Schools 2030: Inclusive education toolkit

'Addressing education equity and inclusion through the Schools2030 programme model: what does the evidence tell us?'
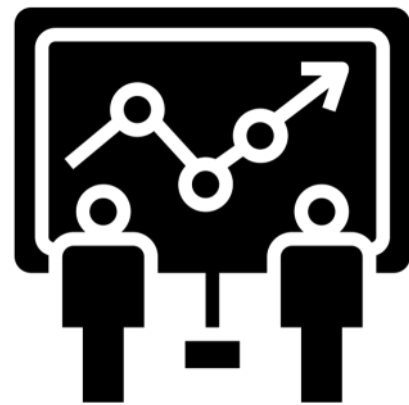
With support and expertise from:

Project Overview

The research aims to build more inclusive practices to support the diversity of learners in Ugandan primary school classrooms.

| Teacher-learner relationships | Inclusive classroom pedagogy | Holistic learning approaches | Inclusive assessment |

Project Overview

The primary purpose is to create a toolkit that contains activities, resources, strategies, and guidance to help teachers address the needs of all learners, including learners with special needs or disabilities.
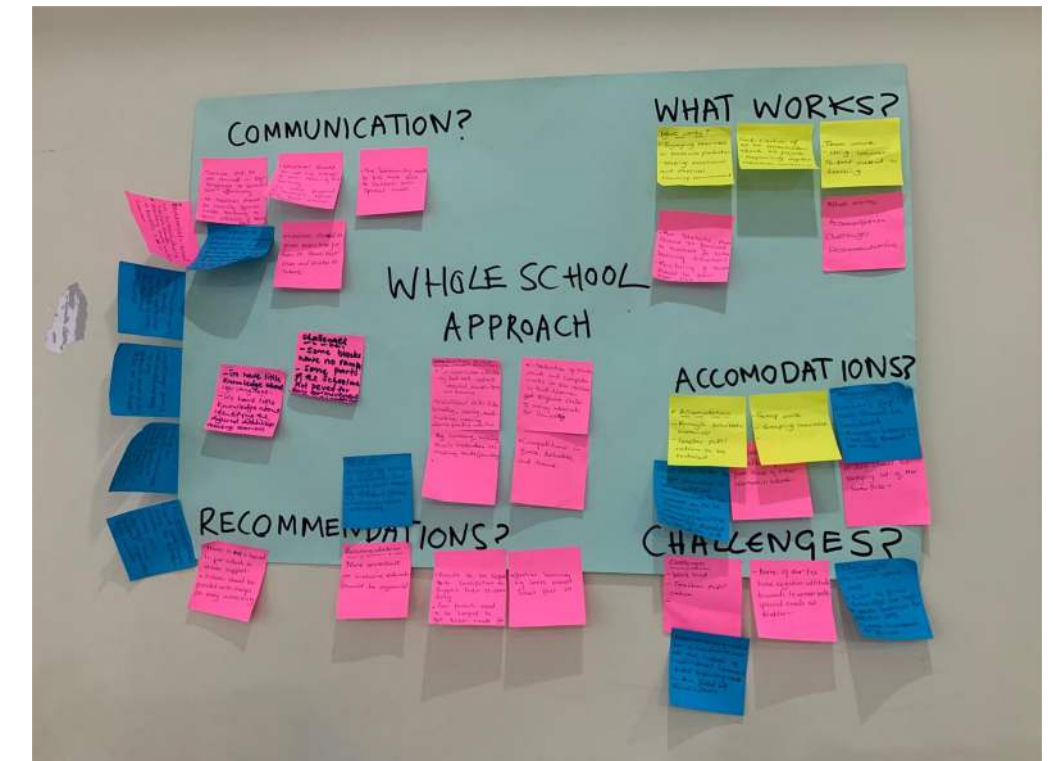

Schools 2030: Toolkit for teachers

Holistic learning for students with additional needs in Ugandan primary schools
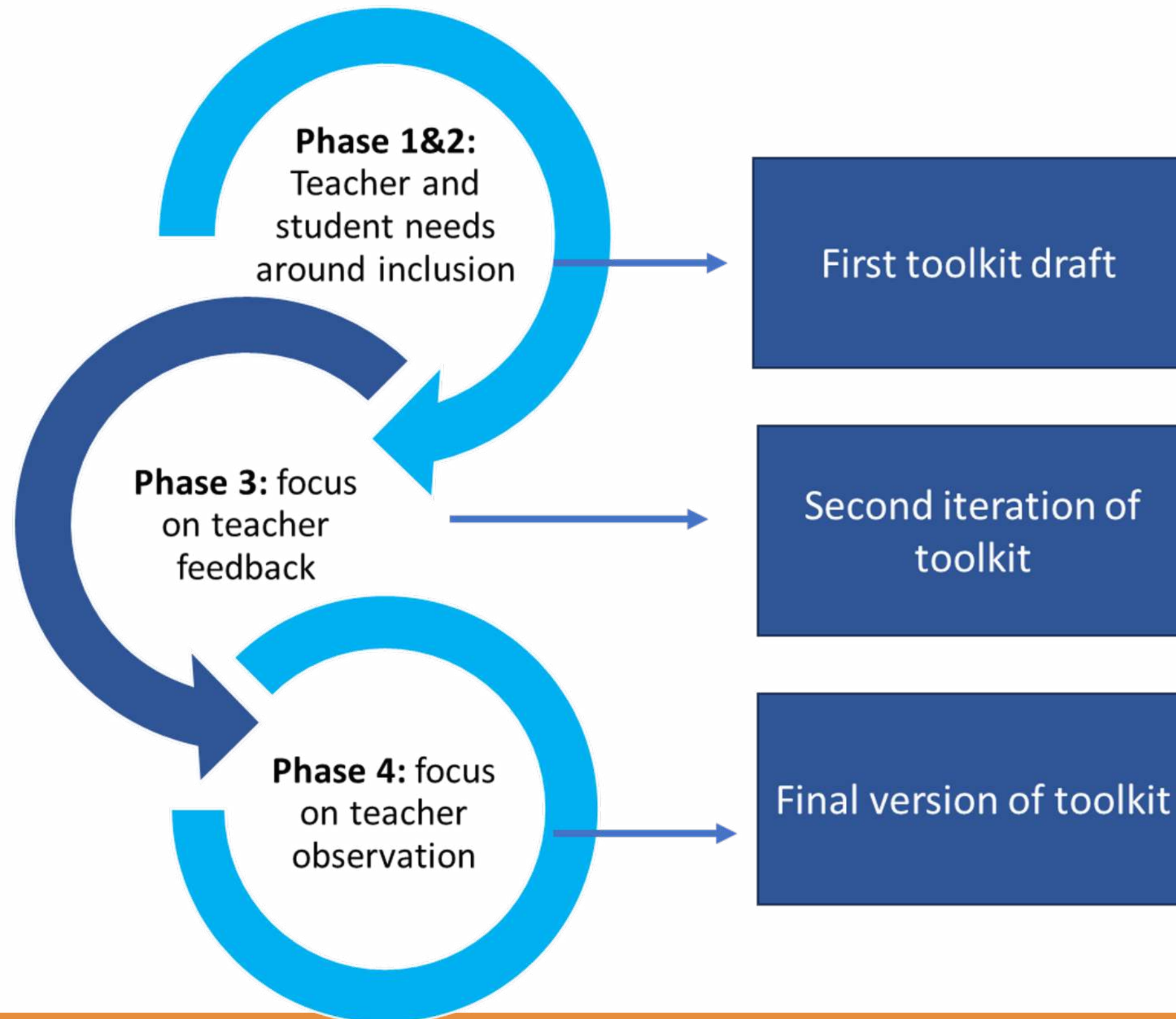
Our research methods & approach

- Iterative approach
- Relationship and engagement with school leaders
- Co-creation and collaboration
- Alignment with other ministry guidance
- Sustainability

How can we make this as USEFUL as possible?

