



REPUBLIC OF NAMIBIA

MINISTRY OF EDUCATION, ARTS AND CULTURE

INDEX FOR MONITORING INCLUSION PRACTICES IN NAMIBIAN SCHOOLS

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UNESCO defines Inclusive Education as:

“... [a] process of addressing and responding to diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.” (UNESCO, 2008)

Inclusive Education can be seen as a journey – which is a constantly evolving process of change and improvement rather than a one-off project that can be delivered and completed within a short timeframe, this process should be guided and monitored to measure progress and efficiency.

The Index for monitoring the inclusion practices is a resource tool developed specifically to support the inclusive development of schools. Developments in schools are considered along three Dimensions: “Creating Inclusive Cultures”, “Producing Inclusive Policies” and “Creating Inclusive Practices”. Each Dimension is divided into two Sections. Together the Dimensions and Sections provide a planning template to shape the exploration of the areas of activity within a centre of learning to which attention should be paid in writing an inclusive plan. The Index for inclusion is a comprehensive document that can help everyone to find their own next steps in developing their inclusive setting.

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Inclusion is often associated with learners who have impairments or learners seen as ‘having special educational needs’. However, in the Index for inclusion, inclusion is about the education of all children and young people. The Index offers schools a supportive process of self-review and development, which draws on the views of staff, learners and parents, as well as other members of the surrounding communities. It involves a detailed examination of how barriers to learning and participation can be reduced for any learner.

Inclusion in education involves:

- Acknowledging the right of learners to education in their locality
- Improving schools for staff as well as for learners
- Valuing all learners and staff equally
- Increasing the participation of learners in, and reducing their exclusion from cultures, curricula and communities of local schools
- Restructuring or developing the curricula, cultures, policies and practices in schools so that they respond to the diversity of learners in the locality
- Reducing barriers to learning and participation for all learners, not only those with impairments or those categorise as having “special educational needs”
- Learning from attempts to overcome barriers to the access and participation of particular learners to make changes for the benefit of learners more widely

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- Viewing the difference between learners as resources to support learning, rather than problems to be overcome
- Emphasising the role of schools in building community and developing values, as well as increasing achievement
- Fostering mutually sustaining relationships between schools and communities
- Recognising that inclusion in education is one aspect of inclusion in society
- Minimizing all forms of exclusion

[Adapted from Tony Booth and Mel Ainscow (2002) Index for Inclusion: developing learning and participation in schools]

INSTRUCTIONS FOR USING THE INDEX FOR INCLUSION:

1. The Index for inclusion is a guiding tool to monitor and create the inclusive practice in schools.
2. The intention of the index is not to judge schools but to develop the journey for inclusion.
3. Kindly be as open as possible when assessing your school – there are no right or wrong answers.
4. After assessing your school put in place specific plans and strategies on how to improve where there is a need.
5. The assessment should be done annually, in collaboration with all teaching and support staff due 30th November of every year.

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- 6. Keep a copy of the assessment at school after sending one to the Regional Office through the circuit.
- 7. Regional office will send a copy to PQA head office attention: Special programmes and Schools.
- 8. Special programmes and Schools Division will compile an annual report by 31st March of every year.
The 1st report will be ready on the 31st March 2019.

SPECIFIC INDICATORS FOR INCLUSION

A. Creating inclusive cultures: A. 1 Building a Welcoming Community

Specific Indicators	What is happening in your school?			
	Not initiated	Initiated	Implemented often	Implemented excellently
The school is welcoming and friendly towards everyone				
The Learner Representative Council represents different learners' perspectives and needs				
Supportive friendships are actively encouraged				
Learners help each other				
Learners feel dispute amongst them is dealt with fairly and effectively				

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Learners understand that different achievements are expected from different learners				
Learners treat each other and everyone involved in the management of the school with respect				
Staff and learners avoid racist, sexist and other forms of discriminatory name-calling				
Staff treat each other and stakeholders involved in the school management with respect				
Staff and school board members work well together				
Staff understand the roles and responsibilities of school boards				
School board members understand the organizational structure of the school and the responsibilities of the staff				
Wide participation in staff meetings is encouraged.				
Teamwork amongst staff is a model for collaboration				

Specific Indicators	What is happening in your school?			
	Not initiated	Initiated	Implemented often	Implemented excellently
Parents are acknowledged as valuable partners in sharing knowledge about their children				
There is good collaboration and communication between staff and parents/guardians				
Parents are given the opportunity to be involved in the school and in decisions making				
Parents are given the opportunity to discuss the progress of, and concerns about, their children				
Communities are capacitated to support inclusive Education				

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Communities are informed on where to report educational discrimination against their children				
Psychosocial support is provided as an integral activity at every school				
Recommendation				
In order to create inclusive cultures and Build a Welcoming Community what will your school recommend?				
1.				
2.				

