Booklet 3 :

Getting All Children In School and Learning

TOOL GUIDE

Booklet 3 will help you and your colleagues to understand some of the barriers that keep children from coming to school and what to do about them. The Tools are presented in a building block fashion (step-by-step), and they contain ways of including traditionally excluded children that have been used widely and effectively by teachers throughout the world. After working through these Tools, you will be able to talk with other teachers, family and community members, and students about what conditions may be pushing children away from learning. You also will be able to identify where the children live, why they are not coming to school, and what actions can be taken to get them in school.

Tools

Tool 3.1
Who May Not Be Learning?

One important step in creating an ILFE and involving families and communities in this process is to find those children in the community who are not going to school. Did you ever stop to think that maybe one of your students has a brother, sister, or friend who cannot, or will not, come to school. If we are dedicated enough to want to get these children into our inclusive schools and classrooms, keep them there, and assist them in learning the knowledge and skills they need for life, then we need to understand why they do not come to school!

DISCOVERING BARRIERS TO INCLUSIVE LEARNING

Read the following case study either to yourself or out loud to your colleagues.

"Tip" is 12 years old. Every morning, though burning summer or chilly winter, Tip wanders around the community trying to earn a living and save a small amount of money. Sometimes Tip helps to tidy up and clean the small dry goods store in the community, or Tip washes dishes at the nearby noodle stand. If nothing else is available, Tip picks up discarded bottles and cans to sell to the recycling centre down the road. When times are really tough, Tip may beg money from people who come to the community temple. On a lucky day, Tip may earn $1 to $1.5; on an unlucky day, less than $0.5. In the quest to earn money, Tip is eager to say, "If they give me money, what they want me to do, I will do." Tip used to go to school, but now Tip wants to earn money rather than study.

Action Activity: Identifying Barriers to Inclusion

If you are working with your colleagues, organize yourselves into two or four groups. If you are working alone, try this activity by yourself.

◆ First, everyone should think quietly to themselves about some of the reasons why Tip may not be going to school. If it helps, each person can write brief notes. This should take about 5 minutes.

◆ A child's learning environment includes her or his school, family, and community. It also includes his or her "self," that is, whether he or she personally wants to goto school. Next, assign each group a learning environment. One group is the SCHOOL. Another group is the FAMILY. Another group is the COMMUNITY. And the fourth group is the CHILD (Tip). If you are working in two groups, each group can take two learning environments. If you are working alone, try to do all four of them.

◆ Give each group a large sheet of poster paper, and then ask them to write at the top of the sheet which learning environment they are working on. There should be one sheet per learning environment.

◆ Discuss in your groups what barriers may exist within your learning environment that may be causing Tip not to come to school. List these barriers on the poster paper for your learning environment, and then read the following section.

Some Reasons Why Children May NOT be In School

Tip (Child)

Whether a child can attend school—or would even want to attend—is affected partly by that child's characteristics or the situation in which that child finds himself or herself. For instance, the bright lights and the hope of earning money may encourage a child to leave home and move to a big city rather than staying in school. Below are some of the major reasons associated with the CHILD that may affect whether she or he attends school. **Are there any other child-centred factors in your community, country, or culture that could affect whether a child attends school?**

Homelessness and the Need to Work. We see these children everyday, particularly if we live in cities, but we hardly ever notice them unless they are begging for money or soliciting in some other way. "The street" is their home and their source of livelihood. There are about 100

million street children worldwide. A child in the street may be a working child, usually a school dropout, or simply a homeless girl or boy. Street children are at high risk of being exploited because they are no longer firmly connected to their families, communities, and schools. Not all street children are without families, however. Some, like Tip, may work on the street to earn money and then return to their families at night. This may be particularly the case for children who see no value in education, who are not interested in school, who are too old to enter the school system, or who are affected by political conflicts where survival is more important than learning. Many street children, though, have little or no contact with their families, and they are without adult supervision. Moreover, they may have been abused physically or sexually at home, thus causing them to run away and end up on the street where they face similar violence.

Illness and Hunger. Children do not learn well if they are ill, hungry, or malnourished. Oftentimes, they are absent and may be classified as "slow learners." If they do not receive the attention they need, they may feel that they are not members of the class, and they may drop out of school. The effects of their illness or malnutrition may also have life-long consequences if they cause physical or intellectual impairments.

Birth Registration. In some countries, if a child like Tip does not have any proof that his or her birth has been registered, they cannot attend school or only be allowed a limited number of years of schooling. This affects particularly girls whose births have not been registered, and they are not eligible for admission into school or cannot take examinations. It also may affect migrants, persons from minority cultural groups, and refugees.

Fear of Violence. Fear of violence when coming to school, at school, or going home from school may frighten children away. While boys often experience beating or bullying, girls are at risk of sexual assault or other forms of harassment. For those who are victims, it takes a heavy toll on their self-esteem. Maybe Tip was a victim and no longer wants to go to school.

Disabilities and Special Needs. Most children with disabilities or special needs are not in school, especially when our schools and education systems have no policies or programmes for including children with physical, emotional, or learning impairments. These are the children we usually think

of when we talk about "inclusive education." They are the ones who may never have come to school because of negative attitudes or beliefs that they cannot learn. Parents or community members also may be unaware that these children have the right to education and should attend school. Even a school's facilities (such as stairways) may block such children from entering school. They also are the ones who often drop out because class sizes are too large, and we cannot devote enough time to their special needs. In addition, the curriculum content, our teaching methods, and even the "language" of instruction (spoken, visual) may not be appropriate for children with disabilities or other special needs.

Pregnancy. In some countries and communities, girls who become pregnant are excluded from school because of the fear that their "promiscuity" will encourage others to become sexually active. Even for a girl who is a victim of rape, her pregnancy may bring shame upon her family. Consequently, members of her family may no longer want to associate with her, and they see no reason for her to attend school.

Family Environment

Families and communities should be the first line of protection and care for children; for understanding the problems currently confronting children; and for taking action to address these problems in sustainable ways. In many countries, and according to those who work with children who have dropped out, the most effective means to prevent dropout is through strong, caring, and productive families and communities. Below are some of the major reasons associated with the FAMILY and COMMUNITY that may affect whether children attend school. **Are there any other family or community factors in your community, country, or culture that could affect children's attendance in school?**

Poverty and the Practical Value of Education. Poverty often affects whether or not a child can attend school. Likewise, if a child does not attend school, she or he will not be able to earn an adequate living and may become poverty-stricken. Because of their financial burden, poor parents are often pressed to provide even the basic necessities of life. Hence, children like Tip must help to earn the family's income at the expense of their education and future life. This occurs especially when families do not

feel that education is meaningful for their daily lives; thus, they do not understand why their children should attend school. Parents also may feel that their children will receive a poor quality education, and the skills their children will learn in certain jobs are more valuable than those they will learn in the classroom.

Conflict. Some parents, caught in an argument over money or other issues, may lash out at their children, thus leading to violence and abuse. This may contribute to irregular attendance or even encourage children, maybe even Tip, to runaway from home and school.

