Inclusive Learning Approach

Inclusive Teaching Component

Process Coordinator and Lead Pedagogue Guidance

The Norwegian Association of Disabled
Enabling Education Network

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NAD – The Norwegian Association of Disabled

Inclusive Learning Approach

EENET
Enabling Education Network

Contents

Acronyms

ADRA	Adventist Development and Relief Agency
COVID-19	Coronavirus-19
CPD	continuing professional development
DEO	district education office
EENET	Enabling Education Network
IECo	Inclusive Education Coordinator
IEP	individualised education plan
ILA	Inclusive Learning Approach
INSET	in-service training
ITC	Inclusive Teaching Component
MEAL	monitoring, evaluation, accountability and learning
NAD	Norwegian Association of Disabled
NGO	non-government organisation
Norad	Norwegian Agency for Development Cooperation
NUDIPU	National Union of Disabled Persons of Uganda
OOSL	out-of-school learners
OPD	organisation of persons with disabilities
PT	Principal Trainer
SC	Save the Children
SEO	senior education officers
SIT	school inclusion team
TOFI	Together for Inclusion
ToT	training-of-trainers
TTI	teacher training institution

Legend

Highlights a connection with the **Inclusive Advocacy Component**

Tasks or activities that could link to the role of the **Lead Pedagogue**

Tasks or activities that could link to the role of the **Process Coordinator**

Tips and suggestions to remember when implementing the Inclusive Teaching Component

Frequently asked questions

Background

Starting in 2016, Norwegian Association of Disabled (NAD) and its partners in Zanzibar[1] and Zambia[2] worked with Enabling Education Network (EENET) to develop and test an approach to teacher training on inclusive education for use in low- and middle-income contexts.[3] The approach incorporates sustainability and scalability from the beginning and supports stakeholder skill development and ownership. This modulated training process demonstrates the importance of multi-stakeholder engagement and community action in education. It offers a way for stakeholders to test and learn from a new approach at the school level while laying the foundations for longer-term change in the education system.

Since 2019, the approach has been further developed and introduced in Uganda,[4] Somalia,[5] Mozambique[6] and Ethiopia[7,8] as part of the Together for Inclusion[9] (TOFI) consortium, funded by the Norwegian Agency for Development Cooperation (Norad). In line with the United Nations Convention on the Rights of Persons with Disabilities, the development of the approach within TOFI has been led by national and international organisations of persons with disabilities (OPDs). This had added to the approach's further evolution.

This inclusive teacher training approach is now known as the **Inclusive Teaching Component**[10] and is part of the **Inclusive Learning Approach** (ILA). The ILA also features an **Inclusive Advocacy Component** that supports OPDs to develop their inclusive education advocacy capacity.

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[1] Ministry of Education and Vocational Training (MoEVT), State University of Zanzibar (SUZA), Zanzibar Association of Persons with Developmental Disabilities (ZAPDD) and Madrassa Education Programme - Zanzibar (MECP-Z)

[2] Norwegian Association of Disabled – Zambia (NAD Zambia)

[3] EENET had been developing, testing, and evolving the approach with various other partners since about 2010. For more information see Annex IV and the briefing paper: 'Innovation in Inclusive Education Teacher Training. Sharing our Experiences' (2019) www.eenet.org.uk/other-documents/briefing-paper/

[4] National Union of Disabled Persons of Uganda (NUDIPU)

[5] Adventist Development and Relief Agency (ADRA) and Save the Children

[6] The Association of the Blind and Partially Sighted of Mozambique (ACAMO), Forum of Disabled People Organisation of Mozambique, Save the Children.

[7] SOS Children's Villages, Ethiopian National Association of the Blind, Adventist Development and Relief Agency.

[8] They have also been used and adapted by a separate organisation in Iraq. See: www.eenet.org.uk/participatory-development-of-teacher-training/iraq-adaptation/

[9] For more information visit www.atlas-alliansen.no/en/together-for-inclusion

[10] Please see the ILA Inclusive Teaching Component www.eenet.org.uk/participatory-development-of-teacher-training/ and the ILA Inclusive Advocacy Component www.eenet.org.uk/dpo-capacity-building-uganda/ pages on the EENET website.
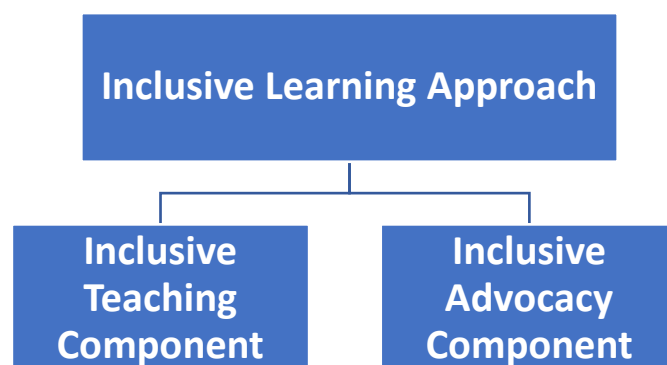
Figure1. The components of the Inclusive Learning Approach. This guide focuses on the Inclusive Teaching Component

Table 1. Organisations involved in the development and adaptation of materials for the Inclusive Teaching Component.

Organisations with past involvement in the Inclusive Teaching Component		
Adventist Development and Relief Agency	ADRA	Ethiopia, Somalia
Association of the Blind and Partially Sighted of Mozambique	ACAMO	Mozambique
Enabling Education Network	EENET	Ethiopia, Somalia, Uganda, Mozambique, Zambia, Zanzibar
Ethiopian National Association of the Blind	ENAB	Ethiopia
Forum of Disabled People's Organisations of Mozambique	FAMOD	Mozambique
Madrasa Early Childhood Programme – Zanzibar	MECP-Z	Zanzibar
The Norwegian Association of the Blind and Partially Sighted	NABP	Mozambique, Ethiopia
Norwegian Association of Disabled	NAD	Uganda, Somalia, Zambia, Zanzibar
National Union of Disabled Persons of Uganda	NUDIPU	Uganda
Norwegian Association for Persons with Intellectual Disabilities	NFU	Ethiopia
Norwegian Federation of Organisations of Disabled People	FFO	Mozambique
Save the Children	SC	Uganda, Somalia, Mozambique
SOS Children's Villages	SOS	Ethiopia
Strømme Foundation	Strømme	Uganda

1. Introduction

1.1. What is this guide about?

Written guidance

This guide advises international, national, community and state actors on managing, facilitating and improving the Inclusive Teaching Component. It gives **advice and guidance** on using the approach to support in-service training (INSET) and embed inclusive education into pre-service teacher education systems. It is intended for personnel at a manager and coordinator level as well as technical specialists.

The guide contains a complete **toolkit of materials** for use within the Inclusive Teaching Component, but it is not a blueprint. The approach will be implemented differently in each context. It needs to reflect and respond to the different starting points and unique needs of education professionals and learners in various pre-service and in-service settings.

Training workshops

Organisations familiar with the approach can provide participatory training workshops (face-to-face, virtual or hybrid) based on this guide. The workshops would enable other personnel to build competence to coordinate teacher training programmes. Workshops offer a chance to put into practice the steps and tools highlighted in the guide.

1.2. Who is this guide for?

The advice and materials in this guide are for line managers, Project Coordinators and Lead Pedagogues (from within an organisation or externally hired consultants). These people are responsible for planning, implementing, advising and/or monitoring the Inclusive Teaching Component in their department, organisation, or institution.

The guide was written for non-government organisations (NGOs), but its content is relevant to everyone working in the education sector. Readers might use the advice to create an entire programme around the Inclusive Teaching Component or use elements of it to supplement or improve existing programmes.

From the inception stage, the Ministry of Education should partner with any NGO using the approach. Government departments, ministries, teacher training institutions (TTIs), education centres, schools,[11] and other organisations may also use the guide to develop ideas for embedding elements of the Inclusive Teaching Component into teacher training nationally and locally.

The audience for this guide includes (but is not limited to):

- NGO/partner staff already working on the Inclusive Teaching Component who want to understand their roles better;

- staff from NGOs/partners who have budget approval to start the Inclusive Teaching Component and want to prepare for their upcoming roles;

- new staff joining NGOs/partners already running or planning to run the Inclusive Teaching Component;

- staff from NGOs/partners in countries that have not yet tried the approach and want to find out more before deciding whether to plan/budget for it;

- consultants coordinating the Inclusive Teaching Component for a client;

- pre- and in-service teacher trainers from colleges/universities hired as 'Lead Pedagogues';

- government education department staff.

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[11] For brevity, we use the term 'school' to include all educational settings at all levels (e.g., pre-school/early education settings, tertiary institutions, non-formal education settings, and so on).

1.3. What is the Inclusive Teaching Component?

Overview

The Inclusive Teaching Component is a training package that supports the professional development of teachers and their trainers. It is relevant for both pre-service and in-service training opportunities. It can help you improve and reform both pre-service and in-service curricula **separately** or **simultaneously**, depending on the existing needs of the Ministry of Education.

At a pre-service level, its use is closely aligned with teacher training curriculum reform – see Section 3.7. This continuous alignment enables systemic change to ensure all learners can access, participate in, and progress through education.

The modules used throughout the Inclusive Teaching Component are contextualised and adapted by education professionals working in your context. They are then trialled and tested in selected (pilot) schools through INSET and further adapted according to feedback from trainers and teachers. These schools are monitored for their progress and the impact the modules have on the school, learners, and community. See Section 3.6 on in-service training and action research.

The modules can then be used to educate student teachers in pre-service teacher training institutions. There should also be an expansion phase, or 'roll-out' of the modules, involving more schools and pre-service training institutions. **This should be led and funded by the government rather than an NGO.** See Section 3.9 on roll-out.

Senior or influential personnel from key organisations and government education departments play a crucial role as voluntary 'critical friends' throughout the Inclusive Teaching Component. Known as Observers, they offer constructive advice without acting as inspectors.

Timing

Based on experience, the initial contextual adaptation and piloting of the Inclusive Teaching Component INSET element requires two to four years. Within pre-service institutions, trainee teachers could work through all the modules in around 4-5 weeks. We look at timing issues in Section 3.5 on running workshops.

Content

The core training package comprises an introductory booklet, seven core training modules, two supplementary modules, a self-assessment competency framework, and four Observer trainings.

You should read the modules alongside this guide. All materials can be downloaded for review, adaptation and translation.[12]

Seven core modules

- Module 1: Introduction to inclusive education;

- Module 2: School Inclusion Teams (SITs) and the role of the school Inclusive Education Coordinator (IECo);

- Module 3: Identifying out-of-school learners[13] and supporting education transitions;

- Module 4: Screening and identification of learning needs;

- Module 5: Creating individual education plans and instructional aids;

- Module 6: Promoting active learning in the classroom;

- Module 7: Developing learner participation.

Each of the seven core modules contains the following materials:

- a comprehensive training guide and workshop plan;

- handouts;

- PowerPoint presentations;

- videos that can be transcribed and/or subtitled in relevant languages.

