



HANDOUT 3.1

1. All pupils feel welcome in the school.
2. All students support each other in their learning.
3. All students are well supported by school staff.
4. Teachers and parents cooperate well.
5. All students are treated equally as valued members of the school.
6. All students feel that their opinions and views are valued.
7. All students can access learning in all lessons.
8. All students can access all parts of the school building.
9. All students attend school every day.
10. All students enjoy lessons.
11. All students are engaged in all lesson activities.
12. All students achieve their learning in all subjects according to their individual ability.
13. All students learn together.
14. All students have access to appropriate health services as necessary.
15. School ensure that the all students enter the school.
16. All vulnerable children are successful in their learning.
17. School creates a school environment which supports all students' learning.

In order to help clarify and understand the meaning of the indicators, each one has a series of questions designed to stimulate discussion and offer guidance. These can be seen in Handout 3.2. It is very important to think of the self-evaluation tool as an ongoing process and to see discussion and sharing of ideas as a vital part of that process. It is only through the open sharing of thoughts, perspectives and questions that participants can begin to identify their own views and to share, honestly, their own experiences.



HANDOUT 3.2

17 INDICATORS OF INCLUSIVE ENVIRONMENTS WITH CLARIFYING QUESTIONS

1. *All pupils feel welcome in the school*

- a. Does the school have a policy to enroll / include all children, including students from diverse groups?
- b. Do teachers welcome all parents and their children when they come to the school?
- c. Do all teachers feel ownership of the school?
- d. Do students feel ownership of their classroom?
- e. Does the school celebrate local cultures and communities in signs, displays and events?
- f. Do all children equally exercise their rights e.g. disabled children / disadvantaged groups of children participate in all school activities?

2. *All students support each other in their learning*

- a. Do teachers actively support and encourage good relationships between students?
- b. Do teachers encourage students to help each other?
- c. Do students willingly share their knowledge and skills?
- d. Do group activities allow students to divide up tasks and share what they have learnt?
- e. When other students in the class are troubled do students help them to calm down?
- f. Do students share the responsibility for helping to overcome the difficulties experienced by some students in lessons?
- g. Are students involved in assessing each others learning?
- h. Are students involved in helping each other to set educational goals?

3. *All students are well supported by school staff*

- a. Do teachers try to make lessons easy to understand?
- b. Do teachers plan appropriately to support all children?
- c. Do teaching materials reflect the backgrounds, experience and interests of all students?
- d. Do teachers provide accessible materials or translations for students who do not speak Lao?
- e. Do teachers actively teach students in a variety of groups during the lesson?
- f. Do teachers support disadvantaged groups of children e.g. is there detailed planning to ensure disabled children are making good progress in their learning?



4. *Teachers and parents cooperate well*

- a. Do teachers regularly communicate with parents?
- b. Do teachers invite parents for consultation in order to help or solve problems related to children's learning?
- c. Do parents feel that there is good communication with school staff?
- d. Do parents feel well informed about school policies and practices?
- e. Do staff value the knowledge that parents have about their children?
- f. Do staff encourage the involvement of all parents in their children's learning?

5. *All students are treated equally as valued members of the school*

- a. Teachers pay equal attention to all students
- b. Teachers give opportunities for students to select activities based on their ability
- c. Is a variety of backgrounds and home languages seen to make a positive contribution to school life?
- d. Are higher and lower attaining students valued equally?
- e. Are the achievements of all students given equal support and prominence?
- f. Do disadvantaged groups of children receive equal treatment e.g. children from poor families are given the same opportunity to join after school activities which require a financial contribution.

6. *All students feel that their opinions and views are valued.*

- a. Do Teachers give the opportunity for students to give their comments?
- b. Do Teachers listen and respond to student comments and questions?
- c. Do students feel that teachers listen to them?
- d. Do students feel that teachers respond to their comments?
- e. Do teachers provide opportunities for disadvantaged groups of children to share their opinions?
- f. Do disadvantaged groups of children feel that teachers listen to their opinions?

7. *All students can access learning in all lessons.*

- a. Do teachers prepare lessons and lesson plans that are appropriate for the learning of all children?
- b. Is teaching planned to support learning rather than to deliver the curriculum?
- c. Is there an attempt to view teaching and support from the point of view of all students?
- d. Do lessons pay attention to the emotional as well as the intellectual aspects of learning?
- e. Do students feel that they are actively engaged in most lesson activities?
- f. Are children with special needs encouraged to develop their talents? e.g. some children with special needs may be talented in producing handicrafts.



8. All students can access all parts of the school building.

- a. Do teachers arrange seating in classroom appropriate to all students?
- b. Is seating organised according to individual needs and age of students? E.g. is the furniture the correct size for the age group? Do children with physical disabilities have adapted chairs and tables where necessary?
- c. Do students have access to all parts of school building that they need access to e.g.: classroom, toilet, play area?
- d. Are the needs of students with partial sight or partial hearing as well as physical impairments considered in making the buildings accessible?
- e. Does the school have separate toilets for girls, boys and teachers / adults?
- f. Does the school monitor accessibility of the buildings and facilities for teachers and students?

9. All students attend school every day.

- a. Do teachers keep a daily record of student attendance?
- b. Do teachers try to find out the reasons for student absence?
- c. Do teachers have good relationship with all students?
- d. Do teachers create an attractive school environment?
- e. Do teachers communicate well with students' parents?
- f. Do teachers monitor the attendance of children who may be at risk of poor attendance e.g. children who have been bullied, children who are struggling to achieve in school.

10. All students enjoy lessons.

- a. Do students enjoy lessons?
- b. Do lessons convey a sense of excitement in learning?
- c. Do teachers use a variety of teaching techniques and activities?
- d. Do teachers use a variety of teaching materials in their teaching?
- e. Do teachers try to make classrooms attractive, and a good learning environment?
- f. Do parents feel that their children enjoy school?

11. All students are engaged in all lesson activities.

- a. Do teachers clearly explain how to do activities?
- b. Do teachers support all students in classroom activities?
- c. Do students feel that they are actively engaged in most lesson activities?
- d. Do teachers encourage all students to become actively involved in activities?
- e. Do teachers organise activities according to children's individual needs? E.g. children are asked to complete tasks that are within their abilities.
- f. Do teachers evaluate their lessons to ensure that all students are participating? Do teachers plan the lesson appropriately based on the different students' ability?



12. All students achieve their learning in all subjects according to their individual ability.

- a. Do teachers plan the lesson appropriately based on the different students' ability?
- b. Do teachers include details in their lesson planning of how they will support the learning of children who are learning more slowly than others in certain subjects?
- c. Do teachers use a variety of materials in teaching and learning activities?
- d. Do all students feel that they are making progress in school?
- e. Do teachers regularly follow up and assess students learning outcomes?
- f. Are teachers able to make judgements about the amount of progress individual students are making in different subject areas?

13. All students learn together.

- a. Do teachers organise learning activities for all students to be able to fully participate?
- b. Do teachers encourage all students to support each other?
- c. Do all children show respect for each other?
- d. Do all students willingly share their knowledge and skills with each other?
- e. Do students enjoy the social aspects of school life?
- f. Are students involved in assessing each others learning?

14. All students have access to health services as necessary and appropriately.

- a. Do teachers give advice to all students on the 3 areas of cleanliness?
- b. Do teachers regularly organise sports activities?
- c. Do teachers collaborate with health staff to check students' health?
- d. Do teachers collaborate with parents to support the development of students' health?
- e. Do students have a positive attitude to health?
- f. Do students know the causes of common diseases?
- g. Do students know how to protect themselves from common diseases?
- h. Do teachers give children opportunities to ask health-related questions? E.g. are there opportunities for discussions about health and cleanliness?

15. The School ensures that all students are admitted to the school.

- a. Does the school try to find out if all the vulnerable children are in school?
- b. Does the school encourage the parents to send their children to school?
- c. Does the school provide the necessary support to vulnerable groups of children so that they are able to enter school?
- d. Do the teachers pay particular attention to vulnerable children to ensure they are learning?
- e. Does the school monitor and follow up students' attendance?
- f. Does the school encourage and reward children who come to school regularly, particularly those from disadvantaged groups? E.g. the school gives special certificates to children with 100% attendance.



16. All vulnerable children are successful in their learning.

- a. Does the school have a policy on the annual and final grade examination with a specific expectation for vulnerable groups of children?
- b. Has the school developed a plan for supporting vulnerable children in order to help them complete their study?
- c. Do teachers adjust the teaching objectives, using appropriate teaching methods, to ensure vulnerable children are successful in lessons?
- d. Do teachers encourage children's classmates to help vulnerable children?
- e. Does the school monitor the teaching for disadvantaged groups?
- f. Does the school monitor the achievement of children from disadvantaged groups?
- g. Do teachers encourage all children, but particularly those from disadvantaged groups, to use the school library?
- h. 8. Do teachers plan opportunities for more able or experienced students to support the learning of children with special needs or less experienced learners.

17. School creates an environment which supports all students' learning

- a. Does the school try to develop the facilities for students to access all parts of the school building?
- b. Do teachers arrange appropriate seats for vulnerable children in the classroom?
- c. Does the school create a good school environment (does school have trees, flowers, gardening, clean school yard, school compound, etc)?
- d. Does the school have adequate toilets for children (boys and girls) and teachers?
- e. Does the school have a library and allow children to borrow books?
- f. Do teachers decorate the classroom to attract children and motivate them to learn? e.g. do they display children's work and learning resources attractively?
- g. Is there enough classroom furniture for all children to sit and work comfortably?



HANDOUT 3.3:

ACTION PLAN [EXAMPLE]

1. Which indicator from the list was an area of weakness?

All students can access all parts of the school building.

2. Describe this area of weakness at your school.

Valita is unable to get to and from classes, and cannot use the restroom independently.

3. What is a better outcome that could be achieved at your school?

Valita should be able to access all parts of the school building and use the restroom without assistance.

4. What resources do you need?

*-classroom changes
-furniture
-aligning her schedule to available classroom spaces throughout the day*

5. What key decision makers need to become involved?

*-teaching staff
-maintenance staff
-school leadership*

6. What is the timeline for making this happen?

-2 weeks



HANDOUT 3.4:

ACTION PLAN

1. Which indicator from the list was an area of weakness?

2. Describe this area of weakness at your school.

3. What is a better outcome that could be achieved at your school?

4. What resources do you need?

5. What key decision makers need to become involved?

6. What is the timeline for making this happen?