Inadequate Caregiving. Because of the need to earn money, parents may be forced to migrate away from home either temporarily or for long periods of time. As a result, they may put children like Tip in the care of elderly grandparents or others. These persons may not have the knowledge, experience, or resources to provide suitable child care. They also may not value education when money is needed so badly.

Discrimination and Stigmatization due to HIV/AIDS. Children whose parents have died from AIDS are less likely to attend school than those who have not lost a parent. In some countries, children—and particularly girls—are taken out of school to care for siblings or those who are ill, or to earn money to support the family. In other cases, such children may be thought to be "contagious," so community members and even teachers actively exclude them from school. Maybe Tip, or a member of Tip's family, is HIV positive.

Community Environment

Gender discrimination. Traditional beliefs about the status and roles of men versus women can restrict girls' access to schooling. In communities where women are believed to be inferior to men, girls often are kept at home and away from school to do domestic work. This may be reinforced by traditional practices where girls marry at very young ages and leave their natal homes; thus, their contributions to their families are lost, and parents see no reason why money should be spent educating their female children. Tip may have runaway from such a situation.

Cultural differences and local tradition. Children who come from families that are different from the community at large in terms of language, religion, caste, or other cultural features are especially at risk of being denied access to school. Sometimes, they are given access to substandard educational facilities, poorer quality instruction, and fewer teaching materials. They also have fewer opportunities for higher education than others. In some communities, moreover, there is a local tradition of beginning one's working life in childhood, without the benefit of quality schooling. This tradition is passed on from one generation to the next, perpetuating the cycle of poverty and illiteracy. Tip may be a member of one of these communities.

Negative attitudes. Negative attitudes towards children with diverse backgrounds and abilities is perhaps the biggest single barrier to including these children in school. Negative attitudes can be found at all levels: parents, community members, schools and teachers, government officials, and among marginalized children themselves. Fears, taboos, shame, ignorance, and misinformation, amongst others, all encourage negative attitudes towards such children and their situations. These children—and even their families—may develop low self-esteem, hiding away and avoiding social interaction, and becoming invisible members of their communities. This can lead directly to their exclusion from school, even though they have the same rights and needs as other children. Tip also may be a victim of negative attitudes.

School Environment

The mission of our schools is to effectively educate **ALL** children by giving them the skills they will need for life and life-long learning. Historically, our schools have not been equipped adequately to educate girls and boys with diverse backgrounds and abilities. While family and community circumstances may contribute to excluding children from school, making improvements in these conditions alone may not make our schools inclusive. Factors may exist **within** our schools that may actually discourage some children from coming to school, as well as contributing to poor attendance and early dropout, like Tip. **You** and your colleagues have an important role to play. You can change your school into a place where every child can come to learn. Below are some of the reasons why some children may not be

coming to your school? **Are there any other school-based factors that also could affect children's attendance in your school?**

Costs (direct and hidden). For many poor families, school fees, examination fees, contributions to school or parent-teacher associations, even the cost of a book, pencil, school uniform, or transportation can keep children like Tip away from school.

Location. In rural areas especially, if the school is located far away from the community, children like Tip may be kept at home where they are safe. Particularly for girls, the distance from their homes to the school may discourage parents from sending their daughters to school out of fear for their safety. Children with disabilities also may not attend school if there is no suitable transportation for getting them to school.

Scheduling. Tip may want to study but cannot learn during regular school hours. School timetables and calendars conflict with Tip's work schedule so that Tip cannot "learn as well as earn." Moreover, girls may drop out when going to school conflicts with their family responsibilities, such as domestic chores and caring for younger children.

Facilities. If our schools do not have adequate facilities, this may be one reason why some children do not come to school. For instance, lack of separate latrine facilities for adolescent girls during menses may discourage them from coming to school. Inadequate facilities, moreover, affect especially children with disabilities. Who knows, maybe Tip has a physical or other disability.

Preparedness. One of the most common reasons why children with diverse backgrounds and abilities are excluded from school is that the school and its teachers are not prepared to teach them. They do not know how to teach them, because they have not received the training, ideas, or information necessary to help these children to learn. Consequently, even if these children do come to school, they may receive less attention and a poorer quality education compared to other children.

Class Sizes, Resources and Workload. Large class sizes are common in all countries and can be a barrier to the inclusion of children with diverse backgrounds and abilities. In wealthier countries, class sizes of 30 are

considered too large, while in countries with limited resources class sizes of 60-100 may be common. Teachers thus take on heavier workloads and often become unhappy. Of course, small, well-managed classes are more desirable than classes with inadequate resources including materials and teacher time. However, the size of the class is **not** necessarily a significant factor for successful inclusion, if attitudes are **positive and welcoming**. There are many examples of children with diverse backgrounds and abilities being successfully included in large classes. As discussed further below, attitudinal barriers to inclusion are often greater than barriers posed by inadequate material resources.

Inclusion … despite class sizes of 115+

In 1994, a study was carried out in two schools in Lesotho that were a part of the Ministry of Education's pilot inclusive education programme. One school, situated relatively close to the capital of Maseru, had average class sizes of 50, and had a history of integrating children with physical disabilities only. The other school was located in the mountains, an 8-hour drive from the capital. It had class sizes of over 115 girls and boys.

The teachers in the first school had negative towards the inclusive education programme from the beginning. The school had a good academic reputation and they feared that this would be threatened by spending time on "slow learners." They regarded the hostel for disabled children as the mission's responsibility, and one that had been imposed on the teachers.

The teachers in the mountain school, however, were so highly motivated that they were using their spare time during lunch breaks, on weekends and in the evenings to give extra help to those children who needed it, visit families, and even take children to hospital appointments. The fact that they had such large class sizes was not a barrier to inclusive education. The teachers were coping with the large classes in ways they found acceptable but, when asked their opinion, said that of course they would have preferred class sizes of 50-55.

Schools For All. Save the Children.
www.eenet.org.uk/bibliog/scuk/schools_for_all.shtml

SELF–ASSESSMENT FOR INCLUSIVE LEARNING

Summary of Barriers to Inclusive Learning

- **Child**: Homelessness and the need to work; Illness and hunger; Birth registration; Violence; Pregnancy

- **Family**: Poverty; Conflict; Inadequate caregiving; HIV/AIDS

- **Community**: Gender discrimination; Cultural differences and local tradition; Negative attitudes

- **School**: Costs; Location; Scheduling; Facilities; Preparedness; Class sizes, resources and workload

What other barriers did you list on your poster sheets in the previous activity or discuss amongst each other?

Make a "Master List" of all the barriers that have been thought of or learned about from reading and discussing the information given above.

Action Activity: Barriers and Opportunities

- ◆ Everyone should close their eyes and imagine that they are Tip or another child that is usually excluded from school. Decide for yourself what is your name, your age, your sex; where do you live, and with whom; what is the life situation in which you find yourself (such as with Tip).

- ◆ Think about what **opportunities** you may have in enrolling in school (for instance, a school may be close to your home), and what **barriers** there might be. You can refer to the list above, your master list, and your sheets from the first Tool in this Booklet on identifying barriers to inclusion.