Supplementary modules

- Supplementary module: Including learners with additional needs;

- Supplementary module: Self-assessment competency framework resource and guidance toolkit;

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[12] As of 2024 the materials are available in English, Portuguese, Somali and Swahili (Zanzibar), with some translations also completed for Ethiopia.

[13] The term '**learner**' is used throughout the Inclusive Teaching Component to denote children, pupils, students, teenagers, young people and adult learners.

- Self-assessment competency framework (see below for further explanation).

Please refer to [Annex II](#) on cumulative learning to read more about the content of the modules.

The Observers attend four trainings which are condensed versions of the seven core modules. These are:

- Workshop 1: Introduction to inclusive education;

- Workshop 2: School Inclusion Teams (SITs) and the role of the school Inclusive Education Coordinator (IECo); Identifying out-of-school learners and supporting education transitions;

- Workshop 3: Screening and identification of learning needs; Creating individual education plans and instructional aids;

- Workshop 4: Promoting active learning in the classroom; Developing learner participation.

Mini-modules

The package has six additional and smaller training modules that introduce the following topics connected to inclusive education:

- Home learning;

- Inclusive disaster risk reduction;

- Early childhood care and education;

- Monitoring and evaluation;

- Positive discipline;

- Promoting the wellbeing of refugee/internally displaced learners.

Users of the training package can create additional mini-modules to suit their contextual needs.

Refresher sessions

There may be a delay between PTs attending a module training workshop and then training teachers on that module. If this happens, the Lead Pedagogue can use a set of refresher sessions (three to four hours long) designed to help refresh PTs' memory of one or more modules.

Bite-size sessions

There is a 'bite-sized' version of each module, which differs from the refresher sessions. The PTs, who are college or university lecturers or tutors, can use the condensed training in the bite-sized materials to explain the content of Modules 1–7 directly to their peers (e.g., methodologists). Education methodologists are familiar with training techniques, so the bite-size training modules quickly bring these professional methodologists up to speed on inclusive education practices so they can use the full-size modules with their trainee teachers.[14]

Self-assessment framework

Self-reflection is central to the Inclusive Teaching Component. It supports teacher self-evaluation, which should be part of every school's drive for improvement. The **teacher self-assessment framework for the promotion of inclusive education competency** enables teachers participating in the Inclusive Teaching Component to track their inclusive education competencies against a set of criteria. It has an accompanying guide on how to use it. Teachers and key staff reflect on their developing practice and performance. They measure their progress, and that of the school, throughout the training programme. The framework has four domains:

- Teaching and learning;
- Learners' personal development and wellbeing;
- Engaging parents and/or caregivers and the community;
- Leadership and management.

  Tool 3 is a table describing the content covered in all materials.

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[14] These bite-sized trainings are not suitable for PTs who are likely to be a mix of lecturers, tutors and non-methodologists (district education officers, advisors from local teacher resource centres, etc) who need the refresher training for a more in-depth reminder of knowledge.

Monitoring, evaluation and learning

Monitoring, evaluation and learning (MEAL) is a comprehensive approach to monitoring and evaluation that incorporates accountability and learning.[15] MEAL is built into the Inclusive Teaching Component through its emphasis on continuously testing the materials, gathering feedback, facilitating the adaptation cycle for each module, supporting Observers' school visits and feedback, plus including evaluation sessions in all workshops. We discuss this in more detail in Section 3.10 on monitoring, evaluation and learning.

Your next step

It is important that you become familiar with the content of the materials in the Inclusive Teaching Component. We advise you to download all the documents to read and keep them in mind as you use this guidance. This guide does not provide details about each training module – it focuses on the process. It is also not written to be a step-by-step process. Readers can 'dip in and out' of the guide to increase their knowledge and understanding of any of the elements depending on where they are in their learning and/or where their organisation or government department is in terms of planning and implementation.

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[15] See Save the Children's MEAL Introductory Course: https://resourcecentre.savethechildren.net/document/save-childrens-monitoring-evaluation-accountability-and-learning-meal-introductory-course/

Carefuly select PTs & Observers

PTs learn about, adapt & co-develop Module 1

Observers learn some inclusive education basics. They then observe the schools before the PT training and in-service training cycle starts.

PTs provide Module 1 in-service training to teachers

PTs & teachers do action research based on Module 1

During later modules, the school inclusion team (SIT) & community join in the action research.

Schools report back.

PTs discuss Module 1 experiences / adaptations.

PTs learn about and co-develop Module 2
(starts from the beginning of the cycle again)
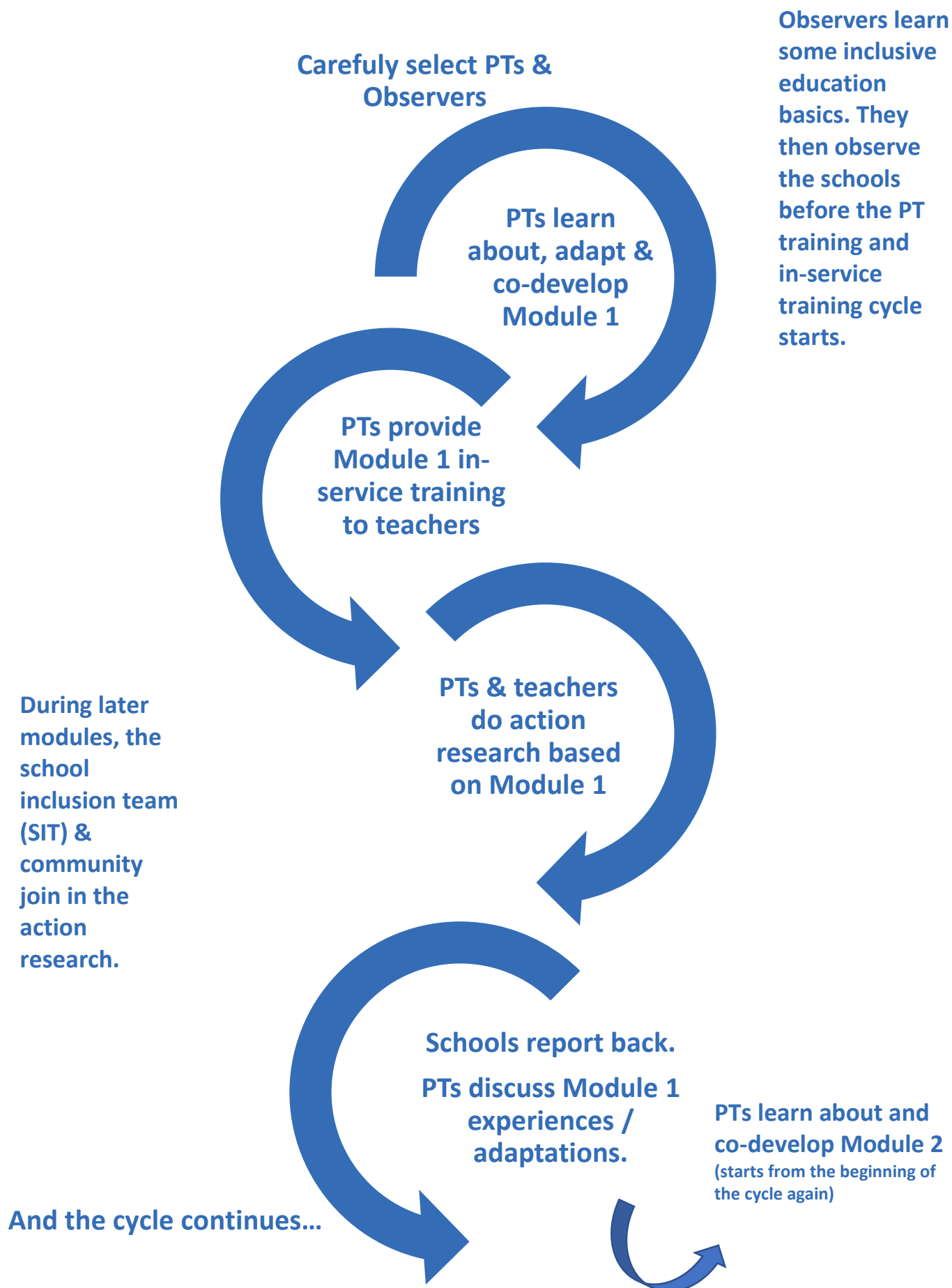
And the cycle continues…

Figure 2. Inclusive education teacher training cycle

1.4. Why was the Inclusive Teaching Component needed?

Table 2 summarises some critical problems with teacher training in the past, and how the approach, now known as the Inclusive Teaching Component, evolved over at least 20 years to address these weaknesses. A detailed explanation can be found in Annex IV.

Table 2: Summary of past experiences and contributions to change

Past experience	Inclusive Teaching Component's contribution to change
Overall training approach	
• Rapid, short, one-off cascade training courses, reached large numbers fast. • Teachers learned theory but had little practical learning opportunity. • Teachers' awareness was raised, but their practice did not change much.	• Gives greater focus to the quality of training. • Focuses on developing a contextually appropriate training package, through a manageably small-scale pilot process, then supporting/encouraging the government to expand delivery.
Trainers	
• 'Master' trainers often received minimal training, lacked practical experience, and or learned the topic but not how to become a trainer on that topic.	• All training personnel, from the Lead Pedagogue to the PTs and Observers are selected because of their relevant practical experience and existing position in the education system.
Content development	
• Dominance of global North consultants. • Materials rarely comprehensively contextualised with diverse stakeholder inputs.	A step in the right direction but not perfect. The foundation of the current modules has been developed since 2010 in multiple countries, with diverse stakeholder inputs. Multiple feedback loops provide opportunities for trainers, teachers and observers to shape the messages and methodology of the training.

Past experience	Inclusive Teaching Component's contribution to change
Support for system change	
• INSET was a primary focus for NGO-supported teacher training, often due to donor expectations for speed/scale and/or due to the added complexity of working with pre-service systems.	• Support to INSET and pre-service training are intrinsically linked. • Key personnel (PTs, Lead Pedagogues) are employed within or have substantial experience of and relationships within the teacher education system.

1.5. What are the main characteristics of the Inclusive Teaching Component?

- The approach builds a cadre of skilled and confident PTs who can train teachers and trainee teachers through in-service and pre-service training and make ongoing improvements to the training.

- It creates contextually relevant training materials co-developed and, therefore, co-owned by key education stakeholders.

- The methodology prioritises practice over theory, promotes learning-by-doing, and builds on teachers' capacity to be innovative and critically reflective problem-solvers.

- It promotes knowledge and skills-sharing among teachers and recognises the importance of collaboration so that teachers are not tackling inclusion challenges on their own.

- It ensures INSET is closely linked to and/or influences sustained change in pre-service training.

The modules' core content and pedagogy were developed through 20 years of experience across Africa, Asia, Europe and the Middle East.[16] This means the modules should 'work' as foundational material in most contexts, with relevant adaptations.

