



A woman wearing a white headscarf and a dark blue uniform is leaning over a table, assisting two young children in school uniforms. They are working on a project on the floor, with papers and a pink marker visible. The background shows a classroom setting with wooden cabinets and a display board with a sign that says 'Pet animals'.

Recommendations

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Considering what has been learnt through a search of the literature and in consultation with teachers, Aga Khan Foundation staff and others, the following recommendations are advised:



1. Strengthen teacher training provision

Teacher professional education models should incorporate content on inclusive education for all teachers, not just those opting to specialise. How to support learners with diverse learning needs, including for those with specific learning disabilities, should be covered in compulsory pre- and in-service teacher training, and should be oriented towards practice in the classroom, rather than theory.



2. Engage with parents and the community

Awareness raising activities on the rights of children with disabilities should be increased to combat stigmatising attitudes towards those with disabilities amongst parents and communities. Parental engagement with the school as well as public awareness campaigns are potential ways to build understanding of disability and shift negative attitudes.



3. Invest in human resource, infrastructure and equipment for schools

Attention should be given to address teacher shortages, and investment directed at creating accessible environments with the necessary basic equipment that can transform a child's learning experience, such as glasses and assistive aids.



4. Invest in data reporting, evidence and research to guide interventions

More research on disability and inclusion is needed in the given contexts, as well as investment in developing data reporting infrastructure to determine the situation of learners with different types of disabilities. Many contexts could benefit from an in-depth review of whether practice is meeting the aims for inclusion as laid out in policy, to identify areas of need and development. Further research is needed on defining learning differences and how these manifest in the chosen contexts. Accompanying this, focus should be given to ensuring uptake of evidence.



5. Strengthen diagnostic systems

Investment should be made in strengthening diagnostic systems – specifically in better integrating health and education services, in developing context appropriate tools and in building expertise of specific learning disabilities.



**Understanding
Learning Differences
Across Schools2030
Contexts**
