Inclusive Education
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UNESCO: inclusive education means that all children can learn together in the same school.

IE addresses all forms of exclusion and inequalities in access, school participation, and learning outcomes.

IE is core to SDG 4 – target 4.5 in particular
What works – System level

• **Sound policy** – including budget provision; see for example South Africa’s White Paper 6

• **Planning for inclusivity** – how we structure our schools, our classrooms and our lessons so all learners learn and participate together.

• **Locally relevant curriculum** – it must address needs of the county and its people, including vulnerable groups
What works – **System level**

- **Targeted Training of teachers /school leaders**
- **Creating a support system for teachers at decentralised level** - e.g., Professional Learning communities; professional support services from higher ed. Institutions to support daily practice
- **Community awareness**

Focus of VVOB

We were taught theories of Inclusive Education in a broad sense. What is lacking for me, is that we are not equipped to deal with specificities…”
What works – School level

• **Context is king:** need to take into consideration the current context

• **Attitude of teachers:** as role models, teachers have an impact on self-expectations that can make or break opportunities for their learners.

• **Attitude of parents** – every child can learn albeit at a different pace
What works – *School level*

- **Assessment of each child with simple tools (including observation):** evidence should inform teaching strategies- NOT be used as punitive measure
- **Assessment with simple tools** should extend to social-emotional well-being
- **Differentiated teaching** – teaching to the level of the child, for example by grouping children within the same class
- **Destigmatize different ability levels** – teachers, schools and parents should not attach stigma to the different learning levels
- **Use of more enjoyable low cost materials** and teaching methods (song, drawing, story-telling, dance, exercise)
A good example of IE: TaRL in Zambia

Fundamental components of Teaching at the Right Level:
- Individual Assessment of each child - simple tool
- Grouping children according to learning levels and not grade: (grouping = flexible!)
- Differentiated teaching
- Targeted training of teachers
- Localised on going support of teachers
- Use of simple low cost materials and interaction

Close follow up at all levels: Backbone of the TaRL approach = Accountability at all level
Recommendations

All actors should focus on improving the learning outcomes of Each child by:

- Making clear policy provisions for inclusive teaching and learning
- Setting achievable but ambitious learning goals, relevant to the context that are clearly understood by all, implementers and users
- Investing in training of teachers in IE with sufficient time for practice
- Designing SIMPLE assessment tools to track the progress towards these learning goals.
Recommendations 2

**Acting on data:**

- Put in place user-friendly data aggregation tools and processes.
- Aggregate and analyse learning level data to direct support to schools and instructors in need.
- Use outcomes of assessments to identify learning needs of children and support teachers to provide differentiated teaching based on learning levels (grade should not be only focus)
- Use outcomes of assessment to identify training needs of teachers both at initial teacher training and within CPD interventions
THANK YOU