



SCHOOLS

2030

UGANDA

Exploring the intersection of holistic curricula, learner-centred pedagogies and teacher development in Uganda

BAICE Conference
5th September 2024

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.

We achieve this goal through a focus on **teacher agency**:

Recognising and amplifying teachers as leaders, innovators and active agents in education reform.





Using the principles of **human-centred design**, Schools2030 supports teachers and students to design, test and implement education innovations that are learner-centred, relevant and engaging.

Our Three-Step process for supporting school-driven innovations for Holistic Learning



STEP ONE: **ASSESS**

Schools2030 supports teachers to measure the holistic learning levels of their students, and the quality of their classroom environments, with simple contextualised assessment tools.



STEP TWO: **INNOVATE**

Schools2030 supports teachers to design, test and implement new pedagogical practices and innovations to improve holistic learning outcomes and quality learning environments.



STEP THREE: **SHOWCASE**

Schools2030 supports teachers to showcase their best practices and innovations at community, national and global forums to inspire systems-level educational change.

Exploring the intersection of holistic curricula, learner-centred pedagogies and teacher development in Uganda

Richard Lacere, Schools2030 Uganda

Hannah Walker, Open Development & Education

Veronica Stapleton, Sightsavers

Discussant: Professor Jo Westbrook, University of Sussex

Schools2030 Uganda Context

Schools2030 is implemented in two main geographies in Uganda; **Kampala** and **Arua**.

Arua borders South Sudan and Democratic Republic of Congo, and is host to thousands of refugees from the two neighbouring countries.

Schools2030 works with **100 schools** (30 ECD, 30 Primary, 30 secondary and 10 CSOs) in Uganda.

We work closely with the MoES, Teacher Training Institutions, the Education Standards Agency, Schools2030 Research Partners and stakeholders in the Education Working Group.



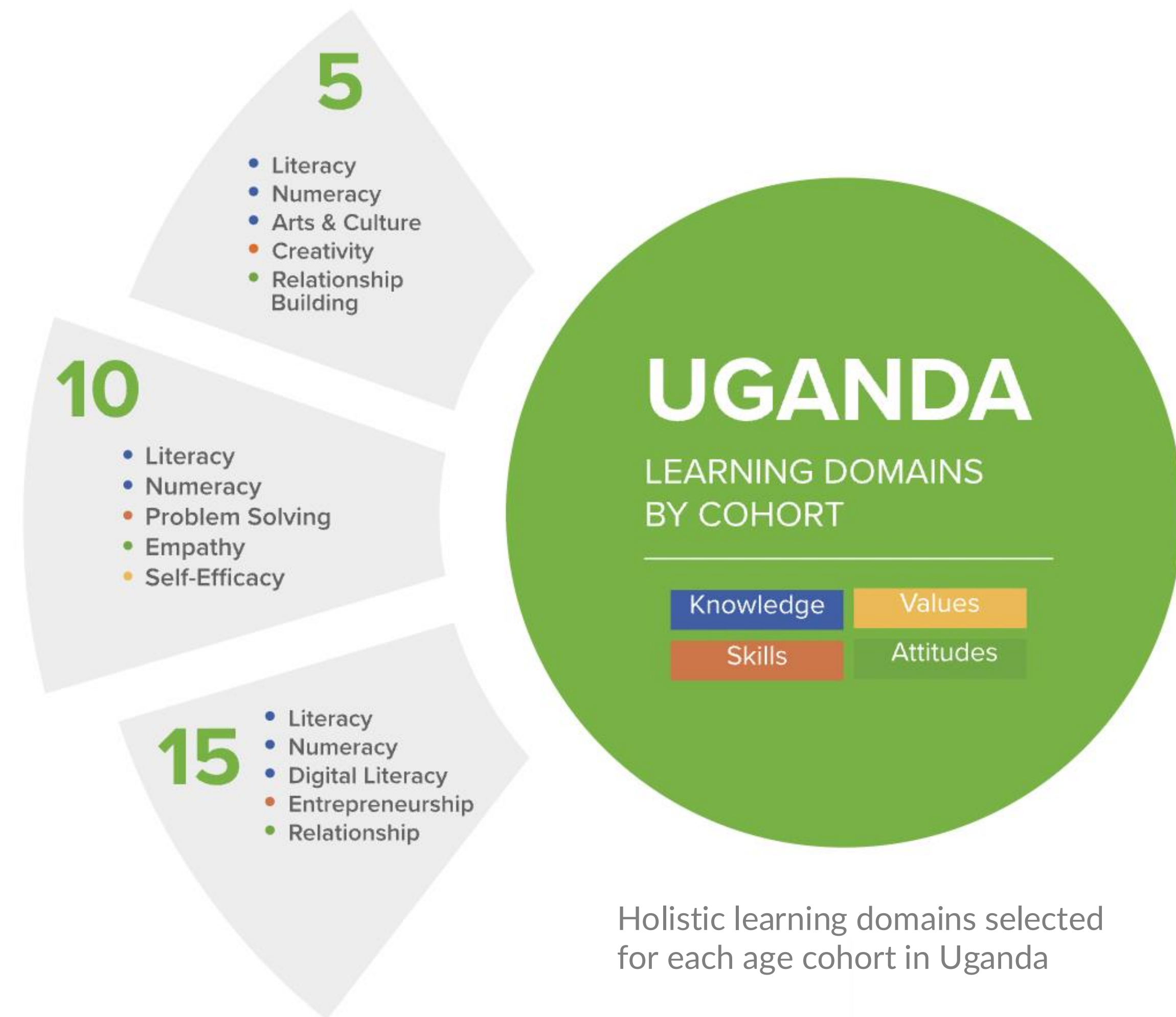
Human-Centered Design (HCD) Approach and Teacher Agency