This guide suggests how to use, test, adapt and build on the Inclusive Teaching Component to make it context-specific. It is not a rigid model, rather a set of forward-thinking ideas informed by practical and theoretical research.[17] The process of adapting and contextualising the modules brings important benefits that should not be underestimated. The result should be a unique set of materials tailored specifically to that country's needs yet based on extensive global experience.

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[16] See Annex IV for more details.
[17] For a more in-depth understanding of the history of the approach please see 'Time to stop polishing the brass on the Titanic: Moving beyond 'quick-and-dirty' teacher education for inclusion, towards sustainable theories of change'. https://bit.ly/EENETtitanic

2. Project management

The Inclusive Teaching Component has two central management roles: the **Process Coordinator** and the **Lead Pedagogue**. If possible, senior management should budget and recruit for these **before** starting detailed planning and implementation. They both play a central role in designing and coordinating the programme. In some circumstances, the Process Coordinator may assist with recruiting the Lead Pedagogue. Every organisation will inevitably have its own recruitment procedures, so we cannot describe them all here.

Each of the two positions has distinct areas of work, and they must work closely as a partnership. Their contracts should reflect the typical timeframe for the Inclusive Teaching Component – two to four years.

Process Coordinator

The Process Coordinator is a **project management role**. They coordinate the Inclusive Teaching Component as a whole. Their responsibilities include building relationships with different actors in the education system; reporting to management; hiring personnel/contractors; planning and budgeting for training workshops; organising/negotiating the terms of the training; and overseeing the logistics and practical aspects of the Inclusive Teaching Component. They may have support staff or other colleagues who help to book rooms, arrange transport, and hire personnel, etc, but accountability lies with the Process Coordinator. Again, every organisation is unique, so its management will decide whether one person does this role or whether the Process Coordinator tasks are jointly shared by multiple staff members working closely together.

The Process Coordinator's duties also involve advocacy and communications dedicated to systems change and liaising with government officials and education stakeholders on these issues. This role covers all aspects of the Inclusive Teaching Component not focused on pedagogy/teaching methodologies. It is a bonus if the Coordinator has experience in the education system, but their main skillset is project management.

> **Connection with Inclusive Advocacy Component**
> The Inclusive Advocacy Component, which focuses on supporting OPDs to become stronger inclusive education advocates, also needs someone to help coordinate logistics. If you plan to run both components, consider whether one person could coordinate both (but also read the FAQ box below about workloads).

Lead Pedagogue

The Lead Pedagogue position works closely with the Process Coordinator and is responsible for pedagogy and teaching-related activities. The post-holder ensures PTs experience high-quality, context-relevant training and that PTs then offer high-quality and efficient training to teachers and support their action research between training modules. The Lead Pedagogue also ensures Observers receive high-quality, context-relevant training.

They may delegate the actual training to co-facilitators in some instances, but they are accountable for the quality of the training. Lead Pedagogues **must** show evidence of formal training and/or a degree in pedagogy and experience as a practising teacher. They should be able to lead workshops and group discussions and know how to evaluate policies, learning assessments/ frameworks and curriculum content for student teachers and teachers in order to design and assess teacher professional development activities. They do not need programme management experience, although this is a bonus.

The Process Coordinator and Lead Pedagogue are two distinct roles, but they must work closely, with regular communication and joint decision-making. Occasionally, their tasks overlap. When this happens the employees must agree on who does what. The boundary between these two roles is not fixed. In each context or organisation, you will find the most appropriate way to divide tasks and responsibilities depending on the specific skills and interests of the unique people in each role.[18]

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[18] Please note some tasks may be shared between the roles if agreed in advance and depending on the context.

📄 **Tool 1** suggests person specifications for each role.

📄 **Tool 2** provides an example list of tasks for the Process Coordinator and Lead Pedagogue.

❓ **FAQ: Can one person do both jobs?**

In some contexts, one person might carry out both roles – but experience suggests this is not advisable. The Lead Pedagogue could fulfil the Process Coordinator tasks if they have the necessary project management skills and (human) resource support to oversee and organise the logistics and content of the workshops. However, someone with only a programme management background **should not attempt** to take on the Lead Pedagogue role. The latter requires training and considerable experience as a teacher trainer, ideally at the pre-service level.

When implemented successfully, the workload for the Inclusive Teaching Component is usually too much for one person to be both the Process Coordinator and the Lead Pedagogue. Inclusive programming prioritises worker wellbeing by not overloading one person's job description.

❓ **FAQ: Can these roles be added to existing staff responsibilities?**

This is not advisable. The Inclusive Teaching Component is built on key principles to achieve long-lasting, high-quality change. Years of evidence from various countries shows that adding the Inclusive Teaching Component coordination onto the already extensive workload of an Education Advisor significantly reduces programme effectiveness. This has led to high staff turnover, a demotivated team, lower-quality training and thus less significant system change. High-quality teacher professional development cannot be achieved cheaply, so budgeting and fundraising for personnel who can dedicate their time to being Process Coordinators and Lead Pedagogues is crucial.

Remember!

Before embarking on the Inclusive Teaching Component, ask:

- Do we have the budget for these two positions, and can we commit for up to four years to complete the entire seven-module process?
- Do we need to find other partners to help us fund and/or implement the programme?
- Do we have the management capacity to appropriately supervise and support the two central roles throughout the programme?
- If we do not have enough budget to commit to both positions and/or to run it for four years, are we prepared to run a compromised version of the Inclusive Teaching Component?
- How can we bring in government education departments from the start?

3. Elements of the guidance

With the Process Coordinator and Lead Pedagogue in post and a budget secured, more detailed planning and implementation can begin. Here, we outline the various elements of the Inclusive Teaching Component based on the last 20 years of experience in developing and adapting it. While the elements are presented in the approximate order you might encounter them, they are not intended to be rigidly sequenced steps. Some elements may happen simultaneously or in a different order in your context.

3.1. Scoping study

Purpose

The scoping process is a principal element in adapting the Inclusive Teaching Component to your context. It is led by the Process Coordinator and/or Lead Pedagogue. The scoping does not provide a formal assessment of inclusive education in the country but rather will help you understand the education landscape and build a framework for the programme in each country or context. You will find out whether key people and organisations are well-placed to support the ongoing development of inclusive education. The scoping will also reveal opportunities in the national and regional policy and delivery frameworks.

The scoping exercise often includes a literature review and primary research.

Literature review

This desk review investigates the policy and delivery framework for inclusive education in the country. It includes strategic mapping of the educational backdrop, looking at existing and proposed educational plans, policies and systems, TTIs and their curricula, and possible gaps.

The literature review could ask the following questions:

- How is the education system structured within the country? Is there a National Strategic Plan for Education? Who are the main stakeholders?

- What do the main laws, frameworks and legislation say about education in the country (including school level up to national levels with information on the Constitution, the health sector, disability, housing, population census, child labour, Children's Act, etc)?

- What are the current procedures for in-service and pre-service training (teacher training curricula, assessment systems, continuing professional development (CPD) frameworks, etc)? What works well? What are the gaps and challenges?

- Are learners with disabilities included within these frameworks?

- What are the barriers to accessing education (think about environmental, attitudinal, policy, practice, and resource barriers)?

- Who forms the main groups of out-of-school learners?

- How are parents and/or caregivers and the communities involved in education in the country?

- What civil society initiatives exist within the education sector?

- What is the current pre-service and in-service curriculum content and process?

- What policies and practices encourage the adoption of inclusive education in educational institutions in the country?

- What are the gaps?

- What opportunities exist to advance inclusive education?

- How can the Inclusive Teaching Component fit within existing national systems?

- How can the Inclusive Teaching Component fit within your municipality or district systems? Who do you need to get involved? How will you do this?

Some questions regarding INSET, mentioned in Section 3.6 on in-service training and action research, may also inform your scoping research.

Primary research

The scoping study comprises interviews, focus group discussions, conversations, and other forms of data collection to identify and map key education stakeholders (including local-level education structures if they exist and possible partners). By the end of this activity, you should better understand attitudes and progress towards inclusive education at the national, local, school and community levels. You may need to hire research/data collection assistants/enumerators to work with TTIs and partners nationally or in your chosen areas.

Research assistants

Process Coordinators and/or Lead Pedagogues need to:
- identify research assistants/data collectors/enumerators to help collect data in the communities and/or remotely;
- ensure the researchers have experience in consulting young people and their families;
- brief and train these data collectors on their role;
- support the logistical and administrative needs so that data collectors can efficiently collect data in the identified areas.

The scoping study has many benefits. It can help you:

- understand the inclusive education landscape in your context;

- establish a shared inclusive education 'vision' with key education stakeholders;

- gather and share initial ideas for training module content;

- develop initial ideas for how to provide the training in specific locations;

- identify potential PTs and Observers;

- identify schools and TTIs with which to develop training partnerships.

The scoping exercise should help you to start identifying people who can become PTs and Observers. It also helps you work out (with government counterparts where relevant) which schools and TTIs to partner with.[19] Section 3.2 on selecting Principal Trainers, Observers and schools discusses criteria to consider when selecting people for these roles.

Tool 4 is a questionnaire template used in Uganda, Somalia, Mozambique, Zambia and Zanzibar. It was adapted for each country and professional role. For example, in Uganda it was given to head teachers, teachers, learners, parents and/or caregivers, senior education officers, TTI staff and education specialists.

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[19] In some NGO programmes, the participating schools may have been determined before the funding proposal was written. The selection may have been random or based on criteria not directly related to the needs of the Inclusive Training Component. If this is the case, you should still use the scoping process to find out more about the selected schools and consider whether your initial selection needs to be adjusted, if that is possible.

Tool 5 is a list of FAQs to think about when planning a scoping study.

Tool 6 offers tips and reflection questions for use during scoping telephone interviews.

Tool 7 is a sample contents list from a scoping report from Uganda.[20]

Remember!

The **data and recommendations** from a scoping report are most beneficial if they are shared and used to guide decisions about future work. Ensure the scoping report is shared with all relevant partners. Use the findings as a framework for adapting the Inclusive Teaching Component training modules to the contextual needs and when advocating for government and university approval of the modules. Use the scoping report as a live document and update it if there are changes to legislation, or to national, regional or local polices or procedures that are reflected in the training content.

Connection with Inclusive Advocacy Component

The Inclusive Advocacy Component also conducts a scoping study. If you are implementing both components, consider combining the scoping studies to maximise your budget and understand better the potential connections between both pieces of work.

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[20] The TOFI ILA scoping studies were all done during the COVID-19 pandemic, and thus relied heavily on remote data collection and remotely supporting data collectors. This sample report therefore may not completely reflect what your scoping process will look like.

3.2. Select Principal Trainers, Observers and participating schools

Where to start

The Lead Pedagogue and/or Process Coordinator should reach out to relevant stakeholders at the start of the Inclusive Teaching Component and invite them to get involved in selecting the Principal Trainers (PTs), Observers and pilot schools[21] that will form the basis of the Component.