◆ On a large sheet of poster paper, or any other writing surface, draw four circles inside each other. The smallest circle in the middle is the child, the next represents the family, the next represents the community, and the next represents the school. Label the circles.

◆ Using different coloured pens or writing styles to show **barriers** and **opportunities**, everyone should plot their thoughts on the chart for each level (child, family, community, school). **Do this is together in a group, not individually.** Even if one person has already written down an opportunity or barrier within a level, write it down again if it pertains to you as well.

◆ After everyone has finished, look at the chart you have made. Are their more barriers than opportunities? Are there more barriers than you ever expected? These barriers represent the challenges that must be overcome so that children like Tip can come to school and that can be overcome with help from you.

◆ What are the most common opportunities for each level and between levels (what opportunities are listed most often)? Are these "real" opportunities? Do they exist **now** for children with diverse backgrounds and abilities in your community, or are they what we think **should be** there? If they are what should be there, these are opportunities you can aim to achieve through action programmes. They represent the vision of what you want to achieve in removing barriers and expanding opportunities for inclusion.

◆ Are the opportunities and barriers evenly spread, or do they focus on one level more than another? This helps you to identify which level(s) should receive priority attention in developing interventions and overcoming barriers.

◆ Are their opportunities and barriers that are commonly repeated (written down several times) within and between levels? These could be good starting points for action!

◆ Are their barriers that fall within more than one level, such as negative attitudes (teachers, community members)? These may need coordinated efforts to overcome!

Tool 3.2
Finding Children Who are NOT in School, and WHY

The previous Tool helped us to explore reasons why some children may not be in school. The question that needs to be answered now is, "Which of these barriers—or maybe others—exist in my school or community?" To answer this question, we first need to know which children in our community are not attending school and then investigate some of the reasons why this may be happening. After we have this information, we can begin planning and implementing activities to get these children in school.

SCHOOL-COMMUNITY MAPPING

One effective tool that is widely used to identify children who are not in school is school-community mapping, which is also called school mapping or community based mapping. Like traditional maps, these maps show major community landmarks. More importantly, however, they also show each household in the community, the number of children and their ages in each household, and whether or not pre-school and school-aged children in those households are attending school. You can create these maps by following the steps below.

1. Enlist the help of community committees, or even dedicated volunteers, as well as other teachers in your school. This is a good activity for promoting a "whole-school" approach where all staff members (all teachers, assistants, caretakers, etc.) are involved. But don't forget that there are many other community members who can assist in obtaining the information you need and creating the maps, such as local development volunteers, community elders, religious leaders, PTA members, and children themselves (we'll talk about involving children later). This step will actually help to build stronger links between your school and the community it serves. It also can help your school to obtain community resources for action programmes (especially important for schools with minimal resources), as well as to

promote community ownership of the maps and the inclusive learning programmes that come out of the mapping and planning process.

2. Hold an orientation session for those who have volunteered to help with collecting information and creating the maps. Talk to them about why all children should be in school, the benefits of having a diverse range of students with varying capabilities, and how the maps can be important tools for finding those children who are not in school and encouraging them to come to school and enjoy learning.

3. At the orientation session, or during a follow-up session, prepare a rough map of the community. Some communities may already have maps, while others may not. Include major landmarks (roads, water sources, important places like the village health centre, places of worship, etc.) and all of the houses in that community.

4. Thereafter, conduct a household survey to determine how many members each household contains, their ages, and their levels of education. Information about the educational levels of children will help you to target those who are not in school, while information about adults may indicate which parents may benefit from activities like literacy programmes. In India and Benin (West Africa), these programmes are valuable because they help such parents to realize the value of learning for themselves and their children (especially girls). The household survey can be done in several different ways, such as through home visits (which also can be used to encourage parents to send their children to school), interviews with knowledgeable persons (even children), or using existing records. In Thailand, for instance, village census information is used to identify household members and their ages. This information is then compared with school enrolment records to see which children are not in school.

5. Once the information is collected, prepare a final map of the community showing its households, their members, ages, and educational levels. Then share the map with community leaders to identify which children are not in school and discuss some of the reasons why these families may not be sending their children to school. With this information, we can begin constructing action plans.

School Mapping in the Lok Jumbish (LJ) Project, Rajasthan, India

The LJ project mobilized a core team of committed men and women chosen by the community. After training, they conducted a survey recording the educational status of every household member. A village map was then prepared showing everyone's level of education in each household. The entire village then analyzed the reasons for children not going to school. In most places, even when there was a school, it was not functioning properly due to a lack of teachers or minimal facilities. Girls were not going because their parents would not allow them to walk long distances to attend school, and only male teachers staffed most schools. In response, the village team, women's groups, and local teachers implemented a wide range of activities like monitoring school enrolment and retention, starting non-formal centres, repair or construction of school buildings, school health programmes, and forums for adolescent girls. Other improvements included motivational and curriculum based training of teachers, production of suitable textbooks, and supplying good quality equipment and teaching learning materials for all schools in the project area. LJ also created a network of non-formal education centres with locally educated youth as instructors.

Mathur R. (2000) Taking Flight. Education for All Innovation Series No. 14. UNESCO Principal Regional Office for Asia and the Pacific, Bangkok.

CHILDREN'S PARTICIPATION IN MAPPING

The school-community mapping process is a "community-to-child" activity. In other words, how we can involve the community in identifying all children and getting them in school. Actually, though, the mapping activity can be undertaken as a "child-to-child" approach, one that can even be incorporated into your lesson plans. Children of all ages can make maps, and it can be an important activity in their learning.[1]

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[1] This section and the process of creating the map were adapted from "Children as Community Researchers," UNICEF Web site: Teachers Talking about Learning: www.unicef.org/teachers/researchers/basemap.htm. Readers are strongly encouraged to access this Web site, see examples of children's maps, and learn more!

The child-to-child mapping activity is an extremely effective way of mobilizing children's participation. They take the lead in identifying children who are not coming to school and in influencing parents and community members to allow them to attend school. For example, in Thailand's CHILD project, girls and boys in grades 4-6 worked together to draw a map of the communities and houses surrounding the school. They identified the children that lived in each house, and then noted on the map whether or not these children were attending school. As one project staff member noted, "If you can get three children to agree that a child lives in this house, then it must be true." Children can thus be leaders in creating school-community maps. They can even map valuable data about their community that no one may have thought to map before.

One useful way to begin is by having children create their own personal map of their community, which will help them to decide what should be shown on the school-community map. The ability of children to draw accurate maps varies greatly according to the child's age. But if their very different styles and abilities are accepted, children of all ages will enjoy producing useful features for the collective school-community map.

If a community does not have a map already, a simple one can be prepared from scratch. Ideally, the school-community maps should be large enough for the children to locate their own homes and those of their friends. These maps are a very valuable contribution for children to make for their community. Creating the map goes like this.

