

Identifying Out-of-School Learners and Supporting Education Transitions

**Bite-size
introductory
training for
lecturers and
tutors
Module 3**



Bite-size introductory training for lecturers and tutors

Prepared for:

Ministry of Education and Sports
The Norwegian Association of Disabled
Save the Children
Stromme Foundation
National Union of Disabled Persons of Uganda

Developed by:

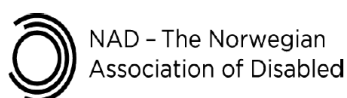
Enabling Education Network, April 2023

Module 3: Identifying Out-of-School Learners and Supporting Education Transitions – bite-size introductory training for lecturers and tutors

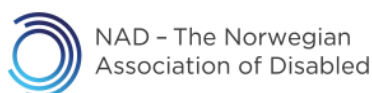
A teacher training resource for teacher trainers

Version 1

This teacher training was developed as a collaboration between Norwegian Association of Disabled (NAD), The Norwegian Association for Persons with Developmental Disabilities (NFU) and Enabling Education Network (EENET) for the Ministry of Education in Zambia and Ministry of Education and Vocational Training in Zanzibar.



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Contents

Introduction.....	4
Activity B3.1: Introduction	6
Activity B3.2: Warm up – setting the scene	7
Activity B3.3: Barriers to learners’ schooling	8
Activity B3.4: Why are learners out of school in Uganda?	11
Activity B3.5: Planning the inclusion of out-of-school learners	14
Activity B3.6: Meeting the challenges of education transition (part 1)	15
Activity B3.7: Meeting the challenges of education transition (part 2)	18
Activity B3.8: Papering the walls with our wisdom	23
Resources	25
Resource B3.1: Outline of barriers to learners’ schooling	26
Resource B3.2: Diamond 9 cards – Barriers to learners being in school	27
Resource B3.3: Case studies of out-of-school learners	28
Resource B3.4: EENET’s ‘Arriving in school’ film, programme 3, and film transcript	28
Resource B3.5: Disanka, aged 7	33
Resource B3.6: Joyce, aged 9	34
Resource B3.7: Daniel, aged 10	35
Resource B3.8: Ashraf, aged 11	36
Resource B3.9: Emmanuel, aged 14	37
Resource B3.10: Sarah, aged 15	38
Resource B3.11: Challenge cards	39
Resource B3.12: Strategy cards	41

Introduction

This bite-size training session is devised to introduce Module 3 to lecturers and tutors at teacher training institutions in Uganda. The term “bite-size” is used here to suggest that, though not being offered the whole meal (that is, being trained in the whole module), lecturers and tutors are introduced to enough of the content of the module and training methodology for them to deliver the whole module to their students after further individual preparation.

There are two overarching aims for Module 3. They are:

- to give teachers and other relevant stakeholders a broad overview of the issue of out-of-school learners, explore the barriers and issues around why some learners are out of school, and develop strategies and solutions for identifying out-of-school learners; and
- to provide teachers and schools with ways to further promote the presence, participation and achievement of learners who are in transition. Education transition refers to out-of-school learners and all other learners arriving to or leaving school. Education transition can also refer to transitioning within an educational setting, for example, from one year to the next year, e.g., from grade to grade, or even during the day, e.g., from one subject/lesson to a different subject/lesson or from classroom to break-time and vice versa.

Materials and facilities needed for the training workshop

Each participant needs a copy of Module 3 to refer to whilst undertaking this training. Further useful reference information is also contained in the Supplementary Module on **Including Learners with Additional Needs**.

The workshop requires a white screen/wall, laptop and projector for PowerPoint presentations, illustrated by the symbol:



Further materials needed include speakers to support film presentations, a flipchart stand, flipchart paper, flipchart pens in various colours, packs of felt tip

colouring pens and Bostick/Sticky stuff/blue tac for sticking sheets of paper/flipchart paper on walls.

The room should be large and airy, and accessible to all participants, with fire exits and toilets close by. There should preferably be large circular tables, with a couple of tables for the facilitators at the front for resources, etc.

The IETT self-assessment framework for the promotion of inclusive education competency: a resource and guidance toolkit for teachers and schools

It is recommended that lecturers and tutors are introduced to the Inclusive Education Teacher Training (IETT) inclusive education self-assessment competency framework so that they can plan to disseminate it to their students sometime during their study of the seven modules. Training activities to introduce the competency framework, provided by the framework's **supplementary training module**, can be used. These activities take up to 2 hours and would require an additional session to the Bite-size sessions to complete.

Duration of training

Trainers should adapt this training to suit the local context and the time available to them for training. Trainers may decide not to use all of the activities, or to shorten some activities if time is limited, or to expand activities if participants need more support with understanding a particular topic.

If all activities are used, without significant adaptation, shortening or lengthening, this Bite-size session requires **up to 4 hours** of training (for example a half-day session with breaks).

Please note

Where the term 'caregivers' is used in this training, it refers to those adults, other than the parents, who are looking after the child at home. It does not refer to Early Years Development workers/teachers.

Bite-size training for Module 3 (B3): Identifying Out-of-School Learners and Supporting Education Transitions

Activity B3.1: Introduction



20 minutes

Welcome the participants and explain that this bite-size training session is devised to introduce Module 3 to lecturers and tutors at teacher training institutions in Uganda. The term “bite-size” is used here to suggest that, though not being offered the whole meal (that is, being trained in the whole module), lecturers and tutors are introduced to enough of the content of the module and training methodology for them to deliver the whole module to their students after further individual preparation.



PPT 3.1 Introduction to Module 3 and Inclusive Education recap – slides presentation (5 slides)



PPT 3.1 slide 1

Explain to participants that the aim of Module 3 is to:

- give teachers and other relevant stakeholders a broad overview of the issue of out-of-school learners, explore the barriers and issues around why some learners are out of school, and develop strategies and solutions for identifying out-of-school learners; and
- to promote effective ways for schools to ensure out-of-school learners, and all other learners arriving to or leaving school, receive the support they need for a smooth and effective education transition.