You read a bit about the approach's content in <u>Section 1.3</u>. This section now explains in more detail about the process and who is involved. Please see the <u>Glossary</u> for explanations of specific terminology.

Principal trainers[22]

What are Principal Trainers?

PTs are inclusive education professionals – trained (on a voluntary basis) to use the Inclusive Teaching Component – who then train teachers in schools and universities/colleges. They also actively support the process of contextualising the training materials.

Who becomes a Principal Trainer?

PTs are usually teacher trainers (lecturers/tutors) from local universities and teacher training colleges. They might also be head teachers, advisers from local teacher resource centres, district education officers, and so on. It is important the PTs can embed inclusive education training responsibilities into their current job descriptions and workplans, at pre-service training and INSET levels.

How are Principal Trainers involved in the Inclusive Teaching Component?

PTs form the backbone of the whole approach. The Inclusive Teaching Component succeeds when it has a group of committed and competent voluntary PTs whose capacity to work independently and innovatively grows as the project progresses. They attend one training-of-trainers (ToT) workshop

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[21] These may have been selected during the proposal-writing stage, but if there is scope to review and amend the selection where needed, this can be done here.

[22] Note: we call them Principal Trainers rather than Master Trainers as the former is more gender-responsive.

per module – seven in total (see Tool 3 for a reminder of the content of each module). At each workshop they experience the inclusive teaching and learning methods and materials used in that training module. They also critically review and adapt the training messages, topics and methods to better suit their context and preferred training styles.

After learning about and adapting each module, the PTs work in pairs or teams to train teachers (or student teachers) in schools, colleges and universities. They use the toolkit of resources they explored during the ToT workshop for the module. They also train lecturers in TTIs who then incorporate the modules and messages into their teaching plans and pedagogy within their own classes. By training collaboratively, the PTs experience mutual support and learn from each other's experiences and ideas.

The PTs support teachers to carry out **action research tasks** between the training modules (see Section 3.6 on in-service training and action research for more information). This builds on the training activities and helps the schools, colleges, universities and communities become more inclusive.

PTs play a key role in mentoring the teachers they train in school, and the lecturers, tutors and student teachers they train in TTIs. On-going liaison, action research and the inclusive education self-assessment competency framework give opportunities for them to do so. Schools and TTIs also need to embed key elements of inclusive education practice and provision in their teacher supervision, appraisal and whole-school self-evaluation processes and procedures. PTs can provide support for these key activities.

How are Principal Trainers selected?

It is important to select and develop a cadre of inclusive education trainers who are **already teacher trainers**. As well as boosting quality, this can also help to keep costs lower. Ideally, they will be experienced in providing training on teaching and learning methodologies through pre-service and INSET. They should have some **interest, experience and skills in inclusive education** and understand its broader interpretation (i.e., the inclusion of all learners). They may also already have some **responsibility for and influence over training, advising or managing teachers**.

To meet these criteria, most of your PTs will be pedagogy lecturers and tutors from universities or teacher training colleges. Some will be the head teachers from participating pilot schools, teacher training advisers from local teacher

resource centres (e.g., those who deliver INSET), and/or district education officers.

📄 **Tool 8** provides useful criteria for identifying PTs.

Remember!

Selecting head teachers from the pilot schools to become PTs ensures that the leaders of the pilot schools are fully aware of the training their teachers are receiving. They can support and motivate the teachers when they are doing action research and trying to implement changes. However, head teachers who are PTs usually do not facilitate INSET in their own school. They facilitate the training in a different school. Teachers may be reluctant to open up during a workshop if their boss is present!

The number of PTs needed will depend on your context. We recommend a maximum of 60 at a time, initially, because you must be able to train, support and mentor these colleagues to a high standard. For example, the pilot programmes in Zambia and Zanzibar trained 35 and 54 PTs who, in teams, trained teachers in 6 and 8 pilot schools, respectively. If the programme continues beyond a pilot phase, you (or ideally the government) can train higher numbers of PTs and reach more schools and teachers. More information is given in Section 3.5 on running workshops and Section 3.9 on roll-out.

Co-facilitators

The Lead Pedagogue, in agreement with line management, may wish to identify co-facilitators to assist with running workshops. The co-facilitators **must** meet several of the following criteria:

- experienced methodologists;
- enthusiastic about advancing inclusive education;
- currently working as lecturers, tutors or staff in TTIs;
- familiar with and already practising inclusive, active and participatory teaching methodology.

See Section 3.5 on running workshops for more information.

Remember!

Maintain a focus on quality throughout the Inclusive Teaching Component. Your priority remains selecting and training appropriately skilled PTs. It can be tempting to train large groups of less suitable PTs (whether during the pilot or the 'roll-out' phase) simply to speed up expansion and reach huge donor-pleasing numbers of schools/teachers. But experience shows that this simply leads to an unwieldy number of PTs to manage which in turn affects the quality and impact of the approach.

Observers

What are Observers?

The Observers are 'critical friends' in the Inclusive Teaching Component and engage in a voluntary capacity. Their role is to offer a critically constructive perspective, adding to the PTs' and teachers' reflections and suggestions for improvements. The Observers **do not** act as inspectors. They are not grading and assessing teachers and schools but instead offer constructive advice.

Who becomes an Observer?

Successful inclusive education requires diverse changes across the education system. Key stakeholders must take responsibility for encouraging, monitoring and managing changes towards inclusive education. Therefore, Observers are usually senior staff or influential people from key organisations and government education departments who champion inclusive education.

How are Observers involved in the Inclusive Teaching Component?

The Observers observe practices in classes and around the school. They interview teachers, head teachers, other key staff, learners and community members to find out how the training has been received and used. Observers then give feedback on how to improve or expand the teacher training.

Observers are trained on inclusive education during four workshops across the duration of the seven-module process. These workshops cover the same topics as the PT workshops in a condensed format, plus content specific to their role in monitoring schools. They should receive their first training and visit their

allocated schools **before** the PTs have had their first training.[23] In this way, Observers create a baseline before the PTs facilitate INSET in the selected schools. They receive a toolkit to help them prepare for and conduct school visits. The toolkit includes prompts, guidance and forms for notetaking. They also receive the same action research training as PTs and pilot schools. Overall, Observers do not receive the same quantity and depth of training as PTs because their role is not to train others.

The Observers work with the Lead Pedagogue to develop observation checklists and practise their observation techniques.

Observers' tasks include:

- **Visit schools** to observe what is happening in classes and around the school. They make their first visit **before** Module 1 of INSET, to establish a baseline, then make follow-up visits at least once a year. As senior post holders, they may not have time for multiple visits each year. Remember to budget for their expenses for these school visits. See Section 3.3 on how to plan timelines and budgets.

- **Conduct focus group discussions, meetings and interviews** with teachers, head teachers, parents and/or caregivers, members of school inclusion teams (SITs), learners, and community members. This helps Observers identify how the training has been received and whether and to what extent the school and community have become more inclusive following the training. They also collect ideas for improvements and additions to the training.

- **Document and feed back** to the Lead Pedagogue[24] and the PTs to help them improve or add to the training materials and make other adjustments to the overall training process.[25] Observers give this feedback during the first day (reflection day) of the next PT training (ToT) workshop.

See Section 3.5 on running workshops for more insight into the Observer workshop content.

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[23] Based on experience, we know this is not always financially or logistically possible. It may be that only one training event can be organised per module, in which case Observers get trained and then immediately after the PT training days happen (or vice versa).

[24] The Lead Pedagogue is responsible for feeding back to line management where relevant.

[25] Observers may provide feedback that helps you with other elements of your inclusive education programme, beyond teacher training, such as curriculum revision, policy development, infrastructure support – if your programme extends beyond the training element.

How are Observers selected?

You need to develop a team of Observers who have a vested interest in improving inclusion in your education system. They need to be willing to volunteer their time and be able to visit schools at least once a year. They will be senior post-holders such as:

- senior university and teacher training college staff, e.g., principals, vice principals, deans;

- Ministry of Education senior staff, especially those from teacher education departments and the inspectorate;

- teacher resource centre[26] coordinators;

- senior district education office staff, including those delivering INSET and acting as district (or similar) school inspectors;

- senior representatives from OPDs and other civil society organisations;

- representatives from other government ministries responsible for children and young people;

- stakeholders responsible for children and young people, such as social workers and health personnel.

Remember!

Good quality, motivated PTs and Observers are at the heart of the Inclusive Teaching Component. When inviting them to join the programme, ensure they know and accept that their role is **voluntary**, and they will not receive additional payment beyond their existing salary. Make sure they know the role will last two to four years and they commit to this timeframe.

The Lead Pedagogue and/or Process Coordinator will be well-connected in their country, so they should be well-placed to help identify the right candidates for PT and Observer roles.

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[26] These are centres dedicated to the continuing professional development of teachers. There may be something similar in your context under a different name.

The following actions (which can feed into <u>Section 3.1</u> on scoping) may be relevant:

1. Identify all TTIs that deliver teacher training in the country.

2. Introduce the Inclusive Teaching Component to senior personnel within university schools of education and to principals of teacher training colleges. First, ask these university/college leaders to identify pedagogues who educate trainee teachers on teaching and learning methodology. Then, ask them to identify **methodology lecturers and tutors** willing to attend – on a **voluntary basis** – inclusive education ToT workshops. These volunteers must also be willing to facilitate training workshops in pilot schools. The people they identify may become the PTs.

3. Discuss the selection of pilot schools with the Ministry of Education at national and local level. The chosen schools should be willing to champion inclusive education and have supportive staff, head teacher, senior management and school community. Depending on the structure of the Inclusive teaching Component in your organisations, you may need to bring in core staff and/or line management to support these decision-making processes.

Remember!

Ensure that the people you select as PTs and Observers will be available at the necessary times. See <u>Section 3.3</u> on planning timelines and implementation for more guidance.

Schools

What are pilot and roll-out schools?

Pilot schools are the schools in which the PTs trial the contextually adapted modules with the teaching staff. We recommend up to ten schools for a pilot process. They are usually schools linked in some way (distance, employment, etc) to (some of) the selected PTs.

The pilot schools allow for the adaptation process via small-scale implementation before an expanded roll-out of the training to more teachers in more schools. Pilot schools enable the PTs to test the case studies, methodology, activities and effectiveness of the materials. Essential feedback is gathered and incorporated to further contextualise the materials (for more

information on this see Section 3.4 on reviewing and adapting the training materials). Pilot schools (their teachers and SITs) carry out a small investigation (action research) into a problem they have identified and/or experiment with a new way of working after each module of training. Their results, and how well they responded to the challenge of doing action research, form part of the feedback that helps PTs and the Lead Pedagogue to further adapt and improve the module for that context. (For more information on this see Section 3.6 on in-service training and action research.)

