

What is your school already doing to create an inclusive, learning-friendly environment?

School Policies and Administrative Support

Your school:

- has a mission and/or vision statement and policies about inclusive, learning-friendly education, including a policy against discrimination;
- has a master list of all children in the community, whether enrolled or not, and has individual records of why children have not enrolled; 20 Becoming an ILFE
- conducts regular campaigns to encourage parents to enrol their children, ones that emphasize that ALL children should be enrolled and are welcome;
- has copies of documents or resources at national or regional levels that address inclusive education for children with diverse backgrounds and abilities;
- knows which professional organizations, advocacy groups, and community organizations offer resources for inclusive education;
- shows in specific ways that school administrators and teachers understand the nature and importance of inclusive education;
- has prepared a list of barriers that prevent the school from fully developing an ILFE and a list of ways to overcome these barriers;
- is aware of and is changing school policies and practices—such as costs and daily schedules—that prevent some girls and boys from receiving a quality education;
- provides flexibility to teachers to pursue innovative teaching methods for helping all children to learn;
- has links with the community, is responsive to the needs of the community, and provides opportunities for exchanging ideas with the community to bring about positive changes in inclusive practices;
- responds to needs of the staff and is not exploitative;
- has effective support, supervision, and monitoring mechanisms in which everyone participates in learning about and documenting changes in inclusive practices, as well as in making future decisions.

School Environment

Your school:

- has facilities that meet the needs of all students, such as separate toilets for girls and ramps (not stairs) for students with physical disabilities;

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- has a welcoming, healthy, and clean environment;
- has a steady supply of clean, safe drinking water and serves or sells healthy, nutritious food;has (or has a plan to develop) a diverse school staff (women and men with different backgrounds in race, ethnicity, physical ability, religion, language, socioeconomic status, etc.);
- has staff, such as counselors and bilingual teachers, who can identify and help with the students' individual learning needs;
- has processes and procedures in place that help all teachers and teaching staff, parents and children to work together to identify and assist with students' special learning needs;
- focuses on teamwork among teachers and students;
- has links with existing health authorities who provide periodic health examinations for children.

Teachers' Skills, Knowledge, and Attitudes

Teachers. . .

- can explain the meaning of "inclusive" and "learning-friendly" education and can give examples of ILFEs;
- believe that all children—girls, poor or wealthy children, language and ethnic minority children, as well as those with disabilities—can learn;
- are involved in finding school-age children who are not in school to see that they get an education;
- know about diseases that cause physical, emotional, and learning disabilities; and can help unhealthy students to get proper care;
- receive annual medical examinations, along with other school staff; 22 Becoming an ILFE
- have high expectations for ALL children and encourage them to complete school;
- are aware of resources that are available to assist children with more individual learning needs;
- can identify culture and gender bias in teaching materials, the school environment, and in their own teaching, and can correct this bias;
- help students learn to identify and correct gender and culture bias in learning materials and correct it in a culturally sensitive manner;
- adapt curriculum, lessons, and school activities to the needs of children with diverse backgrounds and abilities;
- use content, language, and strategies in their teaching that help all students to learn;

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- can assess children's learning in ways that are appropriate to the children's abilities and needs;
- are reflective and open to learning, adapting, experimenting, and changing;
- are able to work as a team with other teachers, children, parents and community members, as well as education authorities.

Teacher Development

Teachers. . .

- attend workshops or classes on developing an ILFE classroom and school, receiving advanced professional training on a regular basis;
- give presentations to other teachers, parents, and community members on developing an ILFE classroom;
- receive ongoing support for improving their understanding of subject matter content (such as mathematics);
- receive ongoing support for developing teaching and learning materials related to ILFE;
- receive ongoing support from school administrators through regular observation and a written supervisory plan;
- have a work area or lounge where they can prepare lesson materials and share ideas;
- can visit "model" ILFE schools.

Students

- ALL school-age children in the community attend school regularly.
- ALL students have textbooks and learning materials that match their learning needs.
- ALL students receive regular assessment information to help them monitor their progress.
- Children with diverse backgrounds and abilities have equal opportunities to learn and to express themselves in the classroom and at school.
- ALL children are followed up if their attendance is irregular and corrective actions are taken.
- ALL children have equal opportunities to participate in all school activities.
- ALL students help to develop guidelines and rules in the classroom and in the school regarding inclusion, non-discrimination, violence, and abuse.

Academic Content and Assessment

- The curriculum allows for different teaching methods, such as discussion and role-play, to meet different learning rates and styles, particularly for children with special learning needs. 24 Becoming an ILFE
- The content of the curriculum relates to the everyday experiences of ALL children in the school whatever their background or ability.
- The curriculum integrates literacy, numeracy and life skills into all subject areas.
- Teachers use locally available resources to help children learn.
- Curriculum materials include pictures, examples and information about many different kinds of people, including girls and women, ethnic minorities, people of different castes and social/economic backgrounds, as well as people with disabilities.
- Children with learning difficulties have opportunities to review lessons and improve upon them, or to have additional tutoring.
- Curriculum and learning materials are in the languages children use in and out of school.
- The curriculum promotes attitudes such as respect, tolerance, and knowledge about one's own and others' cultural backgrounds..
- Teachers have various assessment tools to measure students' knowledge, skills, and attitudes (including student self-assessment), rather than only depending upon examination scores.

Special Subject Areas/Extra-curricular Activities

- Children with physical disabilities have opportunities for physical play and development.
- Girls have the same access to and opportunities for physical play (such as equal time on the football field) and other extracurricular activities as boys.
- All children have opportunities to read, write, and learn in their own language when they first enter school and, if possible, continuing thereafter.
- The school shows respect for children of all religions; children have opportunities to learn about different religious traditions, as appropriate, during the school day.

Community

- Parents and community groups know about ILFE and are able to help the school become an ILFE.
- The community helps the school reach out to ALL children who have been excluded from school.
- Parents and community groups offer ideas and resources about the implementation of ILFE.
- Parents receive information from the school about their children's attendance and achievement.