PPT 3.1 slides 2 - 5

Go through the summary of Module 3’s content and a recap about inclusive education, the barriers to inclusion that learners face and the twin-track approach.

Remind participants that an inclusive approach recognises that the education system, rather than the learner, is the problem; and it's the system that needs to be changed. We need to identify some of the barriers to inclusion, and then start to identify solutions by looking at why learners are being prevented from being present, participating and achieving. By using action research, talking to the families and local communities, talking to the learners, and listening to what the schools identify as barriers to inclusion, we can begin the process of becoming more inclusive.

Ask the group if there are any questions.

Activity B3.2: Warm up – setting the scene



25 minutes

Ask everyone to stand up, move around the room and find a partner – each pair then nominate themselves as A and B. **They will be talking and listening to each other.**

- Ask them to introduce themselves to each other.
- Shout out a question (see below) that A has to answer first. After 30 seconds shout it out again for B to answer. Then they do the same again with question 2 – though B could start this time. The pairs are listening to one another. For questions 3 to 7, the second participant in the pair should expand on, or add additional points to those mentioned by the other participant in the pair.
- The questions start with general ones, to help the participants relax and focus; they then relate more specifically to the training in Module 3.
- The activity is pacy and the trainer needs to be strict about only allowing 30 seconds for each participant to answer the question, even if participants protest that they need more time!
- Emphasise that as participants have not yet seen the module, it is not expected that they answer the questions to their satisfaction. Participants are encouraged to say as much or as little as they wish within the time allowed.

Here are the questions in the order they are asked:

1. How do you feel about today's training?
2. Are you looking forward to delivering this module to your students?
3. Suggest reasons for learners being out-of-school?

4. In what ways do you think out-of-school learners can be located and identified?
5. What do you think is meant by 'Education transitions'?
6. What kind of education transitions do learners experience?
7. Why are education transitions sometimes challenging for the learner?

Then ask each pair of participants to join the pair nearest them and form a group. It may be that, if there are large numbers of participants, three pairs form to make groups of six. Each group then sit together and will work together when undertaking any group tasks throughout this Bite-size Session.



PPT 3.2 Pictures from the Module 3 training workshops – slides presentation (19 slides)

Show this presentation of pictures taken of the Module 3 training that was undertaken by participants in Ugandan Training of Trainers (ToT) workshops. This provides a visual record of parts of previous training workshops that participants may find useful to see. **The slideshow should be quite pacey**, but do give time for participants to read some of the content of the slides.

Finally, in plenary, ask the group if there are any questions.

Activity B3.3: Barriers to learners' schooling



30 minutes



PPT 3.3 Barriers and causes – slides presentation (5 slides)



PPT 3.3 slide 1

Invite participants to recall what they and their partner, in the previous activity, said are reasons for learners being out of school. Collect their main points on the flipchart.



PPT 3.3 slide 2

Inform participants that in Module 3 training their students will do an activity called the “but why?” game, which enables them to think deeply about the **chain of causes and effects** that result in learners being out of school. Tell participants that we will do it together again now.

Read the following to participants:

“This is the story about an eight-year-old girl named Rebecca. Rebecca lives in an isolated rural area. Rebecca’s village has no school and she has never attended school. Why is Rebecca out of school?”

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

Participant’s answer: “Because there is no school in her village.”

Your response: “**But why** is there no school in her village.”

Participant’s answer: “Maybe because the village is poor”

Your response: “**But why** is the village poor?”

Participant’s answer: “Because they are in a remote mountain area.”

Your response: “**But why** is the remote mountain area poor?”

Continue this line of questioning, to draw participants into a deeper analysis of the underlying social, environmental and political causes for Rebecca being out of school. Record ideas on a flipchart/board.

Try to get participants to come up with as many possible causes for Rebecca being out of school as possible. This should help prepare participants for looking beyond the surface reasons for learners being out of school, to the deeper, more complex and interlinked causes.



PPT 3.3 slide 3

Finally, explain to participants:

“The ‘but why?’ game is an activity that helps us to analyse complex problems with multiple causes. Identifying root causes to problems and understanding how they are interlinked can help us prepare to find solutions. This is a form of critical thinking. This game is a useful preparation for us as we look more closely at the different barriers to learners being in school. You could also use this game with your learners in your teaching. You could ask them to look at the problem of out-of-school learners, but other problems and issues will work as well.”

Inform participants that when undertaking Module 3 training, their students will study an article that gives some detail about the situation of out-of-school learners globally, and the broad categories of these barriers (**Resource 3.1** in Module 3).



PPT 3.3 slide 4

Give out **Resource B3.1** that shows these categories of barriers that keep learners out of school.

Resource B3.1

Outline of barriers to learners' schooling

Go through **Resource B3.1** and ask participants to think about which of the barriers they suggested earlier (at the start of this **Activity B3.3**) fit under which category. Brainstorm some of these.



PPT 3.3 slide 5

Emphasise to participants that it is important they convey the entitlements children and young people have to an education. Point out that **Session 2** of **Module 3** helps them to understand the problem of being out-of-school within a broader framework of human rights.

Encourage participants to look carefully at **Resource 3.3** when they study Module 3 after this training; this provides detail about international, regional, national, and local policy frameworks and legislation that address learners' rights to education.

Stress that understanding education as a right, not a luxury, means that working to solve the problem of out-of-school learners is a necessity and a responsibility, not an option.

When undertaking Module 3, their students will do an activity that helps them to make links between learners' rights to education and the barriers that prevent them from participating in education. The activity uses a child-friendly version of the UN Convention on the Rights of the Child and asks participants to determine which articles in the convention deal with education, and to match the various barriers to learners being in school with the articles that address them.