Our research methods

Phase 1&2: Teacher and student needs around inclusion → First toolkit draft

Phase 3: focus on teacher feedback → Second iteration of toolkit

Phase 4: focus on teacher observation → Final version of toolkit

If Others Can, I Can

Phase 1 & 2: Teacher and learner needs assessment

Phase 1:

1. There is a particular lack of support for learners with hearing impairments
2. Assessment processes can reinforce stigma.
3. The environment created by teachers and examiners is very important.

Phase 2:

1. General inclusion and disability understanding
2. Practical and contextual guidance
3. Identifying learning needs rather than just labels
4. Misconceptions around disabilities
5. Holistic domains
6. Collaboration and cohesion of approach with other organisations is needed

Engaging

Contextual

Inclusion

Real

Practical

Interactive

Schools 2030: Toolkit for teachers

Holistic learning for students with additional needs in Ugandan primary schools

Acknowledgement

Case studies

Jargon or complicated concepts

Activities

Empowering

Reflection

Honest

Content

- The toolkit has **eight modules**.
- While they link together, teachers are encouraged to move between the modules in a flexible way.
- The whole school approach was co-created with teachers and headteachers

Module One	Introduction to holistic learning for students with additional needs
Module Two	Teacher- student relationships
Module Three	Creating an inclusive classroom
Module Four	Identifying and supporting individual student needs
Module Five	Holistic learning
Module Six	Engaging families and communities
Module Seven	Safeguarding
Module Eight	Whole school approach

Phase 3 & 4: Iterating the toolkit through teacher feedback and practical observations

Phase 3:

Teachers loved....	Teachers wanted to change....	Areas to add...
• The length of the toolkit • The colours and layout • The clear content, including the top tips and case studies • The useful tools and games • The five holistic domains	• The font and picture size • Change of terminology (for example, 'student' or 'child' to 'learner') • A longer space for self-reflection	• More examples • More case studies • More pictures • A module only on assessment and exams

Phase 4:

- Classroom environment (questioning, names, praise)
- Lesson planning
- Knowing the students, and providing extra support during the lessons.
- Biggest challenges: differentiating materials and tasks; purposeful group work; catering for learners who are deaf or hard of hearing.

Challenges we have faced… and attempted to overcome

- Scope of content
- Level of detail
- Alignment with realities in schools - e.g. safeguarding
- Alignment with school systems and protocols
- Alignment with pre-existing tools
- Sustainability - integration with TPD
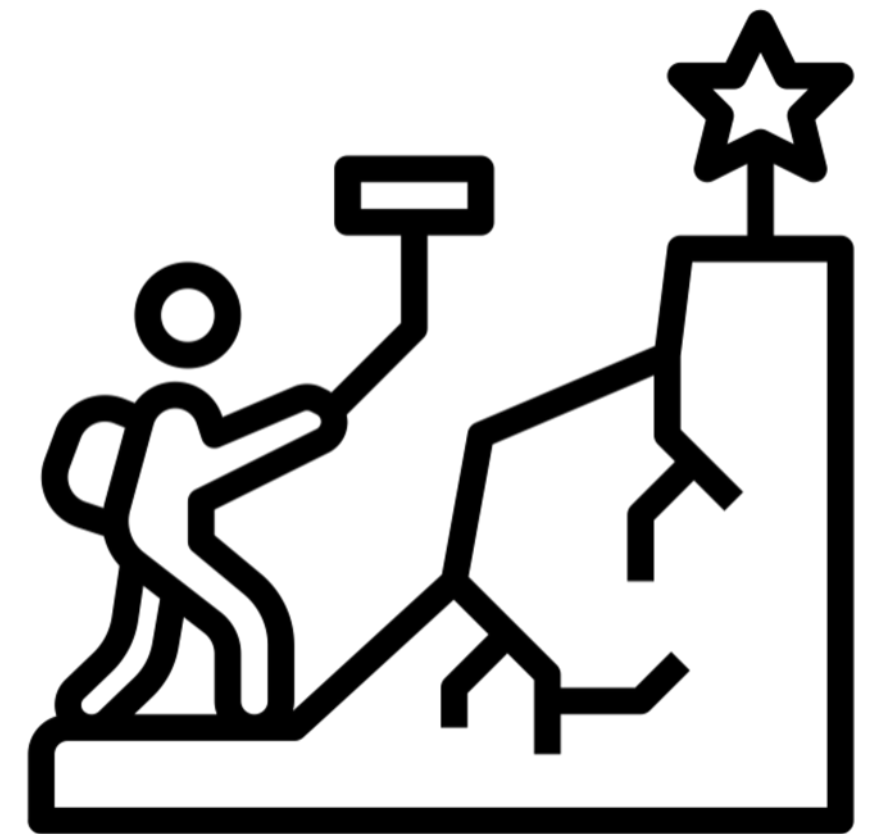
Next steps

- **Final iteration of the toolkit** from recent teacher workshop, interviews and observations.
- **Scale and use** to Schools2030 schools in Uganda. Integrating with current TPD programmes. Champion teachers.
- **Collaboration** with ministry, key organisations.
- **Examples of inclusive pedagogy via videos**
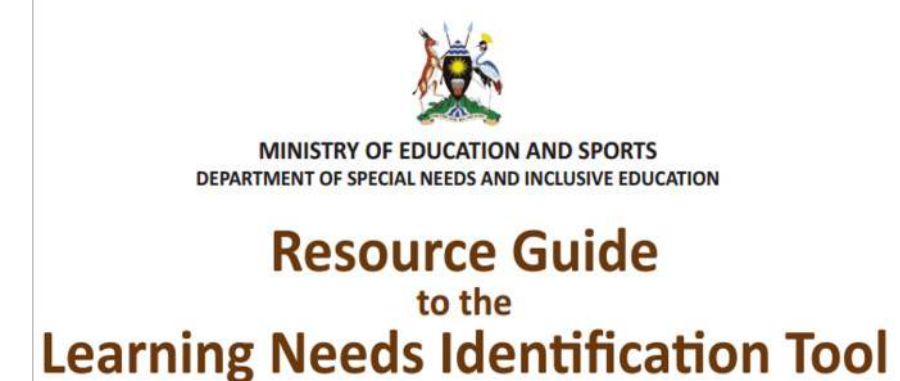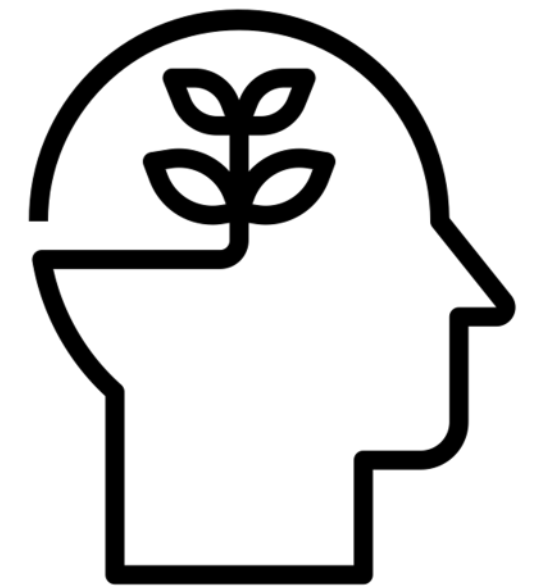
Key learnings

Iterate, iterate

Positive change is a process

Co-creation with teachers AND headteachers

Practice what you preach: be inclusive from the outset

Strong preference for tools that are short and easy to use

Align resources with other organisations, local systems and classroom realities

Prompt questions….

1.Apart from teachers and headteachers, which other groups of **stakeholders** do you think should be involved to help improve inclusive education?

2. What **specific roles** do these stakeholders play in improving inclusive education?

3. How do you think these stakeholders could better **collaborate** to work towards this shared goal? And where could **evidence and data** around inclusion fit into this?

Thank you