



KINGDOM OF ESWATINI

STANDARDS FOR INCLUSIVE EDUCATION

SPECIAL EDUCATION NEEDS UNIT, MINISTRY OF EDUCATION AND TRAINING

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FOREWORD

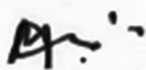
The main goal of the Ministry of Education and Training (MoET) as enshrined in the Education and Training Sector Policy (2018) is to ensure quality inclusive education for every learner. Inclusive education will benefit every learner in our schools, which in turn will be a great benefit to the nation of Eswatini. When children are educated in an inclusive setting, whether those children have disabilities or not, whether they are part of a marginalised group in society or not, they learn that every person has value and all people can contribute to their community.

The Ministry strongly believes that every child has the right to a high-quality, appropriate education and we expect that this will be the main impact of the implementation of the Standards for Inclusive Education. I am confident that the implementation of the Standards for Inclusive Education will see an improvement in the quality of teaching and learning, with a focus on all children learning and achieving to their maximum potential.

The standards will help pre-schools, and primary and secondary/high schools, working together with parents and communities, to develop inclusive schools and accessible learning spaces for every learner. The Standards for Inclusive Education will improve every child's opportunity to enter school, participate in learning, and achieve to the best of his/her potential, which is, after all, the purpose of our education and training system. In this way, I believe the Standards for Inclusive Education will help the MoET to achieve its strategic objectives – improved access and quality, improved quality and relevance, and improved delivery and efficiency.

I encourage every school to read through this valuable tool and mainstream inclusive education into its school development plans, from whole-school level down to each classroom, and to individual teachers and learners. I further encourage quality assurance officers to use this tool as a checklist for assessing implementation of inclusion in schools. Pre- and in-service institutions are also encouraged to use the tool to capacitate students and practising teachers on these standards. The MoET is committed to supporting this process, thereby ensuring equitable access to quality education for all children with disabilities and other marginalised children in the Kingdom of Eswatini. The ball is now in our court – let us work together to build inclusive schools. No child should be left behind.

Finally, I would like to acknowledge the officials in the Special Educational Needs (SEN) department who worked tirelessly to ensure that these standards are developed. Our gratitude also goes to all inspectors, pre- and in-service trainers, teachers, principals and other stakeholders from government sectors, disabled people's organizations and non-governmental organizations for their valuable contributions during the consultation and validation meetings. Thank you very much to UNICEF for providing the technical and financial resources to undertake this initiative.



Dr S.M. Mtshali-Dlamini

Principal Secretary

INTRODUCTION

What is 'Inclusive Education'?

Definitions of 'Inclusive Education' are influenced by '*many strong currents of belief, many different local struggles and myriad of practice*' (Cough and Corbett, 2000: 6). For many, inclusion is solely about children with disabilities. The focus is on where and how they are supported in the education system (Davis, 2003; Fox, 2004). Others focus on the psychomedical aspects of individual difference; they pathologise difference. This has been a recurrent focus since the 1950s (Healy, 2011; Kauffman and Hallahan, 1995; Kauffman and Sasso, 2006). According to this view of individual defectiveness, the concern for children with disabilities and special needs was primarily the responsibility of doctors, psychiatrists, educational psychologists and other medical practitioners. There has, however, been a growing emphasis on sociological perspectives and how society contributes to the invention of special needs and disability as social constructs (Oliver, 1990; Oliver and Barnes, 2012; Boronski and Hassan, 2015). Many also focus on what curricula and strategies are needed to support special needs (Tomlinson, 2016; Brownell and Smith, 2012). Of late, there has been a growing attentiveness to school reform led by inclusive values to accommodate diversity (Slee, 2010; Booth and Ainscow, 2016; Slee, 2018). Principles of equality and social justice underpin this focus and have become a political education mandate.

Shifts towards inclusive education have been inspired by international protocols on human rights and universal recognition that all children have a right to equal access and quality education. This is in response to the exclusion of children from a range of communities, particularly those who live in poverty. 75 million children worldwide are reported to be out of school; more than half of them are girls. Many of them live in sub-Saharan Africa or in South and West Asia (UNESCO, 2009). Those living in rural or remote communities and children in urban slums have the least access to education. One third of these children have disabilities. Vulnerable groups also include working children, those belonging to indigenous groups, rural populations and linguistic minorities, nomadic children and those affected by HIV/AIDS. There is consensus that it is a fundamental right of all children to be given access to quality education to ensure they reach their full potential as individuals. This right is reflected in international law in Article 26 of the Universal Declaration of Human Rights and supported by the Education for All Agenda (1990) and the United Nations Convention on the Rights of People with Disabilities and its Optional Protocol (2006).

In terms of inclusive education, the main focus has been on children with disabilities and special needs. The 1994 Salamanca Statement (UNESCO, 1994), signed by 92 countries, was a turning point for a global agenda on the inclusion of children with special needs and disabilities. It affirmed the right of every child to be educated in regular schools, with additional support where needed. This commitment was reaffirmed by the Dakar Framework for Action in 2000, and since then the notion of inclusive education has evolved into a notion of 'inclusion' which is about *all* learners, particularly those who are poor and most disadvantaged, including working children; remote rural dwellers and nomads; ethnic and linguistic minorities; children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health; and those with special learning needs (UNESCO, 2018).

There is increased recognition that exclusion is a result of barriers within contexts, which need to be removed to ensure inclusion and the full participation of individuals. Inclusive education is therefore about addressing barriers which hinder learning and participation. It is a process of valuing, accepting and supporting diversity in schools and ensuring that every child and young person has an equal opportunity to learn.

Inclusive Education in Eswatini

The Kingdom of Eswatini government has committed itself to achieving the United Nations Sustainable Development Goals (SDGs) by 2030. These include Goal 4 '*Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all*'. It is also committed to integrating its plans as part of the African Union's Agenda 2063 for Africa's socioeconomic transformation and in line with developments in the Southern African Development Community (SADC) and in the rest of Africa, i.e. the SADC protocol on Education and the SADC Regional Indicative Strategic Development Plan (RISDP). Policy development in education is legislatively guided by the Education Act (1981) and the National Development Strategy (1997). An Education and Training Sector Policy was developed in 2011, which was subsequently updated in 2018. This followed a consultative review of the 2011 policy by a range of stakeholders in the education sector, including teachers, learners, community leaders and members (EDSEC, 2018).

The Education and Training Sector Policy (EDSEC, 2018) aims at providing access to relevant quality education at all levels for learners in Eswatini, taking into account all issues of efficacy, equity and special needs (EDSEC, 2018). The policy goal is:

The provision of an equitable and inclusive education and training system that affords all learners access to free and compulsory basic education and senior secondary education of high quality, followed by the opportunity to continue with life-long education and training, so enhancing their personal development and contributing to Eswatini's cultural development, socioeconomic growth and global competitiveness.

It is a comprehensive policy, which includes all sub-sectors, demonstrating a commitment to inclusive lifelong learning, and addressing every level of the education and training system. It highlights cross-cutting issues across sectors which require a coordinated approach to addressing, monitoring and evaluating these issues. This new policy addresses stakeholder recommendations relating to behavioural and physical environment at schools, the curriculum framework, the role of the teaching service commission, governance and institutional relationships, and policy dissemination, advocacy and implementation.

Inclusive education and training falls under the institutional development category within the 2018 policy. Its focus is on meeting the needs of those who are disadvantaged and from marginalised groups, but also benefits all learners. The EDSEC (2018) defines inclusive education and training as acknowledging '*that all children and youth can learn and need support to do so*'. The focus is on uncovering and minimising barriers to learning, which relate to attitudes, behaviour, teaching methods, curricula and the environment, and maximizing participation of all learners at all levels. Emphasis will be placed on school development plans and self-evaluation procedures, aimed at

developing three components for inclusive schools – inclusive cultures, policies and practices. Self-evaluation refers to institutional self-evaluation. Inclusive cultures relate to the development of welcoming and accessible environments that value and support the needs of a diversity of learners. It includes the development of inclusive policies, procedures and financing which support the needs of all learners in the school. Inclusive practice relates to inclusive pedagogy, curricula and assessment, and collaboration with parents and communities to support students' learning. It includes case management of individual learners identified with specific needs.

The primary focus in terms of inclusive education in this context is on the education of children with special needs and disabilities. Historically, disability in Eswatini was viewed as a product of bad luck or being bewitched. As a result, many people with disabilities (PWDs) were hidden and exempted from participating in society (Sintef Report, 2011, cited in National Strategy, 2016). Early identification even resulted in the murder of children found to have disabilities. Blame was often ascribed to the mother. According to the census report of 2007, (Central Statistical Office Population and Housing Survey, 2007), there are 171,347 persons with disabilities in Eswatini, which make up approximately 16.8% of the population. The majority (85%) live in rural areas. The most prevalent disability is visual impairment (46%), followed by hearing impairment (10%), physical impairment (4%) and intellectual impairment (2%).

In response to the historical perception of disability and the segregated nature of education for children with disabilities, and in line with Eswatini's commitment to international protocols, the EDSEC promotes non-discrimination and prohibits any exclusion which prevents individuals from exercising their right to education and freedom. This includes early leavers wishing to re-enter education and training, and encourages gender equity. Short- and medium-term strategies include providing access to institutions and buildings, non-examination to determine admission to a public school, early identification and interventions for learners with SEN and disabilities, the establishment of open and distance education opportunities, affordable school uniforms, reviewing existing copyright laws to promote reproduction of copyrighted teaching and learning resources, the development of an appropriate and flexible assessment framework, and the establishment of anti-crime clubs in schools. Strengthening advocacy and supporting schools to embrace inclusion, as well as the provision of libraries and resources in all public schools constitute the long-term strategies.

STANDARDS FOR INCLUSIVE EDUCATION IN ESWATINI

A system of monitoring, evaluation and reporting for inclusive education should align to the strategic goals set out in the EDSEC (2018), hence the need for standards. Standards will serve to measure how schools are implementing the standards already defined within various policies and programmes which relate to inclusive education, such as care and support for teaching and learning (CSTL).

The MoET is committed to developing a comprehensive school self-evaluation and school improvement planning process, drawing on the processes and pillars already established within the INQABA initiative (MoET, 2018), which aims to create school environments that are friendly, safe, healthy and conducive for learning. Associated education standards are required to guide the work of inspectors according to a clear set of objectives. The intention is also to align the process of developing inclusive education across all schools. With increasing attention to the need for more rigorous inspection to improve the quality of education, there is also a need to establish standards for inclusive education, to monitor and support schools, and for schools to establish self-monitoring processes in line with these standards. Schools are expected to remain accountable against these standards.

WHO IS THIS DOCUMENT FOR?

All schools and educational settings in Eswatini will be expected to engage in developing inclusive cultures, policies and practice. This tool will guide and support this process. All children benefit from inclusive education; it therefore becomes the responsibility of every teacher, member of school leadership and support staff.

School leadership – This tool will guide school leaders to develop inclusive cultures, policies and procedures to be adopted in the school. Leaders will steer the development of an inclusive school in terms of planning, budgeting, school accessibility, support for special needs and disabilities, support for potential dropouts and repeaters, curricula, assessment and language, teacher training, quality teaching and staff development, health and safety, child protection, psychosocial support, nutrition, water, sanitation and hygiene, and parent and community partnerships.

Teachers – This tool will guide teachers on how to make their classrooms inclusive and how to provide appropriate and relevant support to meet the individual learning needs of all learners.

Support staff – This tool will guide support staff to provide relevant and appropriate support to teachers in meeting the learning needs of individual learners, particularly those with special needs and disabilities.

Quality assurance officers (school inspector) – This tool will be used as a checklist to identify areas which require further support and improvement. The extent to which schools are inclusive will be measured against this checklist and the outcomes shared and discussed with school management and staff, to agree on how to move forward.

Ministry officials – This tool will guide Ministries to identify areas that require their support, for example Education, Health and Social Welfare.

STANDARDS AND INDICATORS

The standards and indicators contained in this guide were developed in collaboration with a range of stakeholders in the Eswatini context. Relevant indicators were also drawn from the UK and Bhutanese (Ministry of Education, 2017) contexts. Each standard is broken down into a collection of indicators.

1. Standard 1: Leadership and management

The leadership and management team has developed an inclusive vision for their setting, which is reflected in the school's policies and procedures.

Values and mission

- 1.1 The leadership and management team has a mission statement for inclusive education.
- 1.2 The mission statement values diversity.
- 1.3 The leadership and management team has a shared vision that promotes inclusivity.
- 1.4 The leadership and management team displays a positive and aspirational culture in the setting that encourages staff, children and young people to engage in all activities and opportunities with confidence.
- 1.5 The leadership and management team promotes and supports children, young people, staff and all adults to treat one another with care and respect.
- 1.6 The leadership and management team values and celebrates the personal achievement and efforts of all children, young people and staff.
- 1.7 The leaders and managers are informed, innovative and advocate for a culture of inclusion.

Admission and accessibility

- 1.8 The leadership and management team has an admissions policy which welcomes every child, young person and family who lives in the community and does not discriminate on the grounds of age, gender, ethnicity, language, disability, etc.
- 1.9 The leadership and management team has an admissions policy that is informed by the MoET.
- 1.10 The leadership and management team ensures an accessible school environment.
- 1.11 The leadership and management team provides information to parents on transport options available to explore.

Policies and procedures

- 1.12 The leadership and management team puts in place relevant and effective inclusive education policies which adhere to national education policies (e.g. the progression policy).
- 1.13 The leadership and management team has procedures and guidelines to support inclusion in the school, e.g. anti-bullying and anti-discrimination policies.
- 1.14 The leadership and management team facilitates whole-school planning in a collaborative way by including all stakeholders (teachers, learners, parents, etc.) to participate and have an opportunity to shape plans.
- 1.15 Policies are available in a range of formats and are easily accessible for all children, young people and their families, e.g. paper-based, online, in Braille, in the SiSwati language, etc.
- 1.16 The leadership and management team has a plan to ensure the setting meets the academic, physical, emotional and social requirements of every child and young person.
- 1.17 The leadership and management team encourages a teacher-pupil ratio guided by MoET policy.
- 1.18 The leadership and management team provides support for children by assigning a support team and creating a support system.
- 1.19 The leadership and management team monitors the impact of policies and procedures on outcomes for children and young people, based on agreed targets developed by the support team.
- 1.20 The leadership and management team evaluates whether all standards are met and mitigates risks where necessary.
- 1.21 The leadership and management team has a policy on reasonable adjustment for children with special needs.

Staff capacity

- 1.22 All leaders and managers are appropriately trained and/or qualified and receive ongoing training in leadership and management of inclusive education policies and procedures.
- 1.23 The leadership and management team identifies staff development needs and provides time, resources and support to meet those needs.
- 1.24 The leaders and managers facilitate capacitation of all stakeholders (teachers, learners, staff and parents) on inclusive education policies and procedures.
- 1.25 The leadership and management team provides an induction programme for new staff to familiarise them with the school's inclusive policies, practices and procedures.
- 1.26 The leadership and management team empowers staff to avoid discrimination in any form and treat all with dignity.

Support for inclusive teaching and learning

- 1.27 The leadership and management team coordinates operations and supervises effective teaching and learning that embrace inclusivity in the different departments.
- 1.28 The leadership and management team ensures teachers are provided with sufficient time, resources and support to plan and implement lessons and programmes for the highest quality of inclusive education for all students.

Support for vulnerable groups, for example, learners who are affected by poverty, violence, abuse, discrimination, special needs and disability

- 1.29 The school leadership and management team plans and implements child protection practices for the safety and wellbeing of every student, with an understanding of the additional needs of vulnerable groups of students.
- 1.30 The leadership and management team has procedures in place to ensure early identification and assessment (e.g. referral) of children with SEN and disabilities.
- 1.31 The leadership and management team involves all staff in a systematic review and implementation of the procedures for vulnerable groups.
- 1.32 Resources are matched to the needs of children and young people.
- 1.33 The support team can demonstrate the impact of the budget on the progress and achievement of individuals and groups of children and young people with SEN and disabilities.
- 1.34 The leadership and management team coordinates the procurement of assistive devices and technologies.

Collaboration and partnerships

- 1.35 The leadership and management team promotes collaboration between the school and the MoET in decision-making and school planning, and the involvement of the wider community.
- 1.36 The leadership and management team coordinates relationships and support from and within the school's community and families to create an inclusive community.
- 1.37 The leadership and management team has communication systems to ensure information reaches relevant family or community members.
- 1.38 The leadership and management team establishes partnerships with other government sectors and the private sector to support inclusion at the school.
- 1.39 The leadership and management team actively seeks to involve all families or pupils and coordinates with other schools and Early Childhood and Care Development (ECCD) centres in the community.

EXAMPLES

Values and mission

- The school has a mission statement that caters for diversity.
- The school has activities that cater for all learners, staff members and young people.
- Learners' achievements are celebrated and award days are planned for.

Admission and accessibility

- Admission policy is informed by the MoET policy and caters for all.
- The school infrastructure has ramps and accessible toilets for physical challenged people.
- The school has contact numbers for available transport operators.

Policies and procedures

- A progression policy is informed by MoET policy.
- Accessible policies are available in different forms that support inclusion.
- The school has anti-bullying and anti-discrimination policies in place.
- Minutes are kept on deliberations and resolutions.
- The school has records on Individual Education Plans.
- The school adheres to the MoET teacher-pupil ratio policy.
- Institutional-level support teams are in place that work with regionally based support teams.
- The school has a checklist on standards that the school has achieved.
- The school has a policy in place that is in line with the Examinations Council of Eswatini (ECESWA) on accommodating learners during examinations.

Staff capacity

- The school has qualified personnel.
- Ongoing training takes place on SEN.
- Induction is carried out for new staff members.

Support for inclusive teaching and learning

- Lesson plans that cater for diversity are developed and implemented.
- Relevant teaching aids are provided.

Support for vulnerable groups, i.e. learners who are affected by poverty, violence, abuse, discrimination, special needs and disability

- The school has a child protection safety policy informed by MoET policy.
- The school is properly fenced.
- The school gate is locked during school hours.
- The school has a counselling room, and a guidance and counselling teacher.
- The guidance teacher provides counselling for vulnerable and abused children, and those whom are discriminated against.

- The school keeps records on learner profiles.
- The school keeps records on personnel qualifications.
- The school organizes fundraising activities to support orphaned and vulnerable children (OVC).
- The school keeps records on assistive devices used by learners with special needs.

Collaboration and partnership

- The school sets clear standards on collaboration between itself, the MoET and the wider community in decision-making and school planning.
- The school uses communication books, letters, text (SMS) messages and announcements in assembly to provide information to parents and other community members.
- Collaboration occurs between the school and non-governmental organisations.
- The school has records on neighbouring ECCD centres.

2. Standard 2: Planning and budgeting for inclusion

The budget is accessible and supports the provision of relevant plans and resources

- 2.1** All members of the school management team ensure that its key stakeholders are aware of the budget and are involved in planning expenditure.
- 2.2** The leadership and management team adheres to the School Accounting Regulations and School Committee Constitution.
- 2.3** The leadership and management team reviews the budget on an annual basis to take into account the priorities for development.
- 2.4** The school budget focuses on understanding the needs of individuals as a means of ensuring that their barriers are overcome and their support needs are met.
- 2.5** Budgeting for inclusion is incorporated in the School Development Plan and should clearly spell out the budget allocation for SEN.
- 2.6** The school engages in fundraising activities, in collaboration with the community.
- 2.7** The school has a plan and budget for the acquisition of assistive technologies, materials and resources.

EXAMPLES

- The school has a budgeting team that involves all stakeholders of the school.
- Budgeting for inclusion is incorporated in the school development plan or year plan.
- Budgeting is informed by the Standards for Inclusive Education.
- The school makes yearly fundraising plans in collaboration with the community.

3. Standard 3: School accessibility

The school creates the most accessible environment for every child, including access to the school from home, the school infrastructure and the classroom environment, as well as considering the diverse safety and evacuation needs of all learners.

- 3.1 The school leadership and management team works with the community, local leaders and others to develop accessible home-to-school travel options for all students. They work together to identify barriers and find ways to overcome them. This includes identifying children who are not in school because of accessibility issues.
- 3.2 All buildings are accessible to all learners because the school follows universal design principles (i.e. the design of buildings, products or environments to make them accessible to all people, regardless of age, disability or other factors).
- 3.3 Available toilets are modified for all learners and staff with physical impairments.

EXAMPLES

- School leadership and the community work together to identify barriers and find ways to overcome them. This includes identifying children who are not in school because of accessibility issues.
- Toilets are modified for all learners and staff with physical impairments.
- Pathways are smooth and non-slippery.
- All obstacles and decorations on pathways are removed.
- Outdoor ramps are designed so that they do not hold water.
- The gradient and design of ramps are conducive to easy wheelchair access.
- Handrails are provided in corridors and in toilets to support the mobility of learners with physical impairments.
- Trees and flagpoles are not in the way of visually impaired and wheelchair-bound learners.
- Car parks are not blocking entrances to buildings.
- The arrangement of desks in the classroom allows free movement for both teachers and learners.
- The height of all chalkboards ensures that they are accessible to all learners.
- Infrastructure priorities are met.
- Learners with visual impairments can access ramps, and walk with ease and confidence.

4. Standard 4: Support for special needs and disabilities

The school uses the knowledge and expertise of a full range of specialists and external agencies to identify special educational needs, plan strategically, implement a considered response and use assistive technology, materials and resources appropriately to remove barriers to learning.

Assessment and identification

- 4.1 The school conducts an assessment at the beginning of the year to identify SEN.
- 4.2 The school refers learners for appropriate assessment by medical professionals to identify their need for assistive devices and technologies, and accommodations to be made for learners requiring these.

EXAMPLES

- The school works closely with parents and School Health Nurses to identify learners with special educational needs (LSEN) and learners at risk.
- The school works together with parents and School Health Nurses to support LSEN and learners at risk.
- Assessment records are available in the school.

Support, supervision and case management

- 4.3 A support system is in place and a support team coordinates such support.
- 4.4 The support teams work with parents/guardians to coordinate support.
- 4.5 Schools ensure external support for students is coordinated in the least disruptive manner to enable each student to receive appropriate support.
- 4.6 The school actively researches health specialist options for their students to overcome barriers to learning.
- 4.7 At least one staff member takes responsibility for communicating with health services and the MoET to enable the most effective use of health specialists at the school.
- 4.8 Records are kept of children's personal details, and evidence of their academic, social and emotional progress.
- 4.9 Confidentiality of information is ensured through safe-keeping of records.
- 4.10 Information on children's personal details and progress is shared with appropriate parties in the transition between grades and to other schools, to ensure continued attention while preserving confidentiality.
- 4.11 The school prepares transition plans for students, and monitors and evaluates them on a regular basis.

4.12 The school informs learners beforehand of any potential eventualities they may experience by exposing them to a team of specialists such as occupational therapists, health therapists, speech therapists, social workers, school health nurses, etc. For example, they are informed of potential discomfort they may experience in the initial consultations with people they do not know.

4.13 The outcomes of support for children with special needs are monitored regularly.

EXAMPLES

- The school has an open policy allowing formal meetings and informal opportunities for parents or carers to raise concerns.
- Classrooms, homework and test policies highlighting academic progress are assessed.
- A small-group tuition policy and study time arrangements are in place.
- Access arrangements for reasonable accommodation are in place for learners with special needs.
- All staff members have clear information about learners' individual needs and the interventions that they need.
- A focal teacher is in place to communicate with all relevant stakeholders, suitable interventions for learners with special needs.
- A track sheet record is in place to update learners' progress from time to time.
- Visual aids e.g. maps are in place to enhance comprehension.
- Teachers use different teaching styles to allow learners with special needs to learn.

Assistive devices, materials and resources

4.14 The school has a system for determining assistive device and technology needs by consulting with medical professionals.

4.15 The school offers, in collaboration with relevant professionals, training for support staff in the use of assistive devices and technology.

4.16 The school ensures the supply of appropriate and tailor-made assistive devices through collaboration with government professionals and organisations.

4.17 The school provides modified material, e.g. pictorial sources such as the Picture Exchange Communication System (PECS) and appropriate handouts, Braille and large print material for visually impaired learners and those with albinism.

4.18 Teachers and learners are trained to use assistive technologies appropriately to remove barriers to learning.

4.19 The school ensures the maintenance of wheelchairs, crutches, white canes, hearing aids and other assistive devices and technologies through collaboration with relevant stakeholders.

4.20 The school uses locally available resources and technologies.

EXAMPLES

- The following is available to suit the particular needs of students – voice amplification, Braille translation software, pencil grips, visual schedules, tactile rulers, Velcro aids, graphic organisers, etc.
- Teachers wear a microphone so that students with hearing impairments can hear more clearly.
- School books are made available in regular ink print as well as in Braille for visually impaired learners.
- Books are made available in large print for learners with low vision.
- Visual schedules are available to enhance logic in daily school activities and comprehension.
- Pencil grips are available to meet learners' writing needs.
- Tactile rulers are in place for visually impaired learners.

5. Standard 5: Support for potential dropouts and repeaters

Barriers for potential dropouts and repeaters are discussed collectively, and strategies are developed and employed to overcome them.

- 5.1 The school policy links to national policies relating to school dropouts and repeaters.
- 5.2 The school adopts positive disciplinary strategies.
- 5.3 The school monitors attendance to identify absenteeism as a potential for dropout.
- 5.4 The school identifies the reasons for absenteeism and addresses the contributing factors.
- 5.5 The school provides psychosocial support through guidance and counselling for children with challenging behaviour.
- 5.6 The school promotes the value of education and presents the school as a positive environment.
- 5.7 The school supports flexible arrangements for pupils who cannot attend on a regular basis (e.g. learning at home or at hospitals for chronically ill children).
- 5.8 The school has a clear disciplinary code and policy.
- 5.9 The disciplinary committee at the school is trained appropriately.
- 5.10 The school disciplinary committee operates according to a positive disciplinary policy.
- 5.11 The school offers a differentiated curriculum to support potential dropouts and repeaters.
- 5.12 The school has a strategy to reintegrate children who have dropped out of school.
- 5.13 The school has a policy around promotion that keeps students within an age-appropriate group and provides support to ensure this is the best place for such students.

EXAMPLES

- A policy is in place on how the school supports potential dropouts and repeaters.
- A promotion policy is in place that highlights how learners progress to the next class.
- A disciplinary policy that promotes positive discipline is in place.
- A school disciplinary committee is in place and meets regularly.
- A school disciplinary committee minute book captures the discipline issues that the school is dealing with.
- There is evidence of support at home or at a hospital for children who need such support.
- A guidance and counselling team is in place and meets regularly.
- A guidance and counselling minute book captures the issues and interventions.
- There is evidence of capacity-building for the disciplinary, and guidance and counselling committees.
- Observations in lessons are documented.
- There is evidence of records of regular progress and examples of frequent support given to learners likely to drop out or repeat.
- There is evidence of how the school is responding to reported cases, such as learners who frequently absent themselves from school.

6. Standard 6: Curriculum, assessment and language

Curricula and assessments are designed and implemented to improve the learning of all students, and accommodations and modifications are made to remove barriers to student learning.

Curriculum

- 6.1 A differentiated and flexible curriculum is offered to support a diversity of learning needs.
- 6.3 The curriculum is learner centred.
- 6.4 The curriculum is accessible to all learners.
- 6.5 The curriculum recognizes students' previous knowledge.
- 6.6 The curriculum promotes the development of competencies.
- 6.7 The curriculum promotes task-based learning.
- 6.8 The curriculum promotes participatory learning.
- 6.9 The curriculum promotes interaction, collaboration and shared reflection among learners.
- 6.10 The curriculum is offered through different mediums, e.g. print-to-Braille, audio, and print-to-sign language.

Assessment

- 6.11 Assessments are simple and easy to follow.
- 6.12 Assessments relate to students' existing knowledge.
- 6.13 Assessments are summative and formative.
- 6.14 Learners are assessed according to a range of skills, knowledge and attitudes.
- 6.15 Learners are encouraged to assess their own learning.
- 6.16 Reasonable accommodations in formative and summative assessments are made for every learner.
- 6.17 Summative assessments include access arrangements for internal and external examinations.
- 6.18 The school informs external examiners of accommodations required for learners with SEN.
- 6.19 All assessment data are recorded and analysed to inform current and future learning.
- 6.20 Assessment methods are differentiated and recognize the diverse ways learners demonstrate their learning.

Language

- 6.21 The medium of instruction is age appropriate.
- 6.22 Languages offered include Eswatini Sign Language.
- 6.23 Picture exchange systems such as PECS and Makaton are used for children with communication difficulties.

EXAMPLES

- Learning considers each learner's needs.
- Lesson objectives are differentiated to meet the diverse needs of all learners.
- Teaching accommodates diverse learning styles (multiple intelligences) to allow every learner to participate.
- Learning materials are differentiated and provided to cater for the learner's needs.
- Languages used in teaching and assessment are learner friendly, e.g. using simple language, Eswatini Sign Language, etc.
- A letter is written to the ECESWA to request for reasonable accommodations during external examinations.
- Assessment files are kept for each of the learners with special needs.
- Examples of PECS are available and used for learners who have communication difficulties.

7. Standard 7: Quality teaching and staff development

An appropriate staff development programme ensures all staff are competent and confident to teach all the children and young people in the setting, irrespective of any barriers to learning.

Teacher training and staff development

- 7.1 All teachers are adequately trained to meet the diverse learning needs of all learners through pre- and in-service training.
- 7.2 Teachers demonstrate knowledge of inclusion.
- 7.3 Classes containing students with complex needs have adequately and appropriately trained teaching assistants to support full inclusion and learning of all students.
- 7.4 Teachers and specialists' (e.g. teaching assistants) roles and responsibilities are clearly defined.
- 7.5 The staff accommodates learners with diverse educational needs.
- 7.6 Funds are available and time is set aside to meet identified training priorities.
- 7.7 Teachers with special needs training support teachers without such training.
- 7.8 There is a cycle of professional development where all staff can update their knowledge and skills.

Quality teaching

- 7.9 Teachers encourage the participation of all learners.
- 7.10 Teaching and learning, including content, pedagogy and resources, and teaching aids are planned and implemented to meet the diverse and individual learning needs of every student in all subjects at all levels.
- 7.11 The principles of universal design in teaching and learning are applied, which include multiple means of engagement, expression and representation.
- 7.12 All teachers provide multiple modes of teaching strategies and a variety of learning opportunities to meet the diverse needs of learners.
- 7.13 Adaptations are made to the learning environment to accommodate the assistive technologies necessary to support specific learning needs.
- 7.14 Classes are arranged as cooperative learning environments.
- 7.15 Flexible groupings offer all children and young people opportunities to participate in collaborative learning.
- 7.16 The teacher regularly evaluates the effectiveness of adult support and promotes increasing independence.

EXAMPLES

- Lesson plans consider different learning styles, multiple intelligences as well as students' strengths and weaknesses.
- Qualifications are clearly stipulated in each teacher's scheme book.
- There is regular in-service training and induction of new teachers in the school.
- Lesson delivery uses the differentiated teaching approach.
- There are support systems provided for the learner.
- Teachers' roles and responsibilities are clearly defined.
- Workshops are held for special areas where gaps have been identified.
- Classroom activities are at different levels to accommodate diverse learners.
- Lesson plans consider different learning styles and multiple intelligences, as well as students' strengths and weaknesses.
- Devices relevant to the individual learner are provided.
- Teachers regularly evaluate and/or assess learners.

8. Standard 8: Health and Safety

The setting ensures a safe, healthy environment to promote the social and emotional health and wellbeing of all learners.

- 8.1 The school is fenced and has a gate with a security guard.
- 8.2 The school has emergency security procedures and practices.
- 8.3 The school has a first aid kit and trained personnel to use this kit.
- 8.4 The school offers meals to all children.
- 8.5 The school ensures that all food facilities are hygienic.
- 8.6 The school has clear guidelines for addressing violence, bullying and discrimination.
- 8.7 Learners know where to go for help in the school and community, including call centres and child protection services.
- 8.8 The school has data available on vulnerable learners in need of psychosocial support.
- 8.9 The school has a guidance and counselling teacher, and a counselling room.
- 8.10 The school has a directory of services for referral.
- 8.11 The school has a plan to promote visits by health workers.
- 8.12 Teachers and parents are sensitized to health, safety and child protection, and psychosocial support issues.
- 8.13 The school sensitizes teachers and learners on anti-bullying and anti-discrimination.
- 8.14 The school encourages safety from all forms of abuse.

- 8.15 The school has a policy on child protection that pays particular attention to the needs of vulnerable and marginalised children, and plans for awareness, risk reduction, and recognising and responding to abuse.
- 8.16 Staff and learners are aware of the risk factors in response to life events and at times of crisis that may contribute to social, emotional and mental health difficulties.
- 8.17 The setting has in place positive intervention strategies and there is a graduated response to supporting social and emotional health and wellbeing issues.
- 8.18 The school has a policy on behaviour that considers the individual needs of diverse groups of students and plans positive behaviour support and equitable disciplinary processes in an effort to minimise disciplinary exclusion.
- 8.19 The setting provides a diverse range of extra-curricular activities. These clubs and activities reflect the diversity of children and young people in the setting, including those with SEN and disabilities.

EXAMPLES

- The school has a nutrition programme, i.e. it provides two meals per day.
 - The school has a trained cook.
 - The school has a standard kitchen.
 - The school has proper food storage facilities.
 - The school has a school garden.
 - The school has clean, safe, running water available for drinking, cooking and cleaning.
 - The school has clean, adequate and accessible toilets catering for all students and staff.
 - The school has hand-washing facilities close to toilets with soap and clean water.
 - The school provides sufficient toilet paper.
 - The school provides sanitary towels for emergencies.
 - The school has garbage management practices.
 - School fencing does not allow easy access by intruders.
 - Entry points into the school are secured and have security guards.
 - The school has fire extinguishers, hydrants and first aid kits.
 - Premises within the school which could cause injury to learners, such as transformers, swimming pools, etc. are separately fenced.
 - The school has rules which disallow learners to be in workshops, laboratories and the school garden without a teacher's supervision.
 - Upon admission, learners are oriented on safety procedures and areas within the school where accidents could happen.
 - The school has a first aid room/sensory room for immediate attention after trauma, illness or injury.
 - Both learners and school staff members are trained on first aid practices.
 - A first aid kit is available and is well equipped with bandages and medication.
 - The number of first aid kits tallies with the school population.
 - The school has adequate and accessible toilets catering for all students and staff.

- The school has hand-washing facilities available which are close to toilets, and clean water.
- The school has sufficient toilet paper.
- Drainage systems for toilets, laboratories and kitchens function adequately.
- There are garbage bins in strategic areas around the school.
- There are separate bins for recyclable garbage.
- Learners are sensitised and trained on how to keep the environment clean.
- Drainage holes and canals are covered.
- The school's parking bays are located away from classrooms and playgrounds.
- Surfaces in the school premises are not slippery or muddy.
- School corridors are not slippery or too steep.
- The school has well-defined rules which address issues of health, child protection and psychosocial support.
- School rules do not discriminate in terms of race, gender, culture and religious beliefs.
- The school has clubs which sensitizes against abuse, bullying and discrimination.
- The school is periodically visited by other professionals to teach learners and members of staff about health issues, violence, bullying and discrimination.
- The disciplinary committee and career guidance team in the school are trained on issues of violence, bullying and discrimination.
- School administrators, teachers and some community members have been assigned duties for helping learners who are victims of abuse, bullying and discrimination. Such members are introduced to learners and are available in time of need.
- The school has a student profile form for all learners.
- Student profile forms are continuously updated to gather data on issues of vulnerability and psychosocial support.
- The student profile form is completed by a team of teachers which includes a career guidance teacher.
- The school has a welfare office which can provide learners with materials to be used for caregiving.
- The school has a trained guidance and counselling teacher.
- The school has a counselling room.
- The school has contact details of professionals who may be required to provide support to learners.
- Nurses visit the school according to an established schedule.
- The school has sanitary towels available for emergencies.
- The school has a nutrition programme, i.e. it provides two meals a day.
- The school has a trained cook.
- The school has a standard kitchen.
- The school has proper food storage facilities.
- The school has safe, clean, running water available for drinking, cooking and cleaning.

9. Standard 9: Monitoring progress and data management

Data on the characteristics of the school and the community, vulnerable children and out-of-school children are recorded, managed and analysed in a regular and systematic way, and are used to inform development plans.

- 9.1 The school has a data management system to monitor knowledge and understanding of all groups of children and young people.
- 9.2 Analysis of information is compared with other settings in similar communities, and with national data, to help identify key priorities.
- 9.3 Key individuals in the school setting have designated responsibility for ensuring that monitoring is implemented and reviewed.
- 9.4 Learning supports are clearly documented and readily available. At least one staff member is appointed to coordinate information sharing, resulting in minimal disruption when the support team of teachers is not available.

EXAMPLES

- The setting monitors knowledge and understanding of all groups of children and young people through rigorous monitoring, tracking and recording systems.
- All data are recorded and analysed in a regular and systematic way and are used to inform development plans.
- Monthly test records are recorded in scheme books, registers and test record books.
- The school has Individualized Programme Planning (IPP) records for learners who do not perform well.
- IPP records have clear procedures on how learners could be assisted or supported.
- The school has a support team to assist learners who do not perform well.
- The school is in a cluster group for purposes of collaboration concerning academic issues.
- Schools' monthly tests and examinations are obtained from cluster groups.
- The school monitors knowledge and understanding of all groups of children and young people through rigorous monitoring, tracking and recording systems.

10. Standard 10: Parent and community partnerships

There is a shared working partnership between families, the community and the school to ensure the best outcomes for children and young people.

- 10.1 Parents and community members are welcomed and encouraged to participate in the school community.
- 10.2 Parents and guardians are encouraged and supported to be involved in assessing their children's progress towards achieving specific outcomes.
- 10.3 Parents/guardians and community members are encouraged to share relevant information with the school to enable them to be fully involved in their child's education.
- 10.4 Good examples of inclusive practice are shared with parents and the community.

EXAMPLES

- A school committee is in place.
- Meetings are held with parents to discuss issues related to promoting inclusion in the school and community.
- The views of parents and other stakeholders on behaviour and the welfare of the school community are documented.
- Evidence of examples of inclusive practice is shared with parents.
- There is evidence of clear and timely information being available on learners' progress.
- Parents are given guidance on how to support their children.

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GLOSSARY

CSTL	Care and Support for Teaching and Learning
CWD	Children with Disabilities
ECCD	Early Childhood Care and Development
ECCDE	Early Childhood Care, Development and Education
ECESWA	Examinations Council of Eswatini
EDSEC	National Education and Training Sector Policy
EII	Early Identification and Intervention
EMIS	Education Management Information System
ESNDPA	Eswatini National Disability Plan of Action
EDSEC	Education and Training Sector Policy
ICT	Information and Communications Technology
IE	Inclusive Education
INSET	In-service Training
IPP	Individualized Programme Planning
ISCED	International Standard for the Classification of Education
LSE	Life Skills Education
MoET	Ministry of Education and Training
NCP	Neighbourhood Care Point
NDS	National Development Strategy
OVC	Orphaned and Vulnerable Children
PECS	Picture Exchange Communication System
PWD	People with Disabilities
REO	Regional Education Office
RISDP	Regional Indicative Strategic Development Plan
SADC	Southern African Development Community
SDG	Sustainable Development Goal
SEN	Special Educational Needs
STEM	Science, Technology, Engineering and Mathematics
UNESCO	United Nations Educational, Scientific and Cultural Organization

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