Activity B3.4: Why are learners out of school in Uganda?



40 minutes

Introduction to group tasks (10 minutes)

The following activity enables participants to partially engage with one of the activities in Session 3 of Module 3 that encourages participants to think more specifically about out-of-school learners in Uganda, and begin to think about solutions.

Participants work in groups. Allocate one task per group from the tasks below (**Groups 1 – 3 below**) and go through each task before asking the groups to set about them. They have 20 minutes.

If there are more than three groups in the training workshop, then allocate them each to one of the four tasks – so that more than one group may be completing the same task.



PPT 3.4 Developing further practice – slides presentation (3 slides)

Show slides in **PPT 3.4 slides presentation**, to introduce the tasks, one for each group. After completing each task, each group will be reminded of the other activities by the other groups through plenary feedback. It is important to explain that the following three group activities are slimmed down and partial versions of the full activities in Module 3, that is Activities 3.3a, 3.3b and 3.3c; all of which will be undertaken by all their students.

GROUP 1: Why are learners out of school in Uganda?



PPT 3.4 – slide 1

Give one group a set of ‘diamond 9’ cards, cut from **Resource B3.2**. These should be cut out in advance, and preferably put into envelopes.

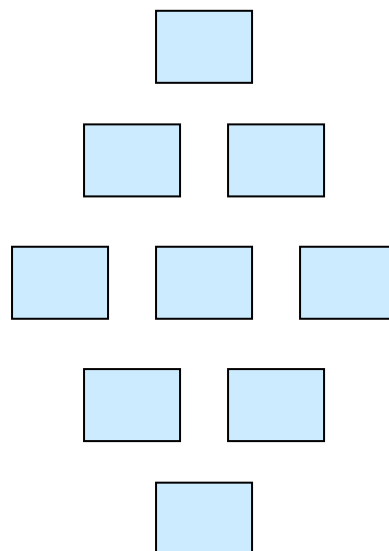
Resource B3.2

Diamond 9 cards – Barriers to learners being in school

The group must choose nine of the cards and arrange them on a table in a diamond shape showing the order of most and least prevalent and challenging barriers to learners being in school in Uganda. The most prevalent or challenging barrier goes at the top and the least prevalent or challenging at the bottom. Participants must agree to the order of the cards as a group. This should take 10 - 15 minutes. Draw the diamond 9 pattern (below) on a flipchart/board to give participants an indication of how to arrange their cards.

A diamond 9 pattern

Most prevalent/challenging



Least prevalent/challenging

Resource B3.2 has more than nine cards, so participants will need to make choices about which cards to include. There are also several blank cards. The trainer must make sure the groups receive these blank cards. If they want, the groups can write different barriers onto the blank cards and use them in their diamond 9.

GROUP 2: Investigating case study (1)



PPT 3.4 – slide 2

Ask another group to choose one case study from **Resource B3.3**.

Resource B3.3

Case studies of out-of-school learners

Ask the group to identify:

- Why the learner is out of school (e.g., if the learner has dropped out of school, attends occasionally or has never attended school).
- What barriers are there to that learner's schooling, including any relevant details about the learner's family, location, ethnicity, prior experience of education, etc.
- How can these barriers be solved? What are possible solutions?

If they finish discussing their case study, they should move on to another of their choice.

GROUP 3: Investigating case studies (2)



PPT 3.4 – slide 3

In order to share examples of out-of-school learners in Uganda, **ask the third group** to develop a short case study **describing a learner who is out of school in Uganda**.

The case study should ideally be based on actual situations of out-of-school learners that the participants are familiar with.

Each case study should be written on flipchart paper for display, and describe:

- why the learner is out of school, and whether the learner has dropped out of school or never attended school; and
- what barriers there are to that learner’s schooling, including any relevant details about the learner’s family, location, ethnicity, prior experience of education, etc.

If the learner has dropped out of school, then relevant details about the learner’s former experience of school should also be included in the case study.

IN THE PLENARY FEEDBACK:

- The first group share what they have decided are the three most challenging/prevalent challenges barriers to learners attending school in Uganda.
- The second group briefly describe their case study and explain their responses to the three questions.
- The third group give a brief account of the case study they have devised and display it for everyone to see later.

Activity B3.5: Planning the inclusion of out-of-school learners



20 minutes

Participants should work in groups.



PPT 3.5 Planning the inclusion of out-of school learners – slides presentation (3 slides)



PPT 3.5 – slide 1

Inform participants that in Session 4 of Module 3 their students will be involved in planning ways to locate and identify out-of-school learners and get them into school.



PPT 3.5 – slide 2

Their students will plan four action research techniques to locate out-of-school learners:

- Observation of out-of-school learners.
- Interviews with out-of-school learners, their families, their peers and other stakeholders.
- Focus group discussions with out-of-school learners, other young people, families and other stakeholders.
- Mapping of a school's locality to locate out-of-school learners, highlighting barriers to attending school and possible solutions.



PPT 3.5 – slide 3

After they plan to use one of these techniques for an imaginary scenario based on real situations in their locality, they will join other groups to learn about the other techniques.

Ask participants to discuss each action research technique, sharing their understanding of them together with their own experience of action research.

Encourage participants to look closely at Activity 3.4b, including [Resources 3.7](#) and [Resources 3.8](#), in Module 3 when studying the module later.

Activity B3.6: Meeting the challenges of education transition (part 1)

30 minutes



PPT 3.6 Meeting the challenges of education transition (part 1) – slides presentation (6 slides)



PPT 3.6 – slide 1

In [Activity B3.1](#) above, participants are told that Module 3 also includes training on what schools need to do to support the inclusion of out-of-school learners on their arrival in school, as well as the inclusion of other learners experiencing education transition.