Roll-out schools are usually brought into the process once all seven core modules of the Inclusive Teaching Component have been tested and adapted and the materials and methodology are ready to be used in more schools. **Ideally the government and/or TTIs lead on this expansion process to help embed the inclusive education training into the state systems.**

Usually a higher number of roll-out schools are chosen compared with pilot schools. Nevertheless, those leading the roll-out (government departments/TTIs, etc) should still be modest and strategic with the planned numbers. They need to keep in mind how many PTs they have, versus the number of schools they want to include; the distances between roll-out schools (time and cost issues); and the overall timeframe needed to provide the chosen number of schools with seven rounds of INSET. Experience has shown that it is challenging to train and then effectively support and monitor upwards of 50 schools, SITs and action research projects spread over several districts at once. See Section 3.9 on roll-out for more information.

Remember!

Don't be over-ambitious with the number of pilot schools. Recognise that PTs may struggle to develop their confidence and skills if given too many schools to train too soon, and the schools may receive less support when they most need it early in their inclusion journey. Overall, this can reduce the training's quality and impact, and may make the Inclusive Teaching Component less attractive for the government to support and expand in future. Avoid being over-ambitious with the number of 'roll-out' schools you work with at any one time, too.

Which schools become pilot schools?

Ideally, if following the Inclusive Teaching Component from the start, you will choose your pilot schools after the scoping study is complete so that the information collected can inform your selection. The scoping study will reveal insights into current inclusive education issues and guide you on the types of schools and communities you and the Ministry of Education want to partner with during this important foundational pilot stage.[27]

The Lead Pedagogue works closely with the Ministry of Education, relevant stakeholders and core staff from the relevant NGO/your organisation to finalise the list of participating schools. They decide on:

- school numbers;
- location(s);
- how many teachers realistically can be reached.

The Process Coordinator may need to invite the schools to participate formally, especially if your organisation does not already have a relationship with them. The Lead Pedagogue, with Ministry of Education officers (usually from the district or equivalent level), visit the selected schools to explain the Inclusive Teaching Component. They answer questions from the school staff and community.

> **Tool 9** is a set of criteria used in Uganda for selecting pilot schools and roll-out schools.

> **Connection with Inclusive Advocacy Component**
> If you intend to run the Inclusive Advocacy Component as well as the Inclusive Teaching Component, plan to work in the same communities. The teacher training pilot schools will develop SITs, and the OPDs will learn how to support these SITs.

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[27] In some NGO programmes, the participating schools may have been determined before the funding proposal was written. The selection may have been random or based on criteria not directly related to the needs of the Inclusive Training Component. If this is the case, you should still use the scoping process to find out more about the selected schools and consider whether your initial selection needs to be adjusted.

3.3. Planning timelines and budgets

Planning

Planning is essential within every element of the Inclusive Teaching Component. It is not a linear process that only happens at the beginning of the Component. Plans and timelines must be revisited regularly to keep track of progress and understand where adjustments are needed in the timelines of ToT workshops, INSET workshops, Observer school visits, etc.

The Lead Pedagogue and Process Coordinator must discuss strategic objectives, timelines, budgets and logistics with each other and everyone involved, from the start. All implementing partners need to mutually plan all elements of the Component. This includes designing MEAL activities. (See Section 3.10 on monitoring, evaluation and learning for more information on this.)

Key things to consider when planning:

- How will the training process fit with the education system's annual timelines?

- When can PTs and Observers find time, or when are they allowed, to attend workshops and visit schools?

- When can pilot schools (and later roll-out schools) fit in the INSET workshops? (See Section 3.6 on in-service training and action research where we discuss INSET in more detail.)

The Process Coordinator, Lead Pedagogue, PTs, Observers and pilot schools **jointly decide** on the timeline once everyone has been recruited/selected. Together, they plan how many modules (ToT workshops, Observer workshops and INSET workshops) to cover each year. The number depends on the budget, everyone's schedules and existing workloads. We advise a **maximum of 2-3 modules per year** as the PTs and teachers need time to reflect and complete activities in between modules.[28]

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[28] If you are offering the modules as part of pre-service training programmes, they can all be delivered in 5-6 weeks because the students attend college more frequently so can complete the content quicker.

As a team, work out the following dates:

- **ToT workshops:** There is one ToT workshop per module.

- **School INSET:** This will happen after the ToT workshop on each module and when teachers are available/permitted to attend training.

- **Observer workshops:** There will be one or two per year, depending on the schedule of the ToT workshops. Observers attend four workshops to learn about the seven modules. For logistical and financial reasons their workshops are often scheduled straight after the ToT workshop to use the same venue and arrangements.

- **Observers visits:** Their 'baseline visit' to each school happens before the first INSET. Subsequent visits happen following each Observer training workshop. Before making a visit, Observers need to allow enough time after INSET for teachers, support staff and the school community to start practising what they learned during that INSET. For example, after receiving Workshop 2, which covers the content of Modules 2 and 3, Observers should visit after the schools have received and established the use of the methodology in Modules 2 and 3.

See Section 3.5 for a typical schedule of when Observer training happens relative to ToT workshops.

Budgeting

Every organisation has its own systems for budget development and monitoring. For instance, the Process Coordinator (and their relevant administrative colleagues/assistants) may take the lead in developing and tracking the detailed budget, with guidance from the Lead Pedagogue.

Budget size

The size of budget required will depend on how many cycles of ToT workshops and INSET you want to do each year (usually no more than three module cycles a year).

So far, different contexts have experienced one round, two rounds, and three rounds per year. Each option has financial, logistical and methodological pros and cons. Completing three module cycles in a year keeps teachers and their trainers engaged and learning with no time to forget information between workshops. But it can be an intensive workload for organisers, trainers and teachers, and may require a substantial annual budget. Undertaking just one

module cycle a year may better fit some organisations' budgets and workload capacity for teachers, trainers and organisers. But there is a significant risk of trainers and teachers forgetting things during the large gaps between workshops. When this happens, you may face the additional workload and cost of having to run refresher sessions to remind trainers/teachers of what they previously learned, before they can move forward with the next module.

The number and location of participating schools requiring INSET workshops, follow-up support and Observer visits will also influence the budget. While you are not paying wages to the PTs, Observers or teachers (because they are already in salaried jobs), there may be costs for hiring training venues, refreshments, travel and accommodation, internet access, printing and binding modules, providing translated and Braille versions, hiring audio-visual equipment, supporting the costs for personal assistants for participants with disabilities, and so on. Needs and plans are likely to change no matter how meticulously you budget, so it is important to keep the budget as flexible as possible.

Tool 10 suggests common activities and items that may need to be budgeted for.

Budgeting approach

Every organisation and ministry partner has its own unique budgeting systems and protocols, so this guide cannot tell you exactly how to develop budgets for the Inclusive Teaching Component. However, a **collaborative approach** is important.

Each key player in the process needs to understand what is or is not being funded and by whom. Experience shows that, because the Inclusive Teaching Component is quite complex, misunderstandings can arise. These can cause delays or lead to key personnel dropping out if they had financial expectations that were not managed appropriately. For instance, it is quite common for PTs, Observers and/or teachers to request additional wages for their involvement. The Inclusive Teaching Component advocates against this. These personnel are already employed in the education system. The Component seeks to build capacity among the system's personnel in a way that can be sustained by governments without substantial NGO funding in future. Paying additional wages to already salaried personnel will not be sustainable for most governments.

In some contexts, multiple NGO partners plus the Ministry of Education have collaborated, especially on the pilot stage. When this happens, costs can be shared (e.g., one ToT workshop can be used to train PTs supported by different partners). However, collaborative budgeting is vital to ensure that each partner agrees how shared activities and materials will be paid for. This ensures that there is no unnecessary duplication of costs and nothing gets missed from the overall budget.

3.4 Review and adapt the training materials

The Inclusive Teaching Component training materials are live documents –
they constantly change. Every country or context must review and adapt the
materials to their context. Over time, the materials should also evolve and be
improved *within* every context. The Lead Pedagogue guides and advises this
adaptation and revision process, but does not dictate the ultimate content of
the materials.

In this element, we look at what you need to change and what aspects of the
training should stay the same to maintain the Component's participatory
ethos.

A table outlining the content of the materials can be found in Tool 3 and a
further explanation is in Annex II on cumulative learning. Take another look at
the table whilst going through this section on how to adapt the materials. It
includes an overview of content found in the PT training modules, Observer
training modules, mini-modules, bite-sized trainings, refresher modules and
the self-assessment framework. Also make sure you read the modules
themselves.

What is the adaptation process?

The main adaptation process happens during the pilot phase of the
Inclusive Teaching Component.

The Lead Pedagogue works with any co-facilitators to **read, review and
provisionally adapt** all the materials for each module well before the ToT
workshop starts. Co-facilitators could give feedback in writing or via online or
face-to-face meetings. The Lead Pedagogue and co-facilitators then further
discuss adaptations with PTs during the ToT workshops.

During the adaptation process:

- Make decisions about which topics should be included/added to the
  collection of modules.

- Use the scoping study findings and recommendations to guide adaptations.
  For example, take issues discussed in the scoping report and include them
  in case studies or highlight them through illustrations used in the modules.
  Ensure the findings about barriers, achievements, challenges, and plans
  from the scoping are included in the modules.

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- During the ToT workshops, encourage PTs to engage actively with the training messages and methods. They may highlight information that does not make sense to them, activities they think will not work in their cultural context, or facts and figures that could make an activity more relevant to their context. Encourage them to think beyond the obvious, i.e., change more than just logos and the names of people and places! Record all requested adaptations for use in the next module revision.

- The Lead Pedagogue collates the PTs' reactions and feedback during/after the ToT workshops and includes this information in their report. The debrief session at the end of a ToT workshop is a suitable time to do this. During the debrief, PTs and the Lead Pedagogue may discuss, for example, detailed reflections on the training materials and content, PTs' needs and engagement, suggested changes to the module, and recommendations for future pre-service and in-service training. It can be challenging to do this final debrief as the PTs will be tired, but it is an important part of becoming reflective practitioners.

- PTs later collate teachers' reactions and feedback during INSET workshops. They, with the Lead Pedagogue, use this feedback to improve and enrich the modules, with government education departments' input too, where possible. PTs should include information about suggested adaptations revealed during INSET in their reports. They can feed back to the Lead Pedagogue and other PTs during the reflection day at the start of the next ToT workshop.

- After visiting the schools, the Observers also contribute to the development of the modules by sharing their findings with the Lead Pedagogue and during the ToT workshop reflection days.

- Review and amend one module at a time, in sequential order, so that you can use the experience and learning gained along the way.

Example of the adaptation process

- ✓ Lead Pedagogue and co-facilitators provisionally review and adapt materials for Module 1.
- ✓ Translate Module 1 and support materials (handouts and Powerpoints, etc) (if needed).
- ✓ Module 1 ToT workshop with PTs.
- ✓ Module 1 INSET with teachers.
- ✓ Support the action research for Module 1.
- ✓ Collate feedback from PTs and INSET and make revisions (including updating translations) for Module 1.

