

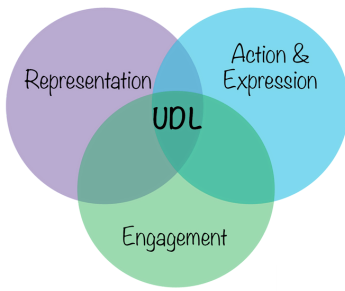


How to Make Your Classroom Inclusive Using UDL

A simple guide from Nepal's inclusive education experience



What is UDL?



Universal Design for Learning (UDL) is a way of teaching that helps all students learn, whether or not they have disabilities. It gives children different ways to:

- ✓ Get information (such as pictures, videos, or games)
- ✓ Show what they know (such as talking, drawing, or building)
- ✓ Stay interested (with fun, real-life, and flexible lessons)

With UDL, every child can learn, grow, and be part of the classroom.



This guide proposes 7 steps to help teachers make classrooms more inclusive. This guide is intended for teachers, school leaders, policymakers and development partners. It aims to help them understand how UDL has been successfully applied in Nepal and encourages them to adopt or support similar inclusive education practices in their own contexts. It shares what we learned from implementing UDL in 145 schools across Bharatpur and Kalika municipalities of Chitwan district.

Step 1: Train Teachers in UDL Basics



What to do:

Give teachers training on UDL basics, which includes how to use flexible teaching strategies that work for all students, including those with disabilities.

Know Your Learners and Plan.

Identify children with diverse learning needs (disabilities, learning difficulties, and other specific needs) and provide an enabling environment



Why it helps:

Teachers gain confidence and skills to teach in different ways. It shifts from “one-size-fits-all” to “every child matters.”



What we Achieved:

- Trained 688 teachers using a Training of Teachers (ToT) model
- 99.1% said they now understand UDL
- Teachers liked hands-on strategies, interactive methods, and diverse methods

“After the training, I use innovative methods to make children engaged and interested in teaching learning activity. New ideas such as movement break to make classroom engaging is done though games or change seating, group activities and audio visual aids are being used. Students are more involved, and I enjoy teaching more!”

Teacher, Ratriya Basic school, Lebarnagar, Bharatpur

Step 2: Use different ways to teach (Multiple ways of representation) in classroom



What to do:

Share lessons using pictures, videos, stories, objects, and games. Let students see, hear, feel, and explore.



Why it helps:

Every child has a different way of learning. This ensures no one is left behind.



What we Did:

- Provided smart TVs, projectors, and Multi-sensory materials (visual, auditory, tactile)
- Ran workshops to help teachers make inclusive teaching learning materials



What we Achieved:

- 72% of teachers used UDL principles of multimodal strategies that combine auditory, visual, kinesthetic, collaborative, and experiential methods
- Visual-audio tools were used to engage children
- Learning became more engaging and accessible to children with disabilities.

Step 3: Let students show what they know in different ways (Multiple means of action and expression)



What to do:

Let students speak, draw, build, or perform to express learning. Don't rely on written tests alone.



Why it helps:

It gives every child a fair chance to succeed, using their strengths.



What we Did:

- Encouraged teachers to use group projects, oral tests, and advocacy on establishing flexible assessment system
- Supported home-based and remedial teaching



What we Achieved:

- 70% of teachers used project work, presentations, and group work
- 62% used physical activities
- Students became more confident and creative

Step 4: Make lessons fun, flexible, and real (Multiple means of engagement)



What to do:

Connect lessons to daily life. Use activities and local stories. Let students move, explore, and ask questions.



Why it helps:

It keeps students motivated and helps them see why learning matters.



What we Did:

- Trained teachers to use real-life examples
- Promoted technology use and active learning
- Provided support to teachers for making inclusive lesson plan



What we Achieved:

- 96% of teachers praised student efforts
- 91% used real-world connections
- Activity-based learning rose to 85%

Step 5: Improve school facilities and tools



What to do:

Make schools accessible. Use simple tools like tactile paths, ramps, visual schedules, and inclusive classrooms.



Why it helps:

Children with disabilities feel welcome and can participate fully.



What we Did:

- Installed accessible toilets, ramps, tactile walkways
- Set up digital libraries and e-learning spaces
- Creating a Supportive Learning - Environment-classroom layout



What we Achieved:

- 77% of classrooms improved layout
- 53% used assistive technology
- 80% of teachers reported better support for students with disabilities

Step 6: Involve families and communities



What to do:

Talk with parents. Visit homes. Create support groups. Show families how they can help at home.



Why it helps:

Families play a big role in children's learning and confidence.



What we Did:

- Ran community sessions and support groups
- Offered home-based teaching for children with complex disabilities
- Parental skills training
- Parents group formation and regular meetings



What we Achieved:

- More children integrated/re-enrolled into the school
- However 63% of teachers said parents still need more awareness and involvement

Step 7: Plan using data and individual needs



What to do:

Collect data using Washington Group of Questions-Child Functioning Module tools. Create Individualized Education Plans (IEPs). Use feedback systems to improve.



Why it helps:

We can support each child better when we understand their needs.



What we Did:

- Screened children for disabilities and learning needs
- Developed IEPs and set up Complaint Response Mechanisms in schools



What we Achieved:

- 91% of teachers improved lesson planning using UDL
- Increased participation and reduced discrimination of children with disabilities in school clubs and sports increased
- Flexible assessments and ICT improved learning outcomes
- Children gained confidence and were respected more by peers

Challenges we still face



- 59% reported poor school facilities and limited teaching learning materials
- 50% said UDL is not yet in formal policy
- 63% of teachers said parents were not involved enough

What you can do next



Final word

UDL has shown that change is possible. Classrooms in Chitwan are becoming more inclusive, with continued support, every child can learn, grow, and succeed—together.

Inclusive Futures is UK aid's flagship disability inclusion programme. It brings together a consortium of development and humanitarian organisations, disability inclusion specialists, and experts working in media, research, and academia, in partnership with organisations of persons with disabilities (OPDs) to innovate and scale approaches to disability inclusion in global development and humanitarian responses.

If you're a local government:

- Support UDL implementation in schools and ensure compliance with the minimum enabling conditions for inclusive education/accessible school facilities, as outlined in the checklist developed by CEHRD (Center for Education and Human Resource Development)
- Data monitoring and resources/budget allocation for teacher training and UDL based learning materials

If you're a teacher or school leader:

- Apply UDL in daily practice - Create an inclusive classroom environment
- Use group work, visuals, and flexible assessments
- Work closely with families
- Apply UDL in daily practice
- Create an inclusive classroom environment

If you're a policy maker:

- Integrate UDL into education policy and curriculum
- Ensure minimum enabling conditions for inclusive education
- Allocate budgets for inclusive system

If you're a development partner:

- Support community-based UDL models
- Invest in inclusive materials and training
- Advocate for national scale-up

[Click Here to Find out more](#)