



Inclusive Education

VVOB

Inclusive Education

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

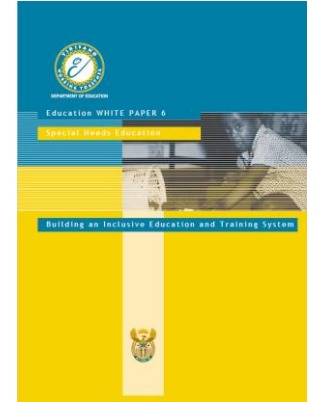
IE addresses **all forms of exclusion and inequalities in access, school participation, and learning outcomes.**

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

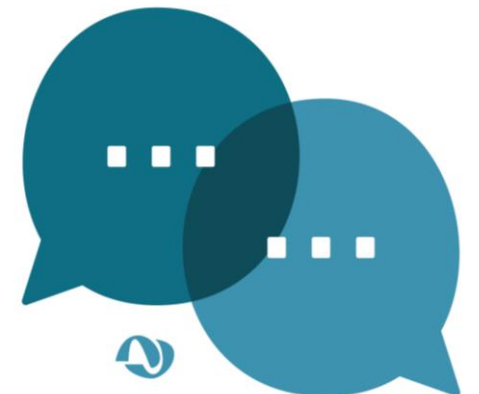


What works – *System level*

- **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**

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...”

Focus of VVOB



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