- ✓ Lead Pedagogue and co-facilitators provisionally review and adapt materials for Module 2.
- ✓ Translate Module 2 and support materials (if needed).
- ✓ Module 2 ToT workshop with PTs.
- ✓ Module 2 INSET with teachers.
- ✓ Support the action research task for Module 2.
- ✓ Collate feedback from PTs and INSET and make revisions (including updating translations) for Module 2.

❓ FAQ: Can we change the order in which we deliver the modules?

Teachers may have limited experience with or negative attitudes towards inclusive education at the start. We therefore recommend you **follow the modules in chronological order**, especially at the start. This is not mandatory; the modules are intended for adaptation. However, experience in various countries has led to the current order of modules. They move from introducing inclusive education and simpler concepts around inclusion, diversity and discrimination to more complex pedagogy topics (see below for more details). This particular order has helped PTs, Observers, teachers and Ministry of Education officers (e.g., Permanent Secretary, Director of Teacher Education, curriculum development team, etc) gain a better understanding of the varying concepts of inclusive education and gradually build confidence.

What changes can you make to the training materials?

You can edit, translate, and adapt all the materials and supporting documents. They are published under a Creative Commons License. All changes are acceptable so long as you credit the original source.[29]

Typical changes include:

- adapt and/or add activities to make them more culturally relevant;

- localise facts and figures;

- adapt timetables to fit with daily activities such as prayer times;

- swap photos and illustrations to reflect a particular teaching environment;

- add hyperlinks to relevant government, academic or NGO websites that teachers may find useful;

- change logos and colours to suit certain school, organisation or government branding requirements;

- edit language to make instructions simpler;

- insert new case stories;

- invent new games and activities;

- clarify the relevance of messages;

- take photos to use in the modules or training activities.

Remember!

It's not just the main modules you can adapt. Here are some thoughts on how to make the other content more relevant:

- **Mini-modules:** You may decide to add more mini-modules to cover topics that teachers really need to know about in your context.

- **Refresher sessions:** You may want to adapt these to better support PTs with topics or methodologies they need more help with.

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- **Bite-size sessions:** You may need to adapt these to better reflect the existing knowledge and learning needs of the TTI methodologists in your context.

- The **self-assessment framework** should be adapted too. Ensure that it links to any competencies promoted by the country's national policies, performance management guidelines and frameworks.

- Don't forget to adapt all the **handouts** and **PowerPoints** as well!

Connection with Inclusive Advocacy Component
The Inclusive Advocacy Component offers four inclusive education training modules, developed for OPDs and community members. They include a lot of illustrations. While the OPD training is not as intense or pedagogy-focused, you might find elements (especially pictures) that are useful to bring into your adaptations of the teacher training modules.

What should you keep?

Adaptation for your context is essential but it is important to retain the inclusive, learner-centred ethos at the heart of the Inclusive Teaching Component. For example, try to:

- **keep the participatory nature of the content and methodology:** It is important that PTs learn and practise during ToT workshops, then use what they practised when training teachers and trainee teachers. Teachers who are trained using inclusive, active learning methods find it easier to then use such methods with learners in their own classes. We refer to this as 'the medium is the message' (see Section 3.5 on running workshops);

- **keep some guidance on replicating and adapting workshop activities:** This ensures that PTs can continue to adapt and use the modules going forward;

- **keep some extension ideas:** This might include ideas on how to continue working on certain topics raised in the workshops and how to encourage governments (rather than NGOs) to roll out other activities after the workshop.

These are the 'building blocks' of the approach. They promote practice over theory and learning-by-doing, and build on teachers' capacity to be innovative and critically reflective problem-solvers and planners.

Remember!

Quality over quantity is the mantra for the Inclusive Teaching Component! Experience shows that – if timelines or budgets are a problem – it is better not to reduce the content within the modules but rather repackage the delivery. For example, it is better for the process to take longer (e.g., only deliver one module per year instead of two) than to edit out sections of content to significantly shorten the workshops. You could also split one module into two parts if it is not possible to find the time or budget to deliver the whole module at once.

Adapting video material

Two types of videos have so far been used during Inclusive Teaching Component training:

- core content – videos that illustrate key learning points from the modules;

- coaching videos – videos that introduce some sessions to assist the PTs.

The Lead Pedagogue, with their experience as a teacher trainer in the country, initially decides which existing video material is suitable for use in their context. They may also source other videos that convey similar messages but that are more culturally or linguistically appropriate. They should share all videos with any co-facilitators they are working with before the ToT workshops.

If new videos are needed, the Lead Pedagogue should work with the Process Coordinator on this. They need to arrange a budget and plan for developing a storyboard, writing a script, recording the footage, editing the visual and audio tracks, transcribing, subtitling and translating, and any digital storage needs. Consider the audience's accessibility needs when planning, scripting and producing audio and video material.

PTs can learn from the coaching videos. They can also show the videos to introduce sessions when they facilitate the INSET workshops, if they feel the videos are culturally appropriate. If videos are used during INSET, provide transcripts in relevant languages, as needed. The subtitles of the core content videos should always be translated if they are not already in the appropriate language.

During ToT workshops and INSET, PTs and teachers may provide feedback on the selected videos. This feedback should be considered along with all the other feedback when adapting the modules in each context.

Translations

When to translate

Consider what languages (including Braille) are needed for all the materials (modules, handouts, PPTs, video transcripts, etc). Then consider when you need to do the language translations, depending on the context in which you are working.

Start with an existing version of the materials – which may be English or another language. You can then either:

- wait until a module has been piloted and adapted and then translate all its materials into the other language(s) you need for wider roll-out; or

- translate the module's materials before you use them with PTs and teachers during the pilot phase, and translate each round of adaptations.

From experience, we recommend translating the modules one at a time, not all at once.

In many but not all contexts to date, each module has been used initially in English and translated after it has been piloted and contextually adapted through the ToT and INSET workshops. This has often been a logistical and budgetary decision, but also informed by PTs' language skills or preferences. If you translate the modules before they are piloted and adapted, you must budget for the additional cost of revising the translation each time a draft of adaptations is made (assuming you need to maintain an up-to-date version of the original language alongside the translations).

Braille version

Collate a list of all the documents that need to be produced in Braille and check how many copies are required. Ensure a Braille reader cross-checks the materials before final production. Contract a professional company to do the printing and binding.

Translation process

The Lead Pedagogue should liaise with the translators (e.g., via face-to-face meetings, Zoom, emails, phone calls, WhatsApp messages) to ensure that the translators understand the modules' terminology, methodology and important nuances. The Lead Pedagogue will probably check each translated document to ensure nothing has been missed. If possible, someone in-house who speaks the language (this may or not be the Lead Pedagogue) should check the translation, especially to ensure that key terminology requests have been correctly followed. The toolkits below are useful for this process.

Tool 11 is a checklist on working with translators.

Tool 12 is a glossary of inclusive education terms commonly used in the training modules, which can be useful for helping develop a translations glossary.

If possible, ask the translator to type the translated text into the formatted original version of the materials. This can save you time, as you will not have to reformat the translated documents. However, not all translators can follow the document formatting, so you may have to arrange for formatting to be done separately.

The Lead Pedagogue and Process Coordinator should work together to ensure there is a translation budget and sufficient time available for the translation process. Together (and with any other relevant support staff within the organisation) they must decide who will identify, hire and brief the translators (who may be in-house or external). The budget should include extra time and funds for checking that nothing has been missed from the translated documents and formatting/design work.

Connection with Inclusive Advocacy Component
If you are implementing the Inclusive Advocacy Component at the same time as the Inclusive Teaching Component, make sure that translations are consistent. Use the same translators for both Components, if possible, to avoid the risk of contradictory translations.

3.5. Running workshops

> **"The medium is the message."**
>
> We use inclusive, **learner-centred pedagogy** in the training workshops, to **demonstrate** the kind of pedagogy that needs to be happening with learners in an inclusive classroom.

The Inclusive Teaching Component involves a variety of workshops. Below we outline the different workshops and the key activities for the Lead Pedagogue and Process Coordinator. (See Section 3.6 on in-service training and action research for information about INSET workshops.)

The Process Coordinator handles most of the logistical arrangements (and/or delegates tasks to colleagues/assistants). However, they must work closely with the Lead Pedagogue to organise the training schedule, tasks and deadlines, workshop materials, participant numbers, and equipment. The two personnel must define clear role boundaries to ensure no tasks get accidentally missed or duplicated.

ToT workshops

PTs are trained during ToT workshops, one module per workshop.

The Lead Pedagogue runs the ToT workshops. They work closely with co-facilitators (if needed) and the Process Coordinator who organises workshop logistics. The Lead Pedagogues may mentor their co-facilitators. They may also coach them, e.g., going through work plans and the training resources, in person or online (using Teams or Zoom), to ensure the co-facilitators understand the content and methodology before they train PTs. Lead Pedagogues may choose to video themselves modelling activities. The video clips can be used when training PTs.

The dates of the workshops will have been decided in the planning stage, based on what is already known about the available opportunities for ToT and INSET workshops in that context (see Section 3.3 on planning timelines and budgets). Once the dates are confirmed, however, the Process Coordinator may still need to communicate with the PTs' line managers to ensure the PTs have permission to attend the workshops on the chosen dates. For example, head teachers who will be PTs may need permission from a district education officer; university lecturers may need

permission from the Dean. You may need to email or post a formal invitation to the relevant manager, with the PT in copy so they can track the response. Ideally, you would have an annual calendar of workshops with agreed dates in advance, but we realise this is not always possible.

📑 **Tool 13** is a template of a permission letter about PT workshops to adapt and send to line managers.

During ToT workshops, PTs:

- learn about the inclusion-related topics they will be training teachers in;

- experience the learner-centred pedagogy/methodology they will use when training in schools and universities/colleges, demonstrating effective inclusive teaching and training practise;

- contribute to localising and improving the training modules.

A typical ToT workshop schedule:

- Day 1 – Reporting back. Each PT team reports and reflects on their pilot school INSET experiences and any changes needed to the module. Head teachers report and reflect on inclusion changes in their schools following the latest INSET workshop. Observers (once/twice a year following visits) report on how the schools are developing inclusively. (Note, with Module 1 there is no reflection session on Day 1, because there has not been anything to reflect on yet!)

- Days 2, 3, 4 – Training on the next module, facilitated by the Lead Pedagogue (and co-facilitators if present). PT teams plan INSET delivery (if time allows).

📑 **Tool 14** is a planning template for PT workshops.

📑 **Tool 15** is a reporting template for PT workshops

In a typical pilot phase of the Inclusive Teaching Component, the series of ToT workshops, and subsequent INSET is spread over **at least two years**.[30] This timeframe ensures the PTs and schools are not overwhelmed with too much

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[30] If this is not realistic for your context, identify a) a longer timeframe, or b) a compromise on how many modules you will cover. Do not be tempted to significantly edit and reduce the module content.

new information at once. It gives them time to adapt, internalise and become comfortable with the training content and methodology. There is also enough time for PTs to provide the INSET to each school, and for schools to establish the new methodology into their teaching practice, before the PTs return as a group to learn about and co-develop the next module during the ToT workshop.