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A. Creating inclusive cultures: A. 2: Establishing Inclusive Values

Specific Indicators	What is happening in your school?			
	Not initiated	Initiated	Implemented often	Implemented excellently
There are high expectations of all learners				
All members of the school are equally valued				
Staff, school board members, learners and parents/guardians share the philosophy of inclusion				
The achievements of learners is valued in relation to their own abilities, rather than the achievement of others				
Learners are encouraged to take pride in their own achievements				
Staff avoids labelling learners based on low achievement and impairments				
There is an attempt to address the fear of failure of some learners				
The building of a supportive school community is high priority				
There is an emphasis on celebrating differences rather than conforming to a single “normality”				
School accepts learners irrespective of background, performance or impairment				
The achievement of boys and girls are given equal support				
Staff seek to eliminate barriers to learning and participation in school				
All forms of discrimination is discouraged				
Staff avoids gender stereotyping in assigning duties				
Recommendation				
In order to create an inclusive cultures and Establish Inclusive Values what will your school recommend?				
1.				

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2.

B. Producing Inclusive Policies: B.1: Developing a school for all

Specific Indicators	What is happening in your school?			
	Not initiated	Initiated	Implemented often	Implemented excellently
The school administration is fair and reasonable in the distribution of responsibilities amongst staff				
There are arrangements to cover the absence of support staff as well as classroom and subject teachers				
Opportunities for promotion are fair and open to all who qualify				
Promotion posts reflect gender balance and background of staff				
All new staff is properly welcomed and inducted				
There are opportunities for all staff to share their knowledge and expertise				
Staff feel comfortable about discussing problems in their work				
The school admits learners irrespective of attainment or impairment				
Parents of children with SEN are supported when enrolling their children and sharing concerns about their needs				
Learners from local community, currently in resource schools, are encouraged to attend the school				
There is an increase in enrolment of learners with diverse needs				

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The school has a friendly induction program for new learners				
School is made physically accessible to all people				
The Sector Policy on Inclusive Education is regarded as a guiding tool in developing an inclusive setting for all				
Recommendation				
In order to Produce Inclusive Policies and Develop a school for all what will your school recommend?				
1.				
2				

B. Producing Inclusive Policies: B. 2 Organising support for diversity

Specific Indicators	What is happening in your school?			
	Not initiated	Initiated	Implemented often	Implemented excellently
Staff development activities help staff to respond to learner diversity				
Barriers to attendance are reduced				
Bullying is minimized				
All forms of support are coordinated				
There is a learning support class at my school				
Support programmes are offered to reduce barriers to learning and to increase the participation of all learners				
Pressure for disciplinary exclusion is decreased				
My school is aware of Diagnostic Advisory \$ training				

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Service(DATS) screening and testing services at head office				
My school has identified and referred learners for screening and testing to DATS this year				
Did the school receive feedback and assistance on the referral made				
Learning support team at school				
Recommendation				
In order to Produce Inclusive Policies and organise support for diversity what will your school recommend?				
1.				
2				

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C. Creating Inclusive Practices: C.1 Orchestrating learning to respond to learner diversity

Specific Indicators	What is happening in your school?			
	Not initiated	Initiated	Implemented often	Implemented excellently
Learners are actively involved in their own learning				
Learners learn collaboratively				
Classroom discipline is based on mutual respect				
Lessons are responsive to learner diversity				
Teaching is planned with the learning of all learners in mind				
Teachers plan, teach and review in partnership				
Lessons encourage the participation of all learners				
Assessment contributes to the achievement of all learners				
Homework contributes to the learning of all				
Learning Support is provided where needed				
The school supports the teacher assistants				
Teacher assistants support the learning and participation of all learners				
Teachers are concerned to support the learning and participation of all learners				
All learners take part in activities outside the classroom				
Recommendation				
In order to create inclusive practices and Orchestrating learning to respond to learner diversity what will your school recommend?				

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1.

2

C. Creating Inclusive Practices: C.2 mobilising resources to support the learning and participation of all

Specific Indicators	What is happening in your school?			
	Not initiated	Initiated	Implemented often	Implemented excellently
Learner difference is used as a resource for teaching and learning				
School resources are distributed fairly to support inclusion				
Community resources are known and drawn upon				
The school involves local communities in school activities				
The school is involved in activities in the local community				
The local community views the school positively				
Staff expertise is fully utilized				
Staff develop resources to support learning and participation				
Recommendation				
In order to create inclusive practices and mobilise resources to support the learning and participation of all what will your school recommend?				
1.				
2				

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D. Data for the National Disability Council of Namibia

		Disabilities type per phase								
		0-3 phase			4-7 phase			8-12 phase		
Specific Indicators		Permanent Physical	Intellectual	Sensory	Physical	Intellectual	Sensory	Physical	Intellectual	Sensory
How many learners with disabilities are attending schools	Male									
	Female									
	Total									
		0-3 phase			4-7 phase			8-12 phase		
How many learners with disability receive a disability grants per phase	Male									
	Female									
	Total									
How many learners with disabilities dropped out of schools per phase	Male									
	Female									
	Total									
		Number								
How many learners with disabilities are on learners representative councils	Male									
	Female									
	Total									
How many teachers in your school who can teach inclusive and special education from Grade 0-7 and 8-12	Male									
	Female									
	Total									
What are some of the root causes		Reason 1			Reason 2			Reason 3		

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of learners with disabilities dropping out of school (mention least three main)				
What measures are in place to address/assists learners with disabilities who are dropping out of school (mention least three main)	Measure 1		Measure 2	Measure 3

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