



Learning differences, equity and inclusion: A review of policies and practices across ten countries

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A photograph showing the backs of three children as they paint on a red wall. The child in the center is wearing a brown sweater with a green and black pattern of reindeer and crosses. The child on the right is wearing a red and white plaid jacket. They are holding paintbrushes and looking at a piece of paper on the wall.

Understanding Learning Differences Across Schools2030 Contexts

- Introduction –
 - Background
 - Definitions
 - Research process
- Summary of findings
- Key challenges
- Report recommendations & further areas of research

INTRODUCTION



Schools2030 is a ten-year participatory learning improvement programme based in 1000 government schools and community learning centres across ten countries.





Our goal is to raise holistic learning outcomes and to equip young people with the knowledge, skills, attitudes and values they need to thrive and to contribute to their communities.

OUR FOOTPRINT





Using the principles of human-centred design and focusing on the key transition years of ages 5, 10 and 15 years old, Schools2030 supports teachers and students to design and implement education innovations.

Our mission

Oak Foundation commits its resources to address issues of global, social and environmental concern, particularly those that have a major impact on the lives of the disadvantaged.



Global



Social



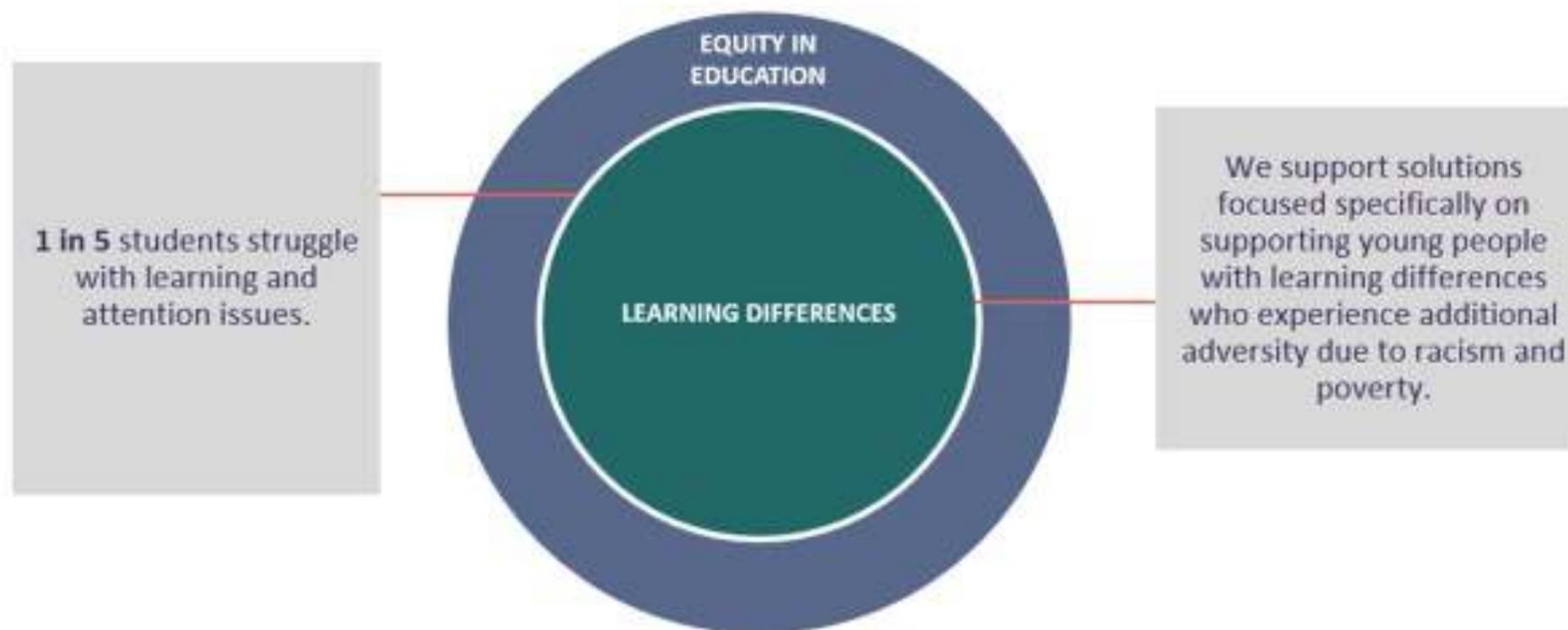
Environmental

Oak Foundation | “Learning Difference” Definition

Oak Foundation’s definition of learning differences focuses on students who have **specific learning disabilities** (e.g., **dyslexia, dyscalculia and dysgraphia**) as well as individuals who may have other related **neurological processing challenges** that can impact learning (such as **attention deficits, sensory processing disorders and executive function challenges**).

