new families can come to the meeting and listen to the discussion.

The actors

- **Three or four members of the OPD:** The members of the OPD have discussed their strategy and agreed that they want to show the CEC members how the right of these children to education is being violated – to do this they are going to use the Constitution of Zanzibar and the United Nations Convention on the Rights of Persons with Disabilities (CRPD) that Somalia has signed.

- **The Chairperson of the CEC:** The chairperson of CEC is new and feels strongly that the CEC's first responsibility is to children from families who have lived in the district of Kigoma for a long time. She is very nervous as she wants to make a good impression. She doesn't know a lot yet about the constitution in Zanzibar the CRPD.

- **The Deputy Chairperson of the SC :** 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 will add to their stress.

- **An elder from a mosque in the community where many of the families from the IDP camp go:** The elder is very concerned about the situation as he understands the concern of the parents from the new families and wants to try and find a solution. He feels that the policies are important and wants the CEC to discuss how they can find a solution to the problem..

- A **representative of local parents whose children have been attending the school** for some time. This parent has worked very hard to be able to make sure his children are attending school as he feels strongly about their future. He feels that the school cannot help these children and that the families from the South should rather return home – these schools in Zanzibar town centre cannot take responsibility for them as it is already struggling itself.

- **Members of the local community and from the new families:** Anyone from the local community or from the new families are 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 IDP children with the CEC?

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

    o   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 IDP 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 OPDs to support the schools around inclusive transition?

Resource 6.2a: Amina's story

Amina, aged 15

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

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

After meeting with the secondary school to discuss Amina's needs, the school's admissions teacher interviews Amina 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 Amina's needs?
- What strategies could address these needs?
- What could the school/school inclusion team do?
- How could the OPD support the child's successful transition?

Resource 6.2b: Yasmiin's story

Yasmiin, aged 9

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

Discuss
- What are Yasmiin's needs?
- What strategies could address these needs?
- What could the school/school inclusion team do?
- How could the OPD support the child's successful transition?

Resource 6.2: 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.

Give new learners a tour, maps and organise peer-support (for example, a 'class friend') to help her/him find their way around.	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.
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*