Explain that **education transition** is when learners arrive in school or leave school, it is when they go to school for the first time, or move from one grade, class or school to another. It can be a challenging time – for the learners, their families and their teachers. Many learners drop out during or soon after transition, especially if they have specific needs that are not addressed during the transition process.

Tell participants that Module 3 will ask their students to reflect on their own experiences of education transition, on what **happened** and **how they felt** as a learner when they started a new school or had to change class/schools mid-year.



PPT 3.6 – slide 2

After sharing their experiences, participants look at what research says about a range of impacts that education transition may have on learners. Findings include:

- the first experience learners have of school can have a significant impact on their progress and future schooling;
- the challenges learners face are part of life, and can help to build **resilience, confidence, flexibility** and **self-esteem**;
- for many learners the change of setting and the feeling that they are ‘moving forward’ can act as a stimulus for development, but if they find this change too abrupt, there is a risk that the learner will regress, feeling uncomfortable and unsettled;
- without effective support, the anxieties and difficulties they experience may become protracted.

Encourage participants to look closely at this research, **Resources 3.9– 3.12** in Module 3, when they prepare their dissemination of Module 3 to their students.



PPT 3.6 – slides 3 - 4

Explain that the move from home to pre-school/primary school, from pre-school to primary school, or primary school to secondary school may involve some of the following changes that learners need to try to adapt to:

- If just starting pre-school/school, leaving the home environment for the first time.

- Moving to a different and probably bigger environment.
- Higher ratios of learners to adults than in their previous school.
- Making new friends and establishing new relationships.
- Learning in a different/additional language.
- Encountering different approaches to teaching, and to the curriculum.
- Different expectations of parents/caregivers, teachers and school management.
- The new environment not meeting their expectations and aspirations.
- Different toilets, mealtime facilities, layout of classrooms, corridors and outdoor environment.



PPT 3.6 – slides 5 - 6

Introduce a five-minute film that focuses on the experiences learners have arriving at school each day. The film is not meant to reflect the exact nature or material circumstances of the schools the participants work in, but it does raise important points about transition that are relevant to all school settings. The trainer should make the following points:

- Arrival at school is very important. It can determine whether newly enrolled learners (new arrivals) have a good start to their new school and whether learners already attending school have a good start to their day. It can determine whether they feel welcome or unwelcome – which can influence their participation throughout the day. It can even influence whether they keep coming to school.
- Some learners may find the arrival at school very stressful, confusing or upsetting.
- There are lots of simple, free or low-cost things we can do to make the school more welcoming and to help learners find their way around the school more easily.
- We can make changes to attitudes, the environment, our practices and behaviour, and the resources we use. We can even make changes to school policies, to ensure that our school is more welcoming and inclusive.

Ask participants, as they watch the film, **Resource B3.4**, EENET's 'Arriving in school' video programme 3, to think about what it may be like for newly enrolled learners (new arrivals) to arrive at the school, what their first day might be like.

Resource B3.4

EENET's 'Arriving in school' film, programme 3, and transcript

If you cannot access the film online, give a copy of the video transcript to each group. After watching, encourage some brief reflection on the key messages of the film.

Inform participants that, after watching this film in Module 3 training as part of Activity 3.6a, their students will perform role-plays demonstrating good and bad practice in the welcome, admission and early support given to new arrivals in school. After everyone has performed, they will begin to think about provision and practice in their own schools.

Note to the trainer:

You can demonstrate to participants ways of facilitating the role-play activity by showing a film clip that is on YouTube of participants in Zambia performing their role-plays. The clip shows, after seeing a role-play representing bad practice, how the trainer can intervene to ensure that participants see how problems demonstrated in the role-play might be resolved. The film clip lasts just over two minutes.

See: <https://www.youtube.com/watch?v=ga08u54g8Eo>

Activity B3.7: Meeting the challenges of education transition (part 2)

 45 minutes

Note to the trainer: Make sure you have prepared the following activities, including having the strategy and challenge cards cut and sorted for the other groups to use.



PPT 3.7 Meeting the challenges of education transition (part 2) – slides presentation (6 slides)



PPT 3.7 – slide 1

Emphasise to participants what a welcoming and inclusive school looks like. One that provides new arrivals with:

- A welcoming, safe and stress-free environment.
- Opportunities to work with peers and make friends.
- A place where all learners are valued and belong.
- Recognition of their skills and talents.
- The chance to quickly feel part of the community.
- Being part of a mainstream learning environment.
- Accessible learning opportunities.
- Support for additional needs.

Emphasise that a positive school experience is vital for every learner's development and particularly for those who are vulnerable. New arrivals joining a school mid-year may come from especially difficult circumstances. For example, their family may have been on the move and they have consequently experienced long periods of interrupted schooling or no previous schooling; they may have additional needs that have delayed their admission; they may have been expelled from another school; their family may have lacked the resources to send them to school at the usual admission time. Refer to the supplementary module on **Including Learners with Additional Needs** if required, as a reminder of some of the barriers faced in accessing education by learners with additional needs.

The following enables participants to partially engage with one of the activities in Session 6 of Module 3 (Activities 3.6b and 3.6c) that will encourage their students to think more specifically about strategies to support the inclusion of learners in transition.

Introduction to group tasks (10 minutes)



PPT 3.7 (slides 2-3)

Participants work in groups. Groups must do one of the two tasks. Introduce the two tasks, one task to half the groups, and the other task to the remaining groups. After completing their task, each group will be taken through the other task by the other groups through plenary feedback.

TASK 1: Case studies



PPT 3.7 – slide 2

Give half of the groups the case studies to select one to discuss. Make sure they choose different ones, or allocate each group a different one to look at.

Resource B3.5

Case study – Disanka, aged 7

Resource B3.6

Case study – Joyce, aged 9

Resource B3.7

Case study – Daniel, aged 10

Resource B3.8

Case study – Ashraf, aged 11

Resource B3.9

Case study – Emmanuel, aged 14

Resource B3.10

Case study – Sarah, aged 15

Explain that the case studies are of vulnerable learners, some of whom are about to arrive in school or arrived mid-year. Ask the participants to study them carefully and together in groups consider ways they can support each learner.

Discussion questions

- What are your concerns?
- What are the learner's needs and the strategies you would use to support these needs?
- How can you and other services/professionals support the learner's successful transition?

During their discussion, encourage participants to consider effective welcoming, induction and assessment practice in the classroom, including through peer-support, and, if it is within their remit, pastoral management and the administration of admissions. It is important to emphasise that an inclusive school does not expect learners to be ‘school-ready’ (ready for school) when they arrive, though they should where possible provide information and support to help each learner prepare; **it is however essential that** the school is ‘learner-ready’ (ready for the learner) and able to effectively support the learner’s transition.

TASK 2. Strategies for inclusive transition



PPT 3.7 – slide 3

Give out the cards from **Resource B3.11** and **Resource B3.12** to each of the remaining groups. The cards from **Resource B3.11** and **Resource B3.12** should be a different colour.

Resource B3.11

Challenge cards

Resource B3.12

Strategy cards

Ask participants to connect the strategies to the challenges that they can respond to. Point out that there is not one strategy per challenge card; several strategy cards respond to several challenge cards, so groups should put them in clusters to show those strategies that connect with a range of challenges.

On the blank cards, participants can write additional challenges and strategies, if they identify any during discussion.

PLENARY FEEDBACK:

- Ask the groups that looked at the case studies to briefly describe their case study and feedback the main points they made. Urge the participants to read these notes carefully before delivering Module 3 to their students.
- Then ask one of the other groups who matched ‘challenge cards’ with ‘strategy cards’ to choose three of the challenges they looked at and what strategies

they decided were appropriate responses. Ask another group to share three of the other challenges and the decisions they made. There is no need to go through all the challenges; but do cover enough so that participants are able to understand the activity.

Note to the trainer:

When taking feedback on the case study, look at the note to the trainer in **Activity 3.6b in Module 3** that gives suggestions for appropriate interventions. This helps you respond to the suggestions made by each group. Similarly, **Activity 3.6c in Module 3** shows which ‘challenge’ and ‘strategy’ cards are linked.



PPT 3.7 – slides 4 - 5

Mention that other strategies are explored in Module 3.

For example, their students will look at guidance for training learners to provide peer support through ‘buddying’ and in groups they prepare buddy-training posters that they present during a Gallery Walk.

Some brief guidance is also provided for supporting additional language acquisition.



PPT 3.7 – slide 6

Inform participants that in the final session in Module 3 their students will complete Activity 3.7a evaluating school provision and practice . **This** review of whole-school policies and practices is presented by each group during a **gallery walk**.

Tell the participants that this is an important activity as it can give their students the opportunity to collaboratively discuss and plan improvements to inform their own practice. It can also involve them engaging with other staff in their placement school to support improvement.

Now is a good time to give each participant the **‘Out-of-School Learners’** and **‘Transition’ POSTERS** provided with the materials. These are for them to share with their students. They can display them after they have delivered the training.

They can also be displayed in schools, the local education office and in the community.

Activity B3.8: Papering the walls with our wisdom

 30 minutes



PPT 3.8 Practice and provision review and closing session (1 slide)

The following is an activity to reinforce the learning from this Bite-size training; it is not an activity that is in Module 3.

Prepare 5 pieces of flipchart paper, writing the following statements, each in the middle of a separate sheet (leaving room for comments to be written by participants around each statement):

1. Why are learners out-of-school in Uganda?
2. In what ways can out-of-school learners be located and identified?
3. What kind of education transitions can learners experience?
4. Why are education transitions sometimes challenging for the learner?
5. Give examples of effective support for a learner's first few days and weeks in class.

The pieces of flipchart paper are placed on tables around the room, one on each table, or on the floor at a distance from each other. Each participant then walks around the room and writes something in response to each statement on each sheet of paper. They should try and avoid repeating anything already written on the sheet by other participants.

Participants should use felt tip pens and add their points in the style of a mind-map.

Make sure participants keep moving so they visit every sheet in the time given (10 minutes), and also allow for others to access the statements.

Ask participants to “paper the walls with their wisdom” by displaying the sheets on the walls. Participants walk around to familiarise themselves with all the points on the displays and discuss them with each other.

Emphasise how this Bite-size session is no substitute for participants reading Module 3 and its accompanying training materials thoroughly before delivering them to their students.

Give out the '**Module 3 REMINDER CARDS**' pack provided with the materials, for participants to look through and use in their training of their students. Students can carry a set of cards with them on teaching practice, hang a set of cards in the staffroom or office, and lecturers, tutors and students can use the cards to stimulate chats with colleagues.

Finally, go through the materials participants need to have to prepare and deliver Module 3 to their students.

Resources

**Bite-size
introductory
training for
lecturers and
tutors
Module 3**

Resource B3.1: Outline of barriers to learners' schooling

Broad categories of barriers to learners' schooling

- Environment and Resources
- Attitudes and Experiences
- Policies and Practices

Specific barriers to learners' schooling

- Attitudes to age
- Attitudes to class
- Conflict and disasters
- Attitudes to learners with additional needs
- Attitudes to ethnicity, religion and culture
- Attitudes to gender
- Health
- Language
- Migration
- Poverty

Resource B3.2: Diamond 9 cards – Barriers to learners being in school

The cards should be cut up before giving them to participants.

Attitude to age	Attitude to Class/socio-economic status	Conflict
Attitude to additional needs (such as special educational needs and/or disabilities)	Attitude to Ethnicity	Attitude to gender
Health	Language	Migration
Poverty	Attitude to Religion	Attitude to culture
Disasters	blank cards for participants to write their own ideas for barriers	

Resource B3.3: Case studies of out-of-school learners

1. **Miremba** uses a wheelchair. She wants to attend her local school with friends from home. The school has no wheelchair access, so her cousin who was unemployed accompanied her to school to lift her up the stairs and move her through the doorways. Her cousin now has a job and he can no longer accompany her. The school says Miremba cannot attend school without a helper. Miremba has been at home ever since.

2. **Damba** has severe behaviour and emotional problems. When he did attend school, he could only sit still in class for 15 minutes and was almost always in trouble by the end of the session. This caused him to throw major tantrums, which got him into even more trouble and often his teachers ended up excluding him from the classroom. Eventually Damba stopped coming to school. Now he does not go to school anymore, but spends his days in the local town where he has been spending time with older boys and getting into trouble with shopkeepers and police.

3. **Afiya** is 12 years old. She lives with her family of nine children in two small thatched huts near a National Park. None of the family has been to school. Her mother walks 6 kms every day to collect leftover food from a tourist restaurant and canteens to supplement the family food. At times Afiya is sent to sell roasted groundnuts at the lorry park in the nearby town. Her father stopped her brothers from going to school to help him burn charcoal and water the garden. When he was spoken to, he answered that the “school is not profitable”.

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

5. **John** is 11-years-old in primary school. He has a problem in Mathematics classes; he doesn't understand the work and often gets the wrong answers. The teacher beats him when he makes mistakes and so John misses Mathematics lessons. Last week John dropped out of school.

6. **Sanyu** is a sixth grader who dropped out of school because he cannot manage to pay older boys who have completed their 9th grade. They appear at the school gate every day, bullying him for money. He starts to pretend that he is sick and stays at home to avoid confrontation with them. His parents ask him why he has given up on his desire to go to school and can't find any reason for his sickness. Finally, they consult a local healer who confirms Sanyu's 'sickness' and tells them that he will die if he continues to go to school. Therefore, he drops out.

7. **Dembe** is illiterate and dropped out of school at age 9. She was made to get married when she was 14. Dembe's family is very poor and married her off to bring the family some money and security. Dembe still lives with her family.

8. **Mary** is a 14-year-old girl in grade 7. She stopped attending school during the examination period. When the school authority visited her family, after she had written her first two papers, she refused to go back to school and her parents did not say anything to help change her mind. Later, when she talked to friends, she said that school is not beneficial and she had opted to get married and her parents married her off to an older young man.

9. **Ochieng** is 10 years old. He was very happy to start school a few years ago, but his joy was short-lived. His teacher never had patience to work with him. He is hyperactive and his teacher thinks that he is ill-behaved, disruptive and spoiled. He was also always in conflict with his parents. His parents had tried to look for solutions, without success. They felt increasingly powerless, frustrated and angry, and sometimes vented their anger and frustration on him – they would insult him, punish him or stop talking to him. His friends in the playground and the neighbourhood mock him and won't play with him; they say he always 'ruins' their games.

One can almost see the question "but why?" on his face. Ochieng no longer goes to school.

10. **Namazzi** was orphaned and went to stay with her grandmother. She kept on repeating, and never progressed out of her grade. Finally, her grandmother kept her out of school until she was older and then she was married off.

11. **Lokiru** is a ten-year-old boy living in Karamoja in north-eastern Uganda. His family own cattle and Lokiru is responsible for herding goats. During the dry-season the family move to neighbouring areas in search of water and pasture. Lokiru has never gone to school.¹

12. **Natukunda** is 10 years old. She was made to stay with her aunt when her parents died in a road accident. When Natukunda asked her aunt about school she was told "you have to work for the food you eat" hence she became a maid in her aunt's house.

¹ This case study is taken from a real-life case study where an alternative basic education programme has been established to promote school attendance amongst the Karimojong. See the full case study on EENET's website: <https://www.eenet.org.uk/enabling-education-review/enabling-education-4/newsletter-4/4-3/>

Resource B3.4: EENET’s ‘Arriving in school’ film, programme 3, and film transcript

Go directly to the video on YouTube. It is 4 minutes and 40 seconds long:

www.youtube.com/watch?v=d3Lon8YdsL0

Or visit EENET’s website to find out more about the video and access viewing and download links:

www.eenet.org.uk/the-10-videos-and-manuals/

‘Arriving at school’ film transcript

Imagine having to go somewhere every day, knowing you will feel unwelcome or uncomfortable when you get there.

Unfortunately, this happens to many children every day.

School can be an overwhelming place for children, especially if it is a big, noisy, overcrowded school.

A stressful arrival at school can affect a child’s concentration all day and may even discourage them from coming to school at all.

Children often wait in a playground before going to class. This can be a busy, noisy place.

For many learners, this is fun – a great opportunity to meet friends and play before lessons start.

But for others, it can be intimidating and frightening.

The start of the day can be confusing for some children, such as those who are very young, who have just joined the school, who have difficulty seeing or hearing, or who have learning difficulties.

They may struggle to work out or remember where they should go and when.

What can you do?

You can help to make the first few minutes at school a positive experience each day.

A friendly, smiling teacher who welcomes everyone in the morning can make a big difference.

Children can also be encouraged to welcome each other.

“All the people know Ana and say ‘hello Ana’. They say, ‘give five Ana, give five’, and she’s happy about that. She sees the attitudes are very positive. There’s no negative attitude. From the first day, she was happy to come to school. Why? Because the environment is very friendly.”

You can encourage children to pair up so that they help each other move around the school. This is sometimes known as buddying.

“The good thing about our inclusive class is the attitude of children towards Varia. It’s wonderful to see how they welcome her, how they play with her in a circle. She does not speak but they understand and accept her. Varia has revealed her personality. She can communicate with her peers and this has been a huge advantage for her. The development of inclusive education makes society kinder and maybe even a little bit purer.”

You can put up signs....

... or use different colours on walls, floors and doors to help children remember where to go.

You can use a clear routine in the morning. This helps children to learn when, where, and how to move from the playground into the classroom.

You can create a quiet area in the school for children who find it difficult to spend time in the big, noisy playground.

Resource B3.5: Disanka, aged 7

Disanka arrived in the area six months ago. She came with her mother and two older siblings. Her family used to live in the Democratic Republic of Congo. Disanka's father was arrested in DR Congo and has since disappeared. Her mother and siblings are staying with a member of their family who works on a farm nearby.

Disanka was admitted into grade one. She is a small, frail girl and looks very young for her age.

Three months after admission Disanka has not settled very well or made any real friends with the other learners. She is behaving like a much younger child, and finds it difficult to concentrate. She often falls asleep on the floor during the day. The teacher has attempted to communicate with Disanka using another girl in the school who speaks Lingala (one of the main spoken languages in DR Congo), but this has not been successful. The other girl says that Disanka doesn't understand what she says. The teacher has noticed that Disanka does seem to enjoy playing in sand and with water.

Recently, Disanka's mother has started attending the local church.

Discuss

- What are your concerns?
- What are Disanka's needs and the strategies you would use to support these needs?
- How can you and other services/professionals support Disanka's successful transition?

Resource B3.6: Joyce, aged 9

Joyce's mother says that she was a difficult baby always crying and difficult to settle: 'She was my first baby and I didn't always know if I was doing everything right. By 18 months old I felt there was something wrong but I didn't know what. She had a few words – that seemed OK. But she didn't seem to play well, tended to break things and never spent any time on any one thing. I thought I might be doing something wrong.' By the time she was three years old her mother noticed that her interaction with other learners was poor. She noticed that her daughter mixes up words and misunderstands some things, but she has not known what to do.

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

Discuss

- What are your concerns?
- What are Joyce's needs and the strategies you would use to support these needs?
- How can you and other services/professionals support the Joyce's successful transition?
-

Resource B3.7: Daniel, aged 10

Daniel arrived one month ago at a Kampala primary school. He is 10 years old. He used to think Kampala was a separate country. When he arrived, he thought he would be able to walk home to his village whenever he liked.

Daniel had been living in a rural village with his grandmother since he was six years old; now he has come to Kampala to join his mother and his new stepfather, whom he has not met before. Daniel says he prayed: 'Please let me go to Kampala to be with my Mum'.

In school Daniel seems interested in learning, but he is easily distracted. When given work to be done at his desk, he starts the page, but soon he is jumping up to sharpen his pencil, leaning over to talk with his neighbour, pulling objects from his bag to play with, or simply rummaging through his bag searching for things. When the teacher stops to check on him, he looks up, but often has forgotten what he is searching for. He starts his assignments but doesn't finish them. When this has been mentioned to his stepfather, he has asked the school to tell him when Daniel is given homework so that he can make sure Daniel does it.

Daniel enjoys games and sport, though he can get into arguments with other learners.

Discuss

- What are your concerns?
- What are Daniel's needs and the strategies you would use to support these needs?

How can you and other services/professionals support Daniel's successful transition?

Resource B3.8: Ashraf, aged 11

Ashraf is an able, independent and enthusiastic learner. His parents want him to succeed academically and he has never missed a day's school.

In recent weeks Ashraf's teacher has noticed that he is falling behind in his work. He seems distracted and anxious and unable to concentrate.

His teacher arranges to see him at lunchtime to ask him what is wrong. He says his family have been told to leave their home to make way for a commercial farm. The family have been told they will be relocated to an area much further away where the soil is much poorer quality, where there will be little access to amenities and where there is no school. He says he is very worried about how his mother and father and siblings will cope, and he doesn't know if he will be able to keep up his attendance since he will have to travel so far.

Discuss

- What are your concerns?
- What are Ashraf's needs and the strategies you would use to support these needs?
- How can you and other services/professionals support Ashraf's ability to manage this transition?

Resource B3.9: Emmanuel, aged 15

When at primary school, Emmanuel was reluctant to attend school. When he did attend, he often got into confrontations with teachers. He was nearly excluded several times for his behaviour and had help from a guidance and counselling teacher. She realised Emmanuel was deeply anxious about his mother (who has critical health needs) and this explained his apparent school phobia. The guidance and counselling teacher's interventions included a home visit to help Emmanuel's mother learn to support him more effectively.

Emmanuel is now attending secondary school. When preparing for his transition, the guidance and counselling teacher discussed Emmanuel's anxieties about his mother with his new school. It was agreed that Emmanuel could ask to go to the school office at any time if he felt anxious about his mother. He would not have to pretend to have stomach ache or make trouble in order to be allowed home and check on her well-being. Emmanuel is too embarrassed to accept support in class even in his weak subjects, but he did agree to meet with a guidance and counselling teacher/support adult after school once a week.

Then, unexpectedly, an attendance problem arose. Emmanuel's mother told the guidance and counselling teacher that he would not go to school again. A group of older boys had followed him after school, and he believed they were going to assault him.

Discuss

- What are your concerns?
- What are Emmanuel's needs and the strategies you would use to support these needs?
- How can you and other services/professionals support Emmanuel's successful transition?

Resource B3.10: Sarah, aged 15

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

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

After liaison with the secondary school to discuss Sarah's needs, the school's admissions teacher interviews Sarah and he assumes that she also has learning difficulties. He refuses to admit her as he thinks she will be unable to cope academically. He also says that although most school facilities are accessible to wheelchairs, she will not be able to access some core subjects as these classrooms are not accessible.

Discuss

- What are your concerns?
- What are Sarah's needs and the strategies you would use to support these needs?
- How can you and other services/professionals support Sarah's successful transition?

Resource B3.11: Challenge cards

Copy and cut out a set of these cards for each small group. Please note on the blank cards, participants can write additional challenges, if they identify any during discussion.

I can't find my way around or find accessible routes in my new school.	As a girl, now I am older, I have to do more chores at home. This makes me late to school and I get into trouble.
I'm confused by the new timetable. Where am I supposed to go and when? I get told off for being late.	My new school is in a different part of town and I have to go to school on my own, but it is not safe.
My parents don't understand that I have to do homework when I get home. They expect me to always look after my brother and do other chores around the house.	The teachers in my old school planned how to help me in lessons. My new school doesn't know about this. All the support plans have to be started again. I wish my old teacher could still be involved.
My parents are less involved in the school now I'm in a higher class, but I still want them to talk with my teachers when I have problems.	The teachers do things differently at this school. They have different ways of teaching. I can't get used to their expectations.
I got laughed at on the first day because I didn't have shoes.	I'm not used to being away from my parents all day.
The lessons are boring. I am learning the same things as I did in my previous school.	I get bullied and I am especially scared during break-times and lunch-times.

<p>I want to go to vocational college. I don't know which colleges are inclusive for learners with additional needs. No one at my school knows either.</p>	<p>I did not see inside my new school until the first day of term. I was scared.</p>
<p>I get in trouble for being rude to my new teacher because of the way I ask when I can't understand what she wants me to do.</p>	<p>I am worried I won't find new friends or actively participate in the school events.</p>
<p>I don't feel part of this school.</p>	<p><i>Blank card for participants to write additional challenge</i></p>

Resource B3.12: Strategy cards

Copy and cut out a set of these cards for each small group. Please note they should be a different colour to **Resource R3.11**. On the blank cards, participants can write additional strategies, if they identify any during discussion.

<p>Give new learners a tour, maps and organise peer-support (e.g., a 'class friend') to help her/him find their way around.</p>	<p>Consult parents/caregivers early on when developing individual development plans and transition plans. Give parents/caregivers leaflets on what to expect and what activities they and the school can do to make transition easier.</p>
<p>Make sure there is peer-support for all new arrivals for several weeks, and that all learners know they are expected to help each other and rewarded for helping.</p>	<p>Enable teachers to make home visits to some learners to find out about their needs and family and community support systems.</p>
<p>Warmly welcome all parents/caregivers and provide an admission meeting where information can be shared before their child's arrival in class.</p> <p>Invite parents/caregivers of new learners in again after a few weeks to share early progress and to clarify the school's expectations.</p>	<p>Quickly reward new arrivals for trying hard or for anything they do well and for settling-in well.</p> <p>Sustain transition support throughout the year to learners who need it.</p>
<p>Welcome parents/caregivers into the classroom (especially pre-school and reception classes) to help their children settle.</p>	<p>Involve parents/caregivers when developing transition plans and activities.</p>

<p>Have staff who co-ordinate grade/school transition.</p>	<p>Communicate to support learners before, during and after transition.</p>
<p>Adjust the curriculum and teaching methods to acknowledge new arrivals' prior learning experiences in their last school.</p>	<p>Organise teacher exchanges between schools. For example, the teacher of the new school who is in charge of the transition year, together with the school IECo, can make visits to the leavers' class (which they are about to leave) to get to know the learners and answer their questions.</p>
<p>Ensure individual plans are recorded and shared with the learner's new teacher/school.</p>	<p>Develop effective initial assessment and set a few short-term settling-in social and academic targets for each new arrival, reviewing progress after a few weeks.</p>
<p>Ensure secondary schools have information about accessible/inclusive higher and vocational education options.</p>	<p>Ensure secondary, higher and vocational institutions offer career guidance giving appropriate and motivational advice to learners with additional needs.</p>
<p>Support a learner when she/he does not understand; expect some new arrivals to be chatty or noisy if they are nervous or excited in their new environment.</p>	<p>Ensure all new learners are involved in creative and recreational activities within the curriculum and outside hours so that they quickly engage with a new community, feel enthusiasm and are given a sense of purpose and achievement.</p>

<p>Help learners visit their next class/school and become familiar with the surroundings, people and procedures before they move.</p>	<p>Ensure teachers are fully aware of the prior learning of each learner, supported by effective initial assessment of new arrivals.</p>
<p>Support-staff need to make sure they do not make their learner feel isolated or different from the rest of the class.</p>	<p>Plan friendship-building activities into the first few weeks of lessons.</p>
<p>Organise 'induction days' during the term before transfer. On these days the new arrivals can meet the teachers they will have next year and experience some lessons, have the opportunity to meet future classmates from other schools and question learners who had moved from their school in the previous year.</p>	<p>Help new arrivals manage their own learning and together reflect on their experience of transition. Some schools have held very successful discussions focusing on how learners feel and what it will be like moving to a new school.</p>
<p>Develop an effective anti-bullying policy and make sure those adults who staff break-times and lunchtimes are told if there are any new arrivals.</p>	<p>Train all staff how to support learners' emotional, physical and academic needs when they leave or join a school and provide guidance materials.</p>
<p>Make sure spare items of clothing/school uniform are available for learners from poor families.</p>	<p>Provide organised games/activities at break-times/lunchtimes.</p>

<p>Make sure new arrivals are given responsibilities early on and that they get involved in activities with older learners, including extra-curricular activities such as sports, clubs and school play productions.</p>	<p>Listen to new arrivals and to their peer mentors. Organise review meetings with them after the first few weeks. They are the ones who have first-hand knowledge about what it is like to make the transition between schools and are therefore best able to tell us what support they and others need.</p>
<p>Make sure everyone knows where to go (especially during break-times) if they do not feel safe.</p>	<p><i>Blank cards for participants to write additional strategies</i></p>