Experience suggests that PTs may not want to run the INSET workshops the week after the ToT workshop. This may be too exhausting and difficult for the PTs to fit into their other workloads. With careful planning, you can ensure the ToT and INSET workshops happen at times that suit the PTs and the schools.

FAQ: Can we train on more than one module at a time to speed up the process?

Pre-service students can be trained on more than one module at the same time. Because they study the inclusive methodology course day after day, they are immersed in the programme and would not have a problem understanding content from different modules being taught concurrently. The course would only take 4-6 weeks in total.

We do not recommend training on more than one module at a time during INSET, however. If you train PTs on two or three modules at a time and they only provide INSET on one module at a time, there could be a very long gap between them discovering a module and then using it. That means plenty of time to forget the content and methodology and lose confidence in facilitating it – reducing the quality of the training and risking PTs dropping out because they feel inadequate!

For most practising teachers, the training will be new and challenging. You may be asking them to substantially rethink what they learned in college. They need to absorb and then try to use what they learn after each INSET workshop. They will feel overwhelmed if you ask them to internalise and use the ideas from more than one module at a time.

Observer workshops

The Observers attend four training workshops based on the content of the core modules. The Observer workshops can be 'tagged on' to a PT workshop for logistical and budgeting purposes but also so the PTs and Observers can meet personally during the feedback on observation visits. The pattern for Observers' training is usually:

- introductory training on inclusive education *before* the PTs' module 1 ToT workshop. This enables the Observers to visit the PTs' allocated schools to create a baseline of observation **before** the PTs attend their first training workshop and subsequently facilitate their first INSET;

- second training during/after module 3 ToT workshop and visits after module 3 INSET has been delivered, observed and established in schools;

- third training during/after module 5 ToT workshop and visits after module 5 INSET has been delivered, observed and established in schools;

- fourth training during/after module 7 ToT workshop and visits after module 7 INSET has been delivered, observed and established in schools.

Observers also participate in the action research training during their introductory training. They gain a better understanding of inclusive education, the action research approach that PTs and teachers will use, the self-assessment competency framework, how to use a toolkit of resources to guide their monitoring of school inclusivity, and the overall content of the training modules.

Logistical preparation for the Observer workshop is the same as for the ToT workshops, and these workshops are facilitated using the same interactive, participatory approach to learning.

Observer school visits

Observers visit schools to observe what is happening in classes and around the school. They conduct meetings/interviews with learners, key staff, parents and/or caregivers and community members, etc, to identify how the training has been received and used. They collect ideas for improvements and additions for the modules that have been covered by the INSET so far. The frequency of Observer visits may depend on their available time and funds for travel costs, but ideally they visit participating schools at least once a year.

An 'Observers toolkit' helps Observers prepare for and conduct school visits. This toolkit should be introduced/recapped during the training workshops. It includes prompts and guidance for interviews. During the Observer workshops, the Lead Pedagogue reminds Observers to use the toolkit as a guide, not a blueprint. Observers should choose the format and content of any interviews or observation activities to suit the context of the school, its community, and the local setting. They should document their visits.

After they have visited schools, Observers attend the first reflection day of the next ToT workshop where they can feed back to PTs. They share the findings of their monitoring visits, interviews with stakeholders, follow-up with schools and any recommendations they have. They also discuss plans for future visits.

📑 **Tool 16** is a planning template for Observer workshops.

📑 **Tool 17** is a reporting template for Observer workshops.

📑 **Tool 18** is a permission letter template for Observer visits, to send to line managers.

📑 **Tool 19** is a reporting template for Observer visits.

Workshop methodology

Facilitation and learning techniques

Teacher development is most effective when the training activities reflect the inclusive practice expected from teachers in the classroom. During all Inclusive Teaching Component workshops, therefore, participants directly experience teaching strategies that enable learners to engage with and be active in the learning process. Activities are learner-centred and varied, including individual, group and pair work. They offer opportunities for speaking and listening, and are collaborative, motivating and thought-provoking. Participants frequently experience giving and receiving feedback and reflecting on and evaluating their own learning.

📑 **Tool 20** provides a checklist of tasks before each workshop.

📑 **Tool 21** provides a checklist of materials you may need for workshops.

📑 **Tool 22** provides guidance on accessible facilitation.

📑 **Tool 23** is a checklist for printing training materials.

Room set-up

Ideally, participants work in small groups of 4-6 participants per table. Ensure the tables are large enough to accommodate flipchart paper and for the groups to work comfortably together. Position the tables so everyone can easily move their chairs to see the front of the room or wall where PowerPoint slides are projected. There should be plenty of space between tables to ensure accessibility and ease of movement for the trainer and participants.

Figure 3: A good example of a workshop room set up for group work.

[Image description: A large room with square tables, spread out so each table fits 5-6 chairs around it. Many chairs are occupied by male and female participants. Wide spaces between the tables make the room feel spacious.]

Mentoring

The Lead Pedagogue (with assistance from co-facilitators where needed) should support and mentor PTs **before, during and after** each ToT workshop and when preparing and facilitating INSET. This ensures they understand the module content and feel supported and confident with the training methodology. The options for mentoring include (but are not limited to):

- face-to-face meetings;

- Zoom/Teams/Skype sessions;

- ad hoc WhatsApp and text messaging;

- emails.

This also applies to Observers **before, during and after** their training session and their school visits.

The Lead Pedagogue should **allocate time** for this mentoring in their workplan and agree with the PTs how they will support the training delivery.

Timeline of training workshops

The following is a typical pattern but it is not set in stone:

PT training (ToT workshop)	Observer training
	Observer training 1 (should happen **before** Module 1 ToT workshop is delivered)
	Observers do school visits
Module 1 Introduction to inclusive education	
PTs do INSET and action research projects	
Module 2 SITs and the role of the school IECo	**Observer training 2** (tagged on to the Module 3 ToT workshop and covers the content of Module 2 and 3)
PTs do INSET and action research projects	
Module 3 Identifying out-of-school learners and supporting education transitions	
PTs do INSET and action research projects	**Observers do school visits**
Module 4 Screening and identification of learning needs	**Observer training 3** (tagged on to the Module 5 ToT workshop and covers the content of Module 4 and 5)
PTs do INSET and action research projects	
Module 5 Creating individual education plans and teaching and learning aids	
PTs do INSET and action research projects	**Observers do school visits**
Module 6 Promoting active learning in the classroom	**Observer training 4** (tagged on to Module 7 ToT workshop and covers the content of Modules 6 and 7)
PTs do INSET	
Module 7 Developing learner participation	
PTs do INSET and action research projects	**Observers do school visits**

See Tool 3 for a more detailed module content overview.

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Cycle of training

You will probably need to plan for each training cycle to take four months, meaning you can complete the seven-module programme, and make some progress with further systemic changes, in 2-4 years. During the four months, the following activities happen, supported by the Process Coordinator and Lead Pedagogue:

	Liaise with partners, district education offices, PTs and Observers regarding the best timing for the ToT workshop and INSET in pilot schools.
	Adapt and revise the existing module and get it translated.
	Prepare workshop materials: create/adapt PowerPoints, workshop workplans, handouts, resources such as writing materials, paper, pens, etc, translation, printing.
	Prepare workshop venue and other logistics: identify workshop venue, conduct risk assessments, organise the catering, room layout, equipment, accommodation, travel, expenses/per diem, etc.
	Prepare co-facilitators: Discuss the workshop materials. Coach them on how to facilitate workshop activities and work with interpreters (if you are using co-facilitators).
	Facilitate ToT workshop Day 1 – Reporting back on the previous module. Each PT team reports and reflects on their pilot school INSET experience and any changes needed to the module. Head teachers report and reflect on changes in their schools' inclusivity since the INSET workshop. Observers report (once/twice a year following visits) on how the schools are developing inclusively. (Note, the Module 1 ToT workshop does not have this initial reflection day.) Days 2, 3, 4 – Training on the next module by Lead Pedagogue (and co-facilitators if present). If time allows, the PT teams plan their next INSET workshops.

	ToT workshop report The Lead Pedagogue and co-facilitators prepare a short report which details what happened, and reflects on how trainees responded, what went well, and what could be improved.
	INSET PT teams facilitate INSET workshops in the pilot schools, with mentoring support from the Lead Pedagogue. Teachers and schools then establish and develop the new methodology in their teaching practice.
	Action research Teachers in the pilot schools (with their SIT, once formed) carry out action research activities to investigate inclusion issues for their school community. The PTs should oversee this, and the Lead Pedagogue is available to give advice if needed.
	Review meeting The Lead Pedagogue, Process Coordinator and other staff from the organisation(s) running the programme meet to discuss and reflect on the ToT workshop and INSET for that module.
	INSET reports PT teams write short reports for the Lead Pedagogue on what went well and what needs changing/adding to the module.
	Head teacher reports Head teachers from participating schools (who should also be PTs) briefly reflect on any changes they have noticed in their schools since the action research and INSET, ongoing challenges, and further opportunities for improved inclusivity.
	Observer reports Observers visit schools once/twice a year (or more often if there is a budget) and prepare short reports on what they have observed and heard, what changes have happened and what opportunities for further inclusion they have identified.

After about four months, the PTs repeat these elements. Realistically, Observers only make one or two visits a year.

Connection with Inclusive Advocacy Component
If you are running the Inclusive Advocacy Component in the same communities as the pilot schools, consider whether you can tie both schedules together so that the OPDs can be prepared and available to engage with the action research stage of each teacher training module.

3.6 In-service training and action research

Your in-service training and action research may be part of the pilot phase or the roll-out phase – but it is important to remember that the benefit of the Inclusive Teaching Component is that it ensures **in-service teacher training is closely linked to and/or influences sustained change in pre-service training.** We now start to discuss how you can make this happen.

In-service training

Planning

INSET is delivered within schools. INSET should be provided by PTs after each ToT workshop (i.e., provide INSET one module at a time).[31] The INSET is a whole-school training – every teacher and any other relevant school staff should attend. INSET workshops are three days long (not four days like the PT workshops as there is no need for the introduction/reflection activities).

Usually, the planning is done on an annual basis – with updates when circumstances change. We touched on planning for INSET in Section 3.3 on planning timelines and budgets. But in-depth planning is needed throughout the cycle and PTs need to consider the following questions before they plan the INSET. Some of these may already have been addressed as part of the scoping study.

- How much time can PTs allocate, or will their managers allow them to allocate, within their annual workplan, for conducting inclusive education teacher training? For example, think about whether you need to arrange the INSET on six afternoons instead of three full days.

- How many weeks in the year can teachers attend inclusive education training workshops, bearing in mind that they will probably be expected to attend INSET on other topics as well during the year?

- What are the regulations regarding INSET (e.g., does it have to be during school holidays so as not to disrupt teachers' work, and if so, what is an acceptable amount of holiday that teachers can be asked to give up attending training)?