Oak Foundation | Learning Differences Programme

Our work to support students with learning differences is grounded in a commitment to educational equity.



Research process

The report is comprised of a literature review as well as analysis of qualitative data gathered through questionnaires, focus group discussions and key informant interviews with teachers, Schools2030 programme staff and learning assessment experts across the ten Schools2030 programme countries.

The report is organised into ten chapters, one for each of the Schools2030 programme countries. Each country chapter includes the following sections:

1. Introduction and overview of terminology and definitions commonly used in that context
2. Quantitative data on the number of students with learning differences in the country
3. Policy and legislation on inclusive education for students with learning differences
4. Teacher training provision in support of students with learning differences
5. Diagnostic approaches and tools available
6. Attitudes and awareness of learning differences
7. School-level provision for students with learning differences
8. Country-specific challenges and priorities





Terms & definitions in the report

'Inclusion is seen as a process of addressing and responding to the 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 the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.'

UNESCO, 2005

Learning differences are not understood in the same way across contexts.

Terms used across contexts include:

Learning differences, learning disabilities, learning difficulties, mental disabilities, intellectual disabilities

'Learning disabilities' was adopted as the main term of inquiry.

For the purpose of this report we understood this to refer to a range of cognitive, developmental and neurological impairments.

SUMMARY OF ~~FINDINGS~~

	Policies/plans/strategies promoting inclusive education have been developed	Policies/government documents make mention of the learning differences population ¹	General pre/in-service teacher training covers inclusive education	A diagnostic system is in place to diagnose learning disabilities	Reliable data on disability is available	Most commonly used terms to refer to students with disabilities
Brazil	✓	✓	—	—	—	Children with special needs
Portugal	✓	✓	✓	✓	✓	Children with additional learning support needs (though this is broader than students with disabilities)
Kenya	✓	✓	—	—	✓	Challenged/abled differently
Uganda	—	✓	✗	✗	—	Children with special needs Time takers
Tanzania	✓	✓	✗	—	—	Child/learner/pupil with disabilities

¹ Refers to either: children with special (educational) needs, learning disabilities, specific learning disabilities, general developmental disorders, individual learning differences, processing disorders, those facing learning barriers resulting from pupil/environment interaction

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Afghanistan	 *developed under the previous government					Child/girl/person with disability
Pakistan						Special children Handicapped children
Tajikistan						Invalid Children with limited opportunities
Kyrgyzstan						Children with SEND Children with disabilities
India						Children with Disabilities (CWD) Children with Special Needs (CWSN) Specially Enabled Children (SEC)

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SCHOOLS 2030 INDIA

Learning Differences in
India



- ❑ UNESCO estimate that approximately 10 to 12% of the student population in India has a learning disability (= four to six students in every average sized classroom)
- ❑ Rights protected in Right of Children to Free and Compulsory Education (RTE) Act 2009, and Rights of Persons with Disabilities (RPWD) Act 2016
- ❑ Since 2014, all general teacher education programmes have included a course on inclusive education, though information on learning disabilities is limited and reserved for elective options
- ❑ 2015 saw the first dyslexia assessment tool contextualised to India, the Dyslexia Assessment for Languages of India (DALI), which is available in multiple regional languages. Though effectiveness relies on teachers.
- ❑ Some special schools (private) specialise in learning disabilities

Key challenges

- Most learning disabilities are undiagnosed
- Whilst some tools exist for teacher to use in the class to identify students with LD, these are not implemented effectively

'In country we have different kinds of tools for multiple kind of disabilities at different levels- for that we are prepared. Teachers' capacity to use those tools is where we are struggling.' AKF India staff member

- Current teacher education does not prepare teachers to support learning disabilities, or to act to understand low learning levels

'The last ASER survey conducted in 2018 showed that only 35% children were able to read a text to the class. If around 60% of children are not able to read - is this because of a lack of ability to read or because of a disability? We are not interrogating this.' AKF India staff member

- Policy – practice gap

'The current curriculum framework and in terms of what we are saying on inclusion is very good. The challenge is how to implement that.' AKF India staff member





SCHOOLS

2030

UGANDA

Learning Differences in
Uganda



- ❑ Government plans make direct mention of learning disabilities and there are many NGOs working to support those with disabilities in the country
- ❑ A Department for Special Needs and Inclusive Education (SN&IE) exists however the Special Needs and Inclusive Education Policy remains in draft
- ❑ 'Slow learners', 'children with special needs', 'time takers' are commonly used terms
- ❑ The World Bank estimate that 2.3% of primary age children don't attend school because of a disability
- ❑ A lack of awareness on learning disability amongst parents is preventing some learners accessing school in the first place
- ❑ Teacher education on inclusion and LD is limited for non-specialist teachers
- ❑ More focus is given to primary school level – some primary schools have SNE units

Key challenges - Uganda

- Insufficient funding & weak policy framework
- Intersecting socio-economic factors

'Let's also speak about disadvantaged as a term – I'd rather use 'disadvantaged' than special needs.' Secondary school teacher, Kampala

- Stigmatising attitudes

'Learners with learning differences are called daft, stupid, slow. There is a lack of awareness.' AKF Uganda staff member

- Insufficient teacher training opportunities

'We need specialised teacher training for dealing with SNE, but teachers are not prepared. It is down to the teacher's own innovation in dealing with special needs.' Secondary school teacher, Kampala





Learning Differences in
Tajikistan



- ❑ The country has inherited the legacy of the 'defectology' approach which views disability as a medical defect
- ❑ 'Invalid', 'children with limited opportunities', 'slow learners' commonly used terms
- ❑ Inclusive education increasingly becoming a leading priority – ongoing discussions between government and development partners
- ❑ The National Development Strategy up to 2030 considers inclusive education as a key indicator for the quality development of the education system
- ❑ Data is limited on the number of children with disabilities
- ❑ UNICEF have supported the roll out of in-service teacher training on inclusive education, though this is not yet nationwide
- ❑ Nine diagnosis facilities exist though access to an assessment for learning disability is difficult

Key challenges & priorities - Tajikistan

- Defining the concept for the context and shifting to a social model of disability

'Here a lot of conversations are going on around the language used around special needs and how to translate these terms into the Tajik language.' AKF Tajikistan staff member

- Ensuring training opportunities for all in-service and pre-service teachers

'As there is no special education and trained teachers for them we regular teachers have challenges in working with disabled children. For example, if I pay too much attention to them other kids will be left behind as I need to explain things to them several times.' ECD teacher, Sughd

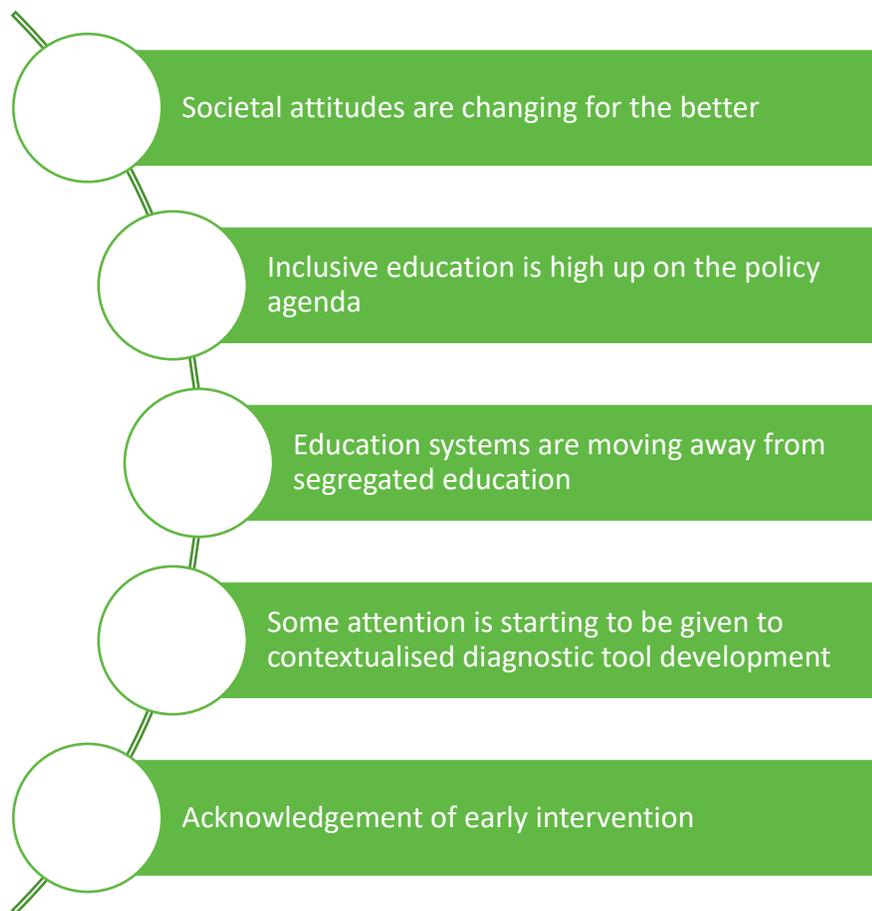
- Stigmatising beliefs & limited awareness

'Not all accept them and treat them equally. Even some children do not receive proper love from their parents. Some secondary teachers refuse to work with them in their classes and also not all the community members treat them equally.' Primary school teacher, Sughd



PROGRESS & CHALLENGE AREAS

Progress



Challenges



RECOMMENDATIONS





1

Strengthen teacher training provision

Teacher professional education models should incorporate content on inclusive education in compulsory pre- and in-service teacher training, and should be oriented towards practice in the classroom.

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.

3

Invest in human resource, infrastructure and equipment for schools

Attention should be given to address teacher shortages, and investment directed at creating accessible learning environments.

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 and a commitment to acting on 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.

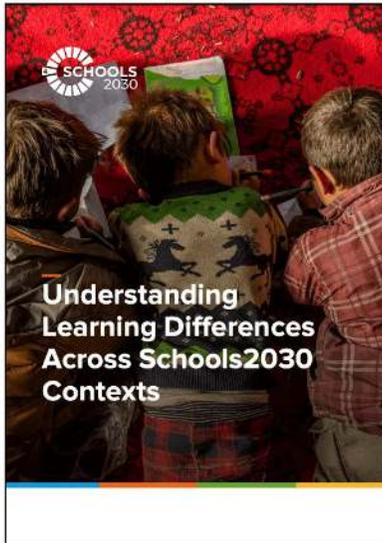


How Might We Mainstream the Findings and Recommendations on Learning Differences Across the Schools2030 Programme?

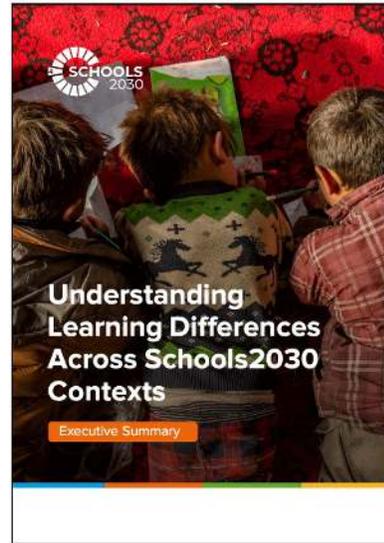
Areas to we explore further:

- Assessment tools
- Human-Centred Design tools and training for teachers
- Research & advocacy

Report: Understanding Learning Differences Across Schools2030 Contexts



FULL REPORT
Understanding Learning Differences across Schools2030 Contexts



EXECUTIVE SUMMARY
Understanding Learning Differences across Schools2030 Contexts



DISCUSSION
Understanding Learning Differences across Schools2030 Contexts



RECOMMENDATIONS
Understanding Learning Differences across Schools2030 Contexts

 **GET UPDATES**

courent les aliments
déchirent les aliments
mâchent, boient
mâchent, boient
le maximum - l'avitaminose.
l'entrée et la sortie
l'entrée l'air.
la sortie des os
yeux
B.

bouche
estomac
pancréas
gros intestin
intestin grêle
lobes

Lundi, 22 août 2016

2616
+ 1

24) le cerveau - la moelle épinière et les nerfs
25) le cœur - le réseau sanguin (artères et les capillaires).
26) l'oxygène - l'air entré
le gaz carbonique (l'air sortit)
27) les globules blancs ou leucocytes, les globules rouges ou hématies, les plasma et les sanguines.

THANK YOU