1. Begin by gathering your children together and making a list of all of the important places in the community (such as the school, temple, homes, health centre, shops, etc.), any important physical features (like roads, rivers, mountains, etc.), and any other important locations where community members often meet (such as fields or even wells where they often go to collect water).

2. Cut out several pieces of cardboard and then draw pictures of these important places, physical features, and locations on them. If cardboard or other materials are unavailable, use stones, wooden blocks, string, or sticks. You also might want to use a variety of items, such as cardboard squares or stones to represent houses and sticks to represent rivers. But be sure to help the children to remember what each symbol represents.

3. Ask the children to decide on the most important feature in their community, such as the school. Have them make a special symbol for it out of cardboard. It should be different from all of the other pieces so that it stands out. It will serve as the map's "reference point" (the place that everyone remembers and can relate to in locating other important places and features in the community).

4. Place a large piece of cloth, heavy paper, or other suitable writing material on the ground; gather the children around it; and ask them to decide where to put the "reference point" (such as the school) so that all of their homes can be put around it. For example, if the school is located close to their homes or in the centre of the community, place it in the centre of the map. If it is located far away from their homes and other places they often visit in the community, place it off to the side of the map.

5. Ask the children what other important places are located on the edge of their community. Place the symbols for these places on the map to establish its boundaries.

6. As a group, decide upon the community's major physical features (such as streets, fields, mountains, and rivers), and add these to the map. Make sure that all of the children agree on where their physical features should be located. You might want them to be free to carefully walk on or around the map to check this out. If they have already created "personal maps," have the children look at them again to make sure all of the features are on the large map.

7. When everyone agrees about where the important places, physical features, and other locations are located on the map, the children can draw them in with ink, paint, or felt pens to make them a permanent part of the map, instead of using cardboard or other non-permanent symbols.

8. The map belongs to the class so it needs to be dynamic, with new important features being added as the children think of them. To begin filling in the map and identifying children who are not in school, the children should begin by deciding on specific themes and then pinning small paper symbols on their map to represent these. Some of the most obvious themes to begin with are:

◆   the homes of ALL children in the community, the ages of the children, and whether or not they are in school;

◆   homes of people who are important to their daily lives;

◆   places children play or work;

◆   places children avoid, such as places of danger (violence);

◆   places children like and dislike;

◆   places where children go alone, with their parents, with other relatives, with friends, with other adults; and

◆   transportation routes (especially those they use to come to and return from school) and the means by which they do so (such as by foot, bicycle, motorcycle, automobile, etc.).

9. Walk with your children around the community to help them fill in the map with greater accuracy. During the walk, or even at a special meeting, invite adults from the community to talk with the children and make suggestions for additions to the map. This will start getting community members involved in identifying children who are not in school and create the support you need for action programmes.

After the maps are made, your students can identify which children in the community are not going to school and locate the families of these children. Your children—working with teachers, parents, and community leaders—can then help motivate parents to send their children to school. In Nepal under the Community-Education Management Information System (C-EMIS) project supported by Save the Children (UK), the children themselves visit parents of out-of-school children. They talk with the parents about the reasons why they do not send their children to school and what can be done to get the children in school.

The school-community maps need to be continually updated and used to identify children who may not be coming to school. Consequently, creating the maps can become a permanent part of the curriculum and children's learning. Moreover, the community should easily see the map.

Perhaps it can be posted in a community information centre or common meeting place, so that community members can comment on it. The map also can begin the community development process for getting all children in school. In a slum in Northeast Thailand, for example, village leaders used surveys and maps to find those children who were out of school because their births were not registered. They then visited the children's parents, sometimes travelling to nearby districts and provinces, to get the documents needed to register the children and get them in school. Now, in this slum all children are in school!

DISCOVERING WHY CHILDREN MAY NOT BE COMING TO SCHOOL

Working with your colleagues or your students, you have identified which children are not coming to school in your community, and perhaps you have even brainstormed some of the reasons why this may be occurring. The major question that needs to be answered now is: "What major factors characterize children who are being excluded from school, and particularly compared to those who are able to attend school?"

As we learned earlier, some factors may be visible, such as a physical, sensory, or intellectual disability; more hidden, such as inadequate caregiving or malnutrition; or even accepted and largely unrealized factors, such as gender roles or the responsibilities of children in their families.

Action Activity: Creating Child Profiles

The **Child Profile** is a tool to promote inclusive education and equity in the classroom. It is being used in many countries in Africa, Central America, as well as Central, South, and Southeast Asia. A child profile:

- ◆ helps community members and teachers to identify which children are not coming to school and why, as well as those at risk of dropping out;

◆ shows the diversity of children in the community in terms of their individual characteristics and those of their families; and

◆ helps to plan programmes to overcome factors that exclude children from school.

Child profiles are being used in Thailand as part of its School Management Information System (SMIS) as well as in the Philippines for its Student Tracking System (STS), both of which are developing Child-Friendly School Systems. In Bangladesh and some other South and Central Asian countries, child profiles are being used in a community-based manner as part of their Community/Child-Centred Education Management Information System (C-EMIS). Community leaders collect the information for all children in all households in the community. They identify those children that should be (or soon will be) in school, and then they get them in school. This system, as well as the SMIS and STS when they are used at the community level (not just in the school), therefore, can identify out-of-school children as well as those who are in-school but who are learning poorly. To create a child profile, follow the steps below.

1. Based on your school-community map, or community census records, make a list of all of the children who are not coming to school.

2. Brainstorm with your colleagues and those who helped to create the school-community map about what factors (barriers) may be causing children not to come to school. You can refer to the lists you made in the first Tool in this Booklet and categorize the factors based on those associated with the school, community, family, and child; but remember that some factors may fall into more than one category. These factors may not necessarily be the actual causes, but they are the ones that need to be investigated for each child.

3. Next, using these factors create a list of questions that when answered may give you some insights into why a child may not be coming to school. Below is an example of a list of questions that is being used in Child-Friendly Schools in the Philippines and Thailand to understand the situation of children with diverse backgrounds and abilities who do

not learn well.[2] The questions were developed to uncover the extent to which the barriers discussed earlier affect child learning and dropout. **You can develop your own list of questions based on the barriers you feel are common in your community. Be sure to include community leaders in this process. They can help you to identify ALL of the children who are not in school.**

Barrier: Cultural Differences and Local Tradition
◆ What is the child's nationality or ethnic affiliation?
◆ What is the child's religion?

Barrier: Gender Discrimination
◆ What is the child's sex?
◆ What is the child's age?

Barrier: Birth Registration
◆ Is the child's birth registered?

Barriers: Scheduling of Work and School; the Need to Work
◆ Does the child work either in or outside of the home to earn an income?

Barriers: Negative Attitudes; Fear of Violence
◆ If the child was ever in school, what was his or her learning status?
◆ If the child was ever in school, what was his or her attendance record?
◆ If the child was ever in school, did he or she oftendrop out?

Barriers: Illness and Hunger; HIV/AIDS Affected; Pregnancy
◆ What is the child's health and nutritional status?

Barriers: School Facilities and Location
◆ Does the child have any disabilities that affect access to school facilities?

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[2] Examples of the Child Profile from other countries such as El Salvador and Uganda can be found in: Toolkit for Assessing and Promoting Equity in the Classroom, produced by Wendy Rimer et al. Edited by Marta S. Maldonado and Angela Aldave. Creative Associates International Inc., USAID/EGAT/WID, Washington DC. 2003.

◆ Where is the child's home located with respect to the school (distance, travel time)?

Barriers: Caregiving; Conflict
◆ How old are the child's parents?
◆ Are both of the child's parents still alive; if not, which parent is deceased?
◆ What level of education does each parent have?
◆ Has any member of the family ever dropped out of school? Why?
◆ Are the child's parents still married?
◆ With whom does the child live?
◆ How many pre-school children are in the child's household?
◆ Who is the main child caregiver for these pre-school children?
◆ Has either parent ever migrated for work?

Barriers: Poverty and the Practical Value of Education; School Costs
◆ What is the major occupation of each of the child's parents?
◆ What is the secondary occupation of each of the child's parents (if any)?
◆ Does the family own land for income generation; if yes, how much land?
◆ Does the family rent land for income generation; if yes, how much land?
◆ What is the household's average monthly income?
◆ Does the family borrow money for income generation? If yes, how much, how often and during what time(s) of the year?
◆ How many people reside in the household?
◆ Is the household a member of any community development group?

4. Develop a questionnaire to collect answers to these questions. This questionnaire can be the list of questions above for which answers are noted, or it can be a more formal Child Profile form, such as the example given at the end of this Tool. Once the questionnaire is completed, it can then be: (a) sent to the children's homes to be filled out and returned to the school or a community leader; (b) filled out by a teacher during home visits; or (c) filled out based on interviews with the children themselves, or with their parents when they come to pick up their children from school.

5. After the questionnaires are completed and returned, create a descriptive case study for each child that incorporates answers to the questions above. Following is an example of a descriptive case study. This case study will help you to identify, link, and analyze the factors that may affect children's learning.

AYE belongs to the Hmong ethnic group living in Northern Thailand. She is believed to be 9 years old but does not have a birth certificate. Her father is deceased. Her mother is 30 years old and has not remarried. Aye's mother is illiterate. Her primary occupation is upland rice farming on a small plot of land. Aye's grandmother takes care of Aye and her five year old brother who does not attend pre-school. Aye's family is poor. She earns less than 500 baht per month. During the non-farming season, Aye's mother migrates to work in Bangkok as a laborer. Aye's family does not belong to any village development group and has no access to community resources. Aye attended primary Grades 1 and 2, but she dropped out soon after she entered Grade 3. Her mother could not afford to buy Aye's school uniform and could not afford the fee for transporting Aye to school, which is located 25 kilometers away from Aye's home. When Aye did attend school, half of her absences were excused, while the other half were due to illness. She is commonly affected by acute respiratory infections (ARI) and has mild iodine deficiency.

6. After the case studies are completed, look at them closely to see what factors may be affecting each child's ability to attend school and learn. Underline them to make them stand out and help you to link them. For Aye, these might be cultural differences, lack of birth registration, poverty, inadequate caregiving, no access to resources outside the family, as well as poor health and nutritional status.

7. Thereafter, compare the lists of factors between children. Which factors are most common? Use these factors as starting points to develop action plans to address the causes of children not coming to school. The next Tool in this Booklet presents ways to create these plans.

Sample Child Profile Questionnaire

1. Child's Name _____ Sex _____ Age _____

   Address _____

   Nationality _____ Ethnic Affiliation _____ Religion _____

   Date of Birth _____ Place of Birth _____ Birth Registered: Yes__No__ (check)

2. Father's Name _____ Age _____ Living _____ Deceased _____

3. Mother's Name _____ Age _____ Living _____ Deceased _____

4. Parental Marital status (circle):   Live Together   Widow(er)
                                         Divorced   Separated

5. With whom does the child live? (circle): Both Parents   Mother
                                             Father   Other (specify) _____

6. List all members in the family who live in the same household as the child. (Please fill in the information needed in the table below.)

Family members	Sex		Age	Educational level (specify highest level attained for each relevant category)						Relation to child	Occupation (specify)	
Name	M	F		No FE*	Non-FE	Pre-School	Elem.	Sec.	College		Pri-mary	Secon-dary

* FE = Formal Education

7. Have the child's parents or family ever migrated? (Please circle yes or no; and fill in appropriate information)

   Father   When _____ (Please specify month and year)

            Yes   To: City _____ ; Province _____ ; Country _____

                   For how long _____ (Please specify month and year)

            No

Mother   When _____ (Please specify month and year)

     Yes   To: City _____ ; Province _____ ; Country_____

             For how long _____ (Please specify month and year)

     No

Entire Family   When _____ (Please specify month and year)

     Yes   To: City _____ ; Province _____ ; Country_____

             For how long _____ (Please specify month and year)

     No

8. Monthly Household Income (please circle)

Below 1000 baht   Between 5001 – 8000 baht
Between 1000-2500 baht   Between 8001 – 10000 baht
Between 2501–5000 baht   Over 10000 baht

9. Pre-school Child Care Giver

How many pre-school aged children in the family are not in school? _____
Who takes primary care of them during the day?

Parent _____ Other relatives (please specify)

At community day child care center _____ Paid child care worker_____

Others (specify) _____

10. Land/House Ownership

Does the student's family have access to land for income generation?
(Not including land on which the house is located)

If Yes: Owner_____ hectare (land area)
         Rented_____ hectare
         Family-owned _____ hectare

No:_____

Others (specify): _____

Does the student's family have a house?

Yes _____   No _____

If Yes: Owned _____   Rented _____

Type of House/Dwelling (specify)_____

11. Distance of residence to school and means of transportation

How far is the school from the child's house/residence? _____ (specify distance)

What is the travel time from the child's house/residence to school? ___ (specify)

What means of transportation does the child use to go to school? (please circle)

Walk   Car   Motorcycle

Bicycle   Pedicab   Public bus

Others (specify) _____

12. Has any member of the household ever dropped out of school? ____ Yes _____ No

    If yes, for what reason(s) _____

13. Has the student ever attended school? __ Yes ____ No; if yes, for how long _____ ;

14. Has the child ever dropped out of school? ____ Yes _____ No;

    if yes, for how long_____ ;

    If yes, for what reason(s) _____

15. Is the family a member of any community development organizations? ___ Yes ___ No

    If yes, specify organization _____

16. Does the child have access to any type of financial assistance to attend school?
    _____ Yes _____ No

    If yes, from what source(s) (specify) _____

17. If the child has ever attended school, was the child frequently absent? __ Yes ___ No

    If yes, why _____

18. If the child has ever attended school, how frequently does/did the child fail subjects in school?

    Never _____
    Up to 25%_____
    26 - 50% _____
    Over 50% _____

19. Is the child malnourished (overly thin or short for his/her age)? ____ Yes_____ No

20. Does the child have access to a lunch program?   Yes   No

    Does the child eat lunch regularly?   Yes   No

21. Does the child have any disabilities? If yes, please specify _____

    _____

22. Is the child affected by any chronic infection?

If yes, please specify _____ , **OR**

is this information confidential? _____ Yes

Tool 3.3
Actions for Getting All Children in School

Now that we have identified which children are not coming to school and some of the reasons why this may be the case, we can now start planning how to get them in school. This section begins by describing the action planning process (also called micro-planning), followed by some ideas of actions that you might try, or adapt, for your school and community.

ACTION PLANNING

In the previous Tool, we used school-community mapping to locate which children are not in school. We created a map with the help of community members or our students and shared our information with others. We also collected information about each child who is not in school, created child profiles, and identified some of the barriers that are keeping them out of school. Now, we need to begin taking action to remove these barries. To do this, you can follow the steps below to and create an effective action plan.[3] This process is similar to that described in Booklet 1 of this Toolkit on steps for planning an inclusive, learning-friendly environment. The following tool, however, has been adapted for you to specifically start working to remove barriers to inclusion and get all children in school.

1. Form a team of persons who will help you to reflect on the information collected through school-community mapping and child profile, as well as to plan suitable actions. These may be the same persons who were a part of the ILFE creation process described in Booklet 2, or the ones who were specifically involved in the mapping exercise. Alternatively, you might want to expand your team to include other persons who might be very helpful in planning and particularly undertaking actions.

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[3] Adapted from: Toolkit for Assessing and Promoting Equity in the Classroom, produced by Wendy Rimer et al. Edited by Marta S. Maldonado and Angela Aldave. Creative Associates International Inc., USAID/EGAT/WID, Washington DC. 2003.

2. Divide this team into groups according to their roles or interests, for instance, school teachers, community women's group members, community leaders, school children, persons from the private sector, etc.

3. Next, each group should brainstorm a list of actions that they can take—as a group—to get all children in school and learning. Each group should consider the challenges in implementing each action. What is the likelihood of success? What are the obstacles to implementing each action? How can these obstacles be avoided? In order to avoid designing action plans that fail, it is important to consider these obstacles.

4. Once each group has decided on some possible actions for getting these children in school, bring all of the teams back together to share their ideas. Working together, identify which actions can be practically undertaken by considering the following issues and any others that you think are appropriate.

    a. Which actions can have the greatest impact on the most children, or which actions should be given the highest priority in your particular situation? You might want to even begin by prioritizing your actions.

    b. Are there any actions that are similar between groups that could be joined together? Working together on similar actions can help intensify efforts, save resources, and increase the potential for success.

    c. Which potential actions show the greatest likelihood of success and should be started first? The best strategy is to start simple, to achieve success, and then to go on to a more difficult action. In short, build on success! For instance, it might be better to start by making the school more accessible for children with disabilities and then to go on to the more difficult challenge of improving attitudes towards having children with disabilities in the classroom.

    d. Which actions can be undertaken using existing resources? Which ones will require outside help? To get those outside

resources, oftentimes it is necessary to show potential donors that you are working the best you can with what resources you already have. Hence, start with what you can do now, while working towards gaining what is needed from others in order to undertake later actions.

5. Next, everyone should work together to develop plans for the actions that were decided on above. These action plans should contain the following elements.

    a. The objectives that you want to accomplish; for instance, to increase access to school by children with diverse backgrounds and abilities.

    b. The strategies or methods that are needed to implement activities; for instance, meetings with parents of children with diverse backgrounds and abilities to find out the children's needs; followed by meetings with school administrators and teachers to assess school facilities and what activities should be undertaken to make them more accessible and learning-friendly.

    c. The specific activities and their timing, such as those mentioned above.

    d. The target people you will be trying to reach (for example, parents of children with diverse backgrounds and abilities and the children, themselves) and those involved in the activities (school administrators, teachers, PTA members, students, etc.).

    e. What resources you will need and how can you get them.

    f. What criteria will be used to evaluate the success of your action plan (for instance, all children in school).

6. Especially if several teams will be working on different actions, make sure that they have regular opportunities to share their experiences. Opportunities may arise to link actions between teams.

7. Provide opportunities for all teams to step back and observe what they are doing; to reflect on what is being, or has been, done; and to assess their level of success (what's working, what's not). Use this information to decide whether to continue an activity as planned or to change it, and then apply that decision (do it!).

IDEAS FOR ACTION

This section is an "**idea generator**." It briefly looks at some of the major barriers to inclusive learning that we discussed earlier, and then presents ideas of how they might begin to be overcome based on the experiences of schools and communities who are working to promote inclusive learning. These are ideas that you should consider, and expand upon, based on your own situation. They also can be used as a starting point for action planning.

Child Environment

Birth Registration. Children without birth certificates may not be able to go to school, or they may only be allowed to attend school for a limited number of years. What can we do to help these children?

- ◆ Work with communities and local government agencies to conduct annual "birth registration drives" so that all children have birth certificates.

- ◆ Contact community health centres and hospitals and work with them to develop strategies to encourage new parents to register their children at birth.

Discrimination and Stigmatization due to HIV/AIDS. Children affected by HIV/AIDS are less likely to attend school. They may need to care for a family member, or they are even actively excluded from school due to fear. What can we do to help?

- ◆ Work with local AIDS organizations to conduct HIV/AIDS sensitization workshops in your school and community to raise awareness and increase knowledge.

◆ Discuss the needs and concerns of parents whose children are not HIV affected (they have rights too!), and how these can be accommodated when HIV affected children come to school.

◆ Develop and enforce school health policies that welcome HIV affected children into school, accommodate their needs, and protect them from discrimination and violence.

◆ Establish peer counselling clubs as in the following case study.

Learning From Experience: The Thika HIV/AIDS Project.

FAWE Kenya (FAWEK) chose to work in Thika District because 17% of primary school kids and 22% of secondary pupils were HIV infected. FAWEK targeted primary school children in their early adolescent years (10 - 13 years) with the goal of establishing peer counselling clubs. The clubs would provide an avenue for young boys and girls to acquire basic knowledge, skills, and attitudes on adolescent sexuality, reproductive health issues, and sexually transmitted diseases including HIV/AIDS. The project targeted upper primary classes so as to emphasize abstinence and learning to say **No** to sex, which is the key route of HIV/AIDS transmission.

A workshop was organized for 64 teachers from 32 primary schools. The teachers subsequently served as patrons of the peer counselling clubs in their schools and provided guidance and counselling services. Through a highly participatory workshop, the teachers were equipped with knowledge, skills, and attitudes in HIV/AIDS counselling and were given resource materials to use in their schools.

Sixty-four pupils, a girl and boy from each of the 32 schools, accompanied by one teacher, participated in a two-day workshop. The teacher later served as the chief patron of the peer counselling clubs and the pupils as leaders of the clubs. An exhibition on HIV/AIDS, a video film "Bush Fire" and student presentations of poems and skits with HIV/AIDS messages supplemented the training. The 64 girls and boys trained as peer counsellors together with their teachers are now creating awareness on HIV/AIDS on a larger scale, starting at their schools.

They use songs, poems, drama, debate, and talk shows, as well as counselling.   Each of the 32 schools has an average of 250 girls. The project has reached about 8,000 girls and 800 teachers. Peer counsellors are given time during school assemblies and parents' meetings to make presentations. The impact is being felt beyond the schools, and messages are being transmitted in churches, market places and communities.

HIV/AIDS and Girls' Education: The FAWE Kenya Experience.
Forum for African Women Educationalists. Nairobi, Kenya. www.fawe.org

Fear of Violence. Children may not want to come to school if they are afraid of violence. What actions can we take to understand our school's situation better?

◆ Work with children and community members to map where violence occurs on school grounds, as well as in returning to or coming from home (discussed in more detail in the Booklet 6 on creating a healthy and protective ILFE).

◆ Work with community leaders and parents to establish "child watch" activities, where responsible teachers, parents, or other community members watch over areas of potential or high violence within and outside of school. This may include escorting children to safe areas when needed.

Illness and Hunger. Children who are hungry or sick do not learn well. What are some of the actions we can take to help these children (NOTE: additional actions are discussed in the Booklet 6)?

◆ Establish school feeding for learning programmes that provide regular, nutritious lunches or snacks. These may benefit girls, in particular.

◆ Work with local health service providers to establish regular health, dental, and nutrition screening and treatment programmes.

Pregnancy. In some countries and communities, girls who become pregnant are not allowed to come to school even though they have the right to be educated. The first step to ensure that this right is fulfilled is to establish school health policies that guarantee the further education of pregnant schoolgirls and young mothers. Steps in the policy making process are discussed in Booklet 6.

Family Environment

Poverty. While education can contribute to reducing poverty, poverty effectively blocks the education of many children. Since the root cause of poverty is economic, effective strategies to reach poor children and get them in school often must be based on short- and long-term economic incentives for the child and his or her family.

In Thailand, child-friendly schools are using information about children's learning achievements and their family backgrounds to identify those children who are learning poorly and are most likely to drop out, often because their families have little money and value their children's labour over their education. These children are given priority for livelihood skills training in such areas as silk and cotton weaving, sewing, woodworking, agricultural production, typing, computer training, and the like. This training increases family income while the children are in school, and it provides the children with skills that they can use throughout their lives. Some of these children have even received national and regional awards for their work. In some schools, family members of these children serve as "teachers" in teaching the children time-honoured skills, such as how to dye silk thread and weave it into traditional patterns. Such participation increases the value of the school in the eyes of parents through improving livelihoods and stressing the value of maintaining important cultural traditions. It also increases communication between parents and children about what the future— and the children's education—can bring to the family. **Can a similar strategy become a part of your school's curriculum?**

Value of Education. Poor parents often cannot provide even the basic necessities of life. Hence, children may become immediate sources of

family income at the expense of their education. This occurs especially when families, or even the children themselves, do not feel that education fits the needs of their daily lives. Hence, they do not value education and do not understand why children should go to school. What are some of the things that can be done to help these children?

◆ Incorporate "community walks" into lesson plans, where children visit the community to learn how certain lessons are important for their daily activities.

◆ Encourage parents and other community members to be "assistant teachers" in the classroom who share their local wisdom, explain its importance to life, and discuss its relevance to what is being learned in class.

Inadequate Caregiving. While the best care a child can receive should come from his or her parents, sometimes this is not possible, especially when parents must leave home for work. In such cases, the children may be placed in the care of persons whose knowledge, limited resources, and attention may not be adequate in providing suitable care. What are some of the actions that can be undertaken to help these children?

◆ On special days, invite caregivers to visit the school. Show them the children's work, and give informal talks or participatory learning sessions on improving children's health and well-being through better caregiving.

◆ Encourage regular "teacher-caregiver" conferences to discuss children's learning progress and how better caregiving can improve it.

◆ Obtain childcare materials from government agencies and non-governmental organizations. Use them in school health or family life education programmes with children, and regularly send them home with children to read to their family members.

Community Environment

Gender Discrimination. In some societies, if a choice has to be made between sending a boy or a girl to school, the boy is most often chosen. Girls are more likely to care for their families and work. What can we do to encourage girls' access to school?

◆ Monitor attendance and collect information on girls who are not in school (for example, through child profiles).

◆ Mobilize community (and especially religious) leaders to encourage girls to attend school, maybe as part of establishing community education committees or as a PTA activity. Provide them with media materials for household distribution that show the value of education for girls.

◆ Relate what is being taught in the classroom to the daily lives of girls and their families to encourage parents to send their girls to school.

◆ Advocate with parents to protect and provide for all of their children equally.

◆ Talk with parents to see if household tasks can be rearranged so that girls can attend school regularly.

◆ See if a flexible school timetable is possible for girls who have many other responsibilities. Work with local organizations to organize community activities that will give girls the time they need to attend school, such as child-care programmes.

◆ Identify and support local solutions, such as organizing alternative schooling of good quality like home-based schooling where girls cannot attend formal schools.

◆ Encourage the establishment of incentive programmes for girls, such as small scholarships, subsidies, school feeding programmes, and donations of school supplies and uniforms.

Cultural Differences and Local Tradition. Inclusive schools embrace diversity and cherish differences. For children who may speak another language or are from a different culture, we need to put special emphasis on the following.

- Work with parents and community members to modify class lessons and materials to represent the diverse cultures and languages of the community. This will help ensure that the community will find the materials authentic and useful, and it will encourage them to send their children to school. Ways for doing this are presented in Booklet 4 of this Toolkit.

- Use local stories, oral histories, legends, songs, and poems in developing class lessons.

- For children who do not speak the language of instruction in your classroom, work with bilingual teachers or others who speak the child's language (even family and community members) to develop an appropriate language-training curriculum for the classroom.

School Environment

Costs. For many poor families, the direct and indirect costs of sending their children to school may be overwhelming. What are some of the things that can be done to help these children?

- Discuss with school administrators, parents, and community members about what direct and indirect costs may be keeping children away from school.

- Identify ways to reduce (or waive) these costs; for example, through incentive programmes—like small scholarships, subsidies, food, school supplies, and uniforms—possibly coordinated through local charitable organizations.

Location. In rural areas especially, if the school is located far away from the community, families may not want to send their children to school. What are some of the actions that can be started to help these children?

◆ Find out which children are located the furthest away from school, such as through school-community mapping and child profiles.

◆ Work with parents and community members to identify ways to get these children to school and then home again safely.

Scheduling. Some children may want to study. But because school timetables and calendars conflict with their work schedules, these children cannot learn during regular school hours. Moreover, girls as well as boys may drop out when school conflicts with family duties. What are some of the things that can be done to help these children?

◆ See if a flexible school timetable is possible for children who need to work.

◆ Talk with local social service or charitable organizations to see if learning programmes already exist for children who need to work or live on the streets, or if these programmes can be established; for instance, after-school or weekend programmes whereby school children "teach" their out-of-school peers at local child or youth centres.

Facilities. If our schools do not have adequate facilities, this may be one reason why some children do not come to school. Consequently, we need to understand the ways in which the social and physical environments of our schools can be changed to include all children. For instance, if a disabled child cannot attend a class on the second floor of a school, one solution is to simply switch the second floor classroom to the first floor. What are some of the actions that can be done to help these children?

◆ Work with families and community leaders to construct safe water supplies and separate latrine facilities for boys and girls (see Booklet 5).

◆ Determine the physical and emotional needs of children from diverse backgrounds and varying abilities. Identify how the school can be work to accommodate their learning needs.

Preparedness. Oftentimes schools are reluctant to fully include children with diverse backgrounds and abilities in their classrooms because the teachers do not know how to teach such children. What can be done to help these teachers and children?

◆ Find out which children are not coming to your school and why? What types of backgrounds and abilities do they possess? What are their special learning needs?

◆ Contact government education agencies, local non-governmental organizations, teacher training institutions, local charities, foundations, or even international agencies working on improving children's education in your country. Ask them if they know of any teachers, or other experts, who are already teaching children with diverse backgrounds and abilities like your children.

◆ Contact these teachers and ask if you and maybe some of your colleagues can visit their school to learn how to teach children with special needs. If you cannot visit these schools because it is too expensive, ask if they can send you any resources that you can use in your classroom, such as sample lesson plans, descriptions of teaching methods, or samples of instructional materials that you can easily reproduce.

◆ If the resources are available, ask them also to visit your school to get their advice, as well as to talk with school administrators and other teachers about the value of teaching children with diverse backgrounds and abilities.

◆ Above all. Don't become disheartened. Build networks and a good relationship with those who know how to teach children with diverse backgrounds and abilities, and keep in contact with them.

What a teacher can do for children with disabilities to increase their access to school and learning potential

1. Children with disabilities sometimes find it difficult to get to school. Try to organize transportation to school and make school accessible by ramps, and other resources that respond to specific needs.

2. When a child with a disability first comes to your school, talk with the family member who is with the child. Find out what the child's disabilities are and what he or she can do despite the disability. Ask about any problems and difficulties that the child may have.

3. When the child starts school, visit the parents from time to time to discuss with them what they are doing to facilitate the child's learning. Ask about plans for the child's future. Find out how you can best work with the family.

4. Ask if the child needs to take any medicines while in school.

5. If you do not have enough time to give the child all the attention he or she needs, ask the school or community to find a helper for you. The helper could give the children the extra help needed during school hours.

6. Make sure that the children can see and hear you when you teach. Write clearly so that they can read what you are saying. Also, let a child with a disability sit in the front of the classroom so they can see and hear better.

7. Find out if the child and the parents have problems about schooling. Ask if the family thinks that other school children are helpful to the child and whether the child gets on well at school.

UNICEF. http://www.unicef.org/teachers/protection/access.htm

Tool 3.4
What Have We Learned?

Barriers to inclusive learning may be visible, such as a physical disability; more hidden, such as inadequate caregiving or malnutrition and their affects on learning and attendance; or even generally accepted and largely unrealized, such as traditional attitudes, gender roles, or the customary roles and responsibilities children in their families.

Children can be excluded from school for many inter-related reasons, not just one, and we may never have thought that these reasons existed. For instance, **cultural traditions** may dictate that children living in rural communities are expected to begin their working lives in childhood and not attend school. This may be particularly the case if families are **poor**, they cannot afford the **cost of schooling**, and they **do not value education** for the children's future.

Barriers to inclusion may exist at several levels and must be addressed at several levels. For example, when our **schools** do not provide a rewarding, quality education to meet the felt needs of a child and his or her **family**, the child may drop out, especially if he or she is from a minority culture and teachers and other **community** members do not want to be bothered with having to deal with him or her.

Even a single child may be faced by many inter-related factors that reduce even more their chance of attending school. For instance, a great deal has been written about the "double discrimination" or "multiple discrimination" faced by girls with disabilities, or by girls who must care for disabled or HIV/AIDS affected family members. In some cultures, girls are discriminated against from birth, have lower life expectancies, and receive less care, especially if they are disabled. They may be considered an extra burden or cause of despair, and their rights are less likely to be upheld. These problems are compounded if they are street children, working children, or from minority ethnic groups.

In all of these cases, special efforts are needed to identify these children, and several actions may need to be taken simultaneously to help get these children in school.

The first step in making our schools more inclusive is to find out which children are not coming to school. School-community mapping is a valuable tool for finding these children, and it can be done either as a school-community activity (community-to-child) or a classroom activity (child-to-child).

To understand why children are not coming to school, we need to take a child-centred approach. We need to learn what individual (child), family, community, and school factors most commonly block children from coming to school. These factors are the starting points for change and building inclusive schools.

The Tools in this Booklet also have taken you to the point of drawing up a plan of action for reducing barriers to inclusive learning in your school and community. To start this process, consider the following questions and agree on practical actions that you and your colleagues can take in your context.

- What have you learned from the Tools thus far?

- What are the key lessons for your context?

- What might be the main obstacles to inclusive learning and getting all children in school in your context?

- What are the main challenges facing you and your team?

- What steps are you going to take?

- What will be your indicators of performance or success?

- What specific activities could you plan for the next (school) year?

- When and how will you evaluate the progress that has been made?

- These plans and actions also may help you to make your classrooms more inclusive, a topic that is discussed in Booklets 4 and 5.

WHERE CAN YOU LEARN MORE?

The following publications and Web sites are valuable resources for getting all children in school.

Publications

Govinda R. (1999) Reaching the Unreached through Participatory Planning: School Mapping in Lok Jumbish, India. Paris: International Institute for Educational Planning/UNESCO.

Hart R. (1997) Children's Participation: The Theory and Practice of Involving Young Citizens in Community Development and Environmental Care. New York: UNICEF and London: Earthscan.

Mathur R. (2000) Taking Flight. Education for All Innovation Series No. 14. Bangkok: UNESCO Principal Regional Office for Asia and the Pacific.

Rimer W et al. (2003) Toolkit for Assessing and Promoting Equity in the Classroom, Edited by Marta S. Maldonado and Angela Aldave. Washington DC: Creative Associates International Inc., USAID/EGAT/WID.

Staff Development Division, Bureau of Elementary Education, Department of Education, Philippines, and UNICEF. (2002) Student Tracking System Facilitator's Manual. (A good source for learning about how to develop child profiles.)

UNESCO (2003) Sharing a World of Difference: The Earth's Linguistic, Cultural and Biological Diversity. Paris.

Volpi E. (2002) Street Children: Promising Practices and Approaches. WBI Working Papers. Washington, DC: The International Bank for Reconstruction and Development/The World Bank.

Web Sites

Barriers to Girls' Education: Strategies and Interventions.
UNICEF Teachers Talking About Learning.
http://www.unicef.org/teachers/girls_ed/barriers_02.htm

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http://www.unicef.org/protection/index_bigpicture.html

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