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[31] This is especially recommended during the pilot phase in a new context. When using the Inclusive Teaching Component longer term, after the contextual adaptation and testing stage has been completed, it might be feasible to train PTs and teachers on two modules at a time, but we usually do not recommend this as it can overwhelm the trainer and trainees.

- Where will the INSET take place? It is usually conducted within the school, if there is a suitable and accessible room, otherwise in a nearby venue.

- Does the school have electricity, or will a generator and fuel be needed to run the PowerPoint projector?

Remember!

If you are the funder/implementer of the Inclusive Teaching Component, you are committed, through the pilot phase, to help prepare the ground for longer-term and sustained change in schools and in teacher education. You are not just interested in achieving impressive statistics quickly to show to your donor. You are aware that it is not an NGO's responsibility to train every teacher nationally. You keep this in mind when planning INSET so that your goal for the number of schools and teachers to train is not over-ambitious. For example, Zambia and Zanzibar initially worked with six and eight pilot schools respectively.

INSET expenses

Travel, accommodation and subsistence expenses are usually arranged by the Process Coordinator (and/or the support staff in the organisation) and covered for the PTs and Observers during the NGO-funded stage. During NGO-funded INSET, pilot schools and teachers are supported in the same way with travel and subsistence costs. In the long term, these relatively small costs need to be sustained by relevant government departments/government funding to schools, or perhaps by local TTIs when the PTs begin delivering the modules at pre-service level.

Tool 10 gives more suggestions on what to budget for. As discussed in Section 3.3 on planning timelines and budgets, PTs and Observers are not paid a second wage or consultancy fee for their Inclusive Teaching Component work. They volunteer to fulfil the PT/Observer role and they benefit from gaining a wealth of training, practice and skills.

Tips for the Lead Pedagogue when supporting INSET

- PTs should work in teams of two or three to provide INSET in schools. This highlights the importance of collaboration and ensures PTs are not tackling inclusion challenges on their own. The Lead Pedagogue helps to identify the pairings/groupings.

- Encourage the PT teams to **organise INSET as soon as possible after they have been trained**, so the information is fresh and they feel confident facilitating the workshops.

- The Lead Pedagogue (and/or co-facilitators) must be available to support and supervise the INSET in person where possible, especially for the first module. PTs are likely to need more hands-on support during the earlier modules. The Lead Pedagogue can help address problems that arise and ensure the quality of the training.

- The Lead Pedagogue should organise a virtual meeting with each PT team before the training (where internet connectivity allows) to support their preparations and answer any remaining questions about content and methodology. The PT teams may also need time together to prepare before going to their allocated pilot schools.

- Ensure the PTs have all the training materials available prior to the INSET. Also ensure that printed sets of PowerPoint slides are available in case of problems using the PowerPoint projector (even if you have arranged back-up power, things can still go wrong!). They can copy printed PPTs onto flipcharts if necessary.

- Support each PT INSET team (per school) to prepare a simple report after the training.

- Arrange a debrief with each PT team (virtual or face-to-face) to help them reflect on what went well, challenges and learning. This enables them to prepare their report and share their experience at the next ToT workshop.

Action research

After each module there is an **action research task**. The Lead Pedagogue manages this component. The SIT, school IECo, teachers and school community are asked to carry out a small investigation into a problem they have identified and/or experiment with a new way of working. These action research tasks, carried out with colleagues and stakeholders, support teachers to develop collaborative ways of working in their schools. It is important for teachers to become actively involved in investigating their school community

and trying out solutions to problems. This way of working is addressed throughout the modules. The task and findings are documented to help the school stakeholders and PTs recall and reflect.

The pilot school head teachers, who are also PTs, share the action research findings with colleagues at the next ToT workshop. The action research activities can also be shared with Observers when they visit the school.

It is important to emphasise that each INSET workshop is not an end in itself. The real work is for teachers, and the school community through the SIT, to apply the training and use the knowledge and skills they gain to advocate for inclusive education in their schools and communities.

> **Example of an action research task**
> A member of the SIT notices that girls are often absent from class, and they do not know why. The SIT starts to investigate where the girls are and why they are not in class by interviewing learners, asking classmates about their fellow learners, and observing if there are any girls in the school grounds during class time. They work out that there is a pattern. They notice the girls' toilets are dirty and find out the girls are scared to use them when menstruating. Instead, they go home to use the toilet and/or stay home when they have their period. The SIT informs the school and ensures the toilets are cleaned regularly, and that paper and sanitary products are available at all times. This increases the girls' attendance in school.

? FAQ: Do schools need a budget for the action research stage?

No. Action research is a simple process of looking at the situation, discussing and thinking about workable solutions to a problem, and then testing the solution to see if it works. If it doesn't work, look and think again and try a different idea. The great value of action research is that it can be done without extra resources. It needs some time, commitment and creative thinking.

Of course, the school may decide it wants to try an inclusion solution that requires resources/funding. Part of the action research process may be to investigate how to find the necessary resources/money. And if they cannot be found, the school investigates and discusses ideas for lower-cost or no-cost solutions instead.

Your organisation may choose to provide small budgets for the schools so they can identify solutions that need funds. But you do not have to, and it may set a precedent that the government cannot maintain in future.

? FAQ: How do schools set up SITs?

Module 2 provides all the details of how to establish a SIT, and how to identify a school IECo. It highlights that:

> "Each school needs a school inclusion team that is flexible and responds to the school's unique situation, problems and opportunities. This means teachers, their colleagues and community stakeholders will need to develop ideas to suit their own school – there is no fixed formula…".

Schools may already have other groups, such as school management committees, parent-teacher associations, etc. The SIT is not intended to add extra layers of bureaucracy but to help the school – and its existing structures – to understand and act on inclusion issues more effectively. The Lead Pedagogue and PTs should be available to provide advice if schools have queries or concerns about setting up or running a SIT.

3.7 Pre-service training

There is limited value in supporting the training of existing teachers on inclusive education if the newly qualified colleagues who join them from college have no knowledge or understanding of inclusion.

Many PTs will be pedagogy lecturers/tutors. They train student teachers about teaching and learning methodologies at pre-service level in TTIs. While their primary role in the Inclusive Teaching Component is to provide INSET to schools, they are also encouraged to test the modules in their TTIs and adapt them for pre-service use. They do not have to wait until after they have run the INSET for this – they can and should try to use the modules for pre-service training at any stage during the Component. Ministry of (Higher) Education departments can also begin to integrate the module content into their curricula and pre-service institutions at any point.

PTs will need to discuss with their Dean of Education or Principal. They will probably need permission to spend time adapting the modules for their pre-service programmes, and they will need to discuss when they can test the modules with their students. This pre-service testing stage further strengthens the final training resource and the chances of achieving sustainability.

Initially, the PTs from each TTI should introduce the Inclusive Teaching Component to their peers, especially methodology lecturers and tutors. They can use the four-hour 'bite-size' sessions for this, one session for each module. These condensed versions of the training introduce lecturers/tutors to the module content while they read through a copy of the full-size module. Depending on TTI/Ministry permission processes, the PTs and their TTI colleagues can then train their student teachers using the full version of each module and support materials.

Alongside this, PTs (with support from the Lead Pedagogue as needed) should start discussions about curriculum revision. The ambition is for the Inclusive Teaching Component content to be introduced into TTI teacher training curricula at the pre-service level. This may take several years, depending on the curriculum revision process within each TTI (and any processes required by the Ministry of (Higher) Education). PTs should, therefore, raise the matter with their Dean of Education/Principal at the earliest opportunity.

? FAQ: Shouldn't the NGO/Lead Pedagogue do this work rather than asking volunteer PTs to do it?

The Lead Pedagogue should be available to advise and support the PTs when they are negotiating to bring the Inclusive Teaching Component into their colleges and universities. But experience suggests it is better if the PTs are involved in advocating for changes in their own institutions, rather than an outsider doing it. The PTs know the training inside out. They have seen how effective it can be and they have case studies from the schools they have trained. They are thus ideal advocates to encourage their managers and colleagues to try it.

3.8 Module approval process and curriculum revision

Advocate early

When you first start using the Inclusive Teaching Component, the Lead Pedagogue, with support from the Process Coordinator if/when necessary, should initiate discussions with relevant government and TTI departments and/or networks and partners. They should discuss how the Inclusive Teaching Component resources can be formally approved for national INSET use and added to university/college teacher training curricula, once the piloting stage is complete. Use the scoping study findings on the country's inclusive education policy and delivery framework to guide these discussions. If you have learnt more since the scoping study, include that information in your discussions as well.

Make sure the Observers include **senior** Ministry of (Higher) Education officers with responsibility for teacher education, teacher training and curriculum development, as well as principals of teacher training colleges, and Deans/Deputy Deans of Education from university Schools of Education that offer teacher training. This ensures they are part of the process from the start, so they will understand the need for, and be better able to help achieve, formal module approval and curriculum revision. The Ministry of (Higher) Education departments can adopt the materials into the national system at any point in the process.

Case study: Uganda
Following the completion of the seven modules, the Lead Pedagogue supported co-facilitators and PTs from Kyambogo University to assist the curriculum development centre (Uganda National Institute for Teacher Education, UNITE) and the Department of Teacher Education to roll out the modules to 200 methodologists from TTIs throughout the country, using allocated CPD finance. These methodologists are then monitored and supported by the co-facilitators while they roll out the module content to their student teachers.

Module approval

The Lead Pedagogue, with support from the Process Coordinator if/when necessary, should identify which Ministry of (Higher) Education departments manage the process of approving new education resources. For example, there may be a curriculum development centre or unit within the department of teacher education. Members of this department may already be Observers. Building on what was discovered during the scoping study, the Lead Pedagogue should liaise with relevant departments to find out what the ratification process entails and how they can support and encourage approval of the modules for INSET and pre-service use throughout the country.

The exact process for getting materials approved will vary in each country. It may be relatively easy or entail several years of debate and negotiations.

Key considerations based on experience:

- **Who needs to be involved?** The Ministry may have specific requirements for other departments, institutions or individuals who must be involved in reviewing and approving materials. It is quite likely they may include special needs educators. Be prepared to invest time in tricky discussions if the reviewers are not pro-inclusion or are not familiar with a broad interpretation of inclusive education.

- **What is the process?** The Ministry may organise review meetings, or you may need to do this. Ideally, the Lead Pedagogue and/or some PTs will attend such meetings to help explain or demonstrate the Inclusive Teaching Component content and methodology. In some contexts, the Ministry may insist on a much stricter closed-door review of materials, but you may still be able to find a way to brief them on the approach, how it differs from others, and why it is valuable.

- **How long will it take?** The Ministry should have a process timeline, so that you know how long they usually take to review and approve materials. But the process may not always be predictable. Be prepared for the process not to fit perfectly into an NGO project cycle! This is why having PTs within the system is so important – they will still be around to support the approval process even after an NGO project ends.

- **Do we need a budget?** Ideally, the Ministