



HIGHLIGHTS OF THE STUDY ON INCLUSIVE EDUCATION PRACTICES OF AFGHAN SCHOOL LEADERS

This research was conducted by Canadian Women for Women in Afghanistan (CW4WAfghan) as part of the *Networked Improvement Communities for School Leaders Towards Equity and Inclusion* Project being implemented in Afghanistan, Pakistan and Nepal. The project is funded by the Global Partnership for Education Knowledge and Innovation Exchange (GPE-KIX), administered by the International Development Research Centre, Canada (IDRC), and undertaken by the Foundation for Information Technology, Education and Development (FIT-ED).

Afghan school leaders representing leaders in Kabul, Parwan and Nangarhar were surveyed (134 respondents, 57% women) and interviewed (10 leaders, 50% women) between November 2021 and January 2022 by CW4WAfghan in Afghanistan. This research will inform the design of an open course platform to support Afghan school leaders as they tackle local inclusion issues.

CHALLENGES

STRENGTHS

School leaders are not aware of existing national inclusive education policies.

Yet, school leaders are committed to the principle of “education for all.”

School leaders have access to only limited resources to support school-level inclusion.

Yet, some school leaders are taking creative steps to help disadvantaged students succeed.

School leaders undertake little analysis of data to understand inclusion issues at their schools.

Yet, data about exclusion (student attendance, performance, retention) is readily available to school leaders.

School Management Committees are not fully aware of their role to promote inclusion.

But, when school leaders are empowered they address school-community inclusion challenges, such as female student attrition.

School leaders are isolated, and do not have access to inclusive education professional development opportunities.

But, school leaders are committed to drawing on their professional networks, online resources and printed materials to learn more.

**This survey represents educational practices pre-August 2021. With the regime change in August 2021, girls in grade 6 and beyond were excluded from public school. Other changes to the educational policies related to inclusion were not clear during the study.*