Schools2030 uses **HCD** as an approach for teacher professional development as part of the three-step model: **Assess, Innovate, Showcase**.

Demand-driven model

Teachers can join the programme by responding to an open call. Teachers who express interest in taking up a design challenge are then selected based on their commitment to improving pedagogies to advance holistic skills.

Data gathered through Schools2030's globally validated contextualised **holistic learning assessment tools** informs the innovation design challenge, indicating where there are gaps in academic and non-academic learning domains.



Teachers go through a **design sprint** which involves them developing innovation prototypes. They then start to test and iterate their ideas and gather evidence on their **desirability, feasibility, and cost-effectiveness.**

Micro-innovations are developed at the learning sites, where they are tested by the users (teachers and learners) ensuring they are context-relevant and sustainable.

Over 50 innovations have been developed and are being incubated in different learning sites.



The Brain Race Game innovation

Data gathered at the beginning of the HCD cycle at Kiswa Primary School in Kampala, indicated that only **52% of learners could read with comprehension**, while only **34% could read at a paragraph level**.

So, teacher Justine Nansubuga worked with others to develop the **Brain Race Game** to bolster reading skills and cultivate a love for reading in her class.

Inspired by the game Ludo, it involves different boards that correspond to various reading proficiency levels, including **letter sounds, syllables, blends, words, phrases, short sentences and texts**. Using a dice to advance, the teacher guides the children through reading exercises based on their position on the board. If they read correctly, they are allowed to progress.

The game encourages **peer support**, with learners assisting each other to improve their **reading skills**, fostering a collaborative, supportive and fun learning environment.



Impact of the Innovations on Pedagogy and Teacher Agency

- Teacher innovators are inspiring other teachers to become innovators and many are being encouraged to develop different ways of teaching.
- We have teachers whose regular classroom practices have fully integrated their HCD innovations.
- Additionally, other schools have adopted and adapted HCD innovations following Showcase events, fulfilling our ambition to catalyse school-driven innovation.



Impact of the Innovations on Pedagogy and Teacher Agency

- There is a concerted passion to improve the school's natural environment by involving teachers and learners, arising from the Climate Change design challenge e.g Micro-forests have been established in schools.
- The innovation process has encouraged the creation of teaching and learning materials using locally recycled materials.
- Teachers have become more sensitive and passionate on issues of assessment for learning, which aligns well to the Competency-Based Curriculum in Uganda.



couper les aliments
déchirent aliment
mâchent, boient
mâchent, boient

le maximum - l'avitaminose.

l'entrée et la sortie
l'entrée l'air.
la sortie de l'air

bouche
estomac
pancreas
gros intestin
intestin grêle
foie

Lundi, 22 août 2016

$$\begin{array}{r} 2616 \\ + 1 \\ \hline \end{array}$$

24/ le cerveau - la moelle épinière et les nerfs
22/ le cœur - vaisseaux sanguins (artères et veines)
les capillaires.

23/ l'oxygène - l'air entré
le gaz carbonique (l'air sort)

24/ les globules blancs ou leucocytes, les globules rouges ou hématies, le plasma et les cellules sanguines.

THANK YOU



Schools 2030: Inclusive education toolkit

Exploring the intersection of holistic curricula, learner-centred pedagogies and teacher development in Uganda



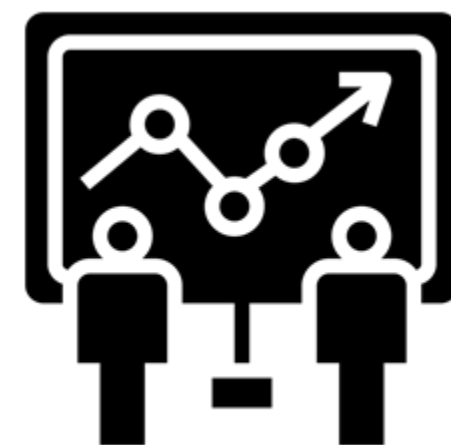
Project overview and focus

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

Teacher-learner
relationships



Inclusive
pedagogies



Holistic learning
approaches



Inclusive
assessment



Project approach

Phase 1: Data collection from disability-sensitive assessment tools and teacher training needs



Phase 2 & 3: Development of a draft toolkit which was further co-created with teachers and headteachers



Phase 4: Teacher and headteacher observations and interviews



Schools 2030: Toolkit for teachers

Holistic learning for students with additional needs in Ugandan primary schools



Methodologies and priorities

Inclusive approaches to research

Co-creation and collaboration

Researcher modelling

Classroom realities and flexibility

Teacher classroom reflective interviews

Alignment with local and national environments





Key findings and learnings

Inclusive pedagogy is possible in large classrooms sizes

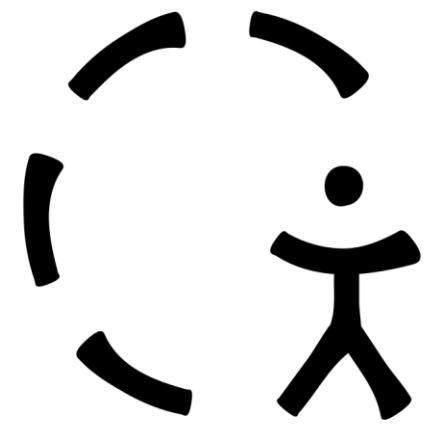
Differentiation of tasks is the area teachers found most challenging

Community and parental stigmas around disabilities is a significant challenge for learner self-efficacy

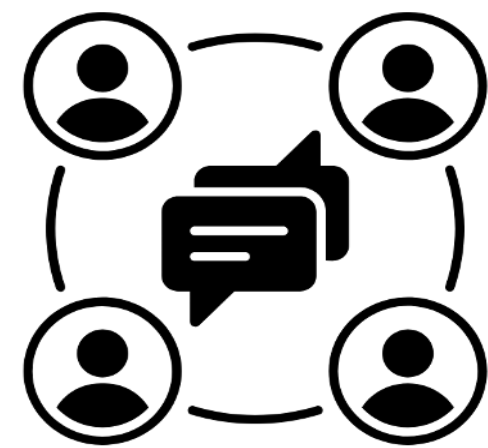
Understanding of inclusive assessment needs greater work at school and national levels

Strong teacher-learner relationships build a solid foundation for greater inclusion of all learners

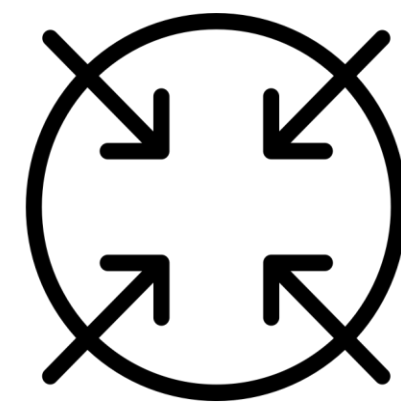
Next steps



Accessible formats



Communication and
handover



Integration with HCD materials

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THANK YOU



Developing a package for Continuing Professional Development in Inclusive Education

Supporting children with disabilities

Over 240 million children with disabilities around the world (UNICEF)

Children with disabilities 47% more likely to be out of primary school than their peers

Global pandemic, reduced funding, global learning crisis, climate impact, inadequate teacher training curriculum

Uganda - 2.5 million children have a disability that hinders access to education (World Bank)

Sightsavers' Education Strategy

Goals and objectives

**Sightsavers will contribute to Sustainable Development Goal 4:
“Inclusive and equitable quality education and... lifelong learning opportunities for all”.**

In order to contribute to SDG 4, we will seek to ensure “Children with disabilities, girls and boys, have equal opportunities to participate in good quality mainstream education through strengthened systems, resulting in improved learning outcomes and broader social inclusion”.

Goal 1: Increased capacity of schools and communities to provide inclusive education for children with disabilities

Objective

Goal 2: Increased capacity of ministries of education and other agencies to support schools and communities to deliver disability-inclusive education

Goal 3: Strengthened policy frameworks, education sector plans, and donor commitments promote disability-inclusive education

A systems approach to disability inclusive education

1 Institutional level
The regulatory frameworks (laws, policies, plans, guidelines, budgets and so on) that govern education systems.



2 Organisational level
The various agencies and institutions, spanning the government and non-government sectors, that are responsible for providing schools and other centres of learning with the necessary support.

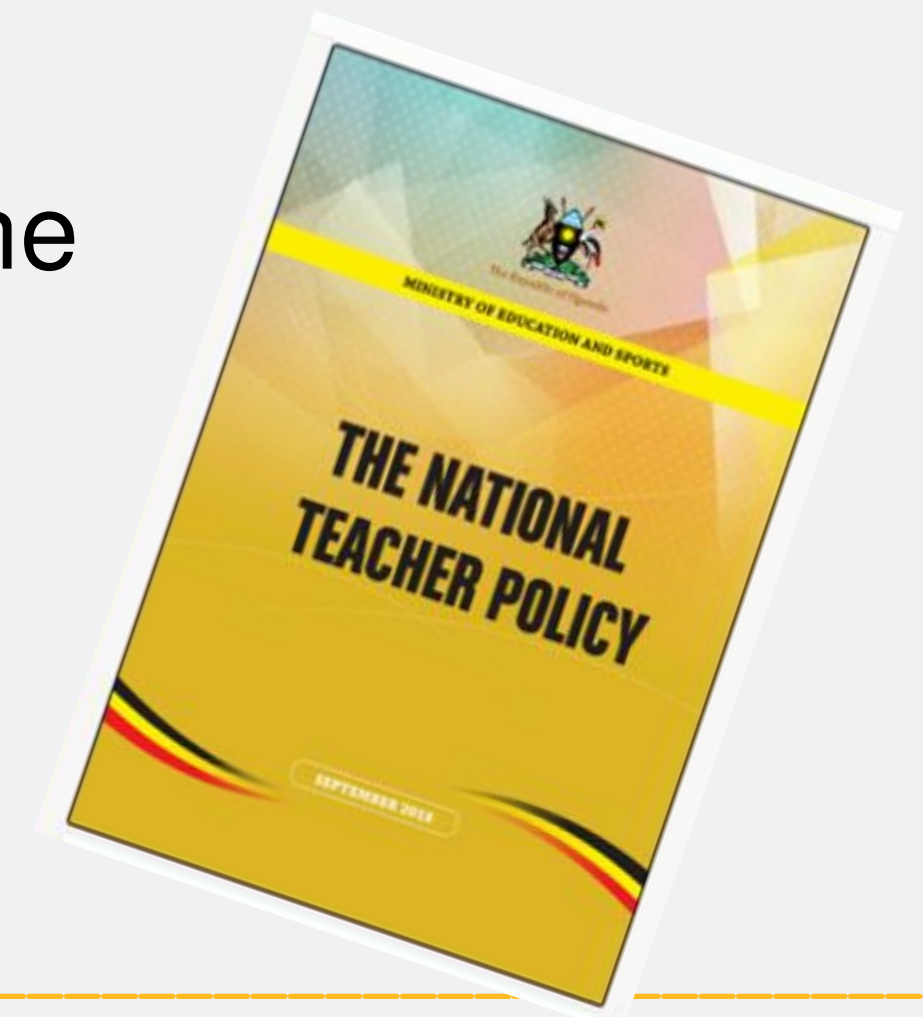


3 School and community level
The direct providers and facilitators of educational services for children with disabilities.



A complementary approach - developing a Continuous Professional Development Package for Inclusive Education in Uganda

- Building on existing work with the Ministry of Education and Sports, Kyambogo University and Sussex University in developing a certificate in Inclusive Education (IE)
- Evidence showed that in-service teacher capacity building is a priority
- In line with developments in Uganda e.g. The National Teacher Policy (2018)
- Political will - Department of Special Needs Education championing the agenda to 'Leave No One Behind'



The package



- Aligned with national developments and international good practice
- Written by representatives from national government with input from NGOs across Uganda
- Piloted in two districts and amended following review of findings
- Delivery through existing structure – Uganda National Institute for Teacher Education (UNITE) and Primary Teaching Colleges
- Institutionalised by national government through validation process
- Ownership by national government

Conclusion

- Importance of engagement with existing systems
- Interventions based on secure evidence
- Priority - sustainability



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THANK YOU



Take a look at our resources:



Schools2030 Annual Report



Holistic learning for SEND learners in Ugandan primary schools, Research Dissemination Brief (Open Development & Education)



Teacher Toolkit: Holistic learning for learners with additional needs in Ugandan primary schools (Open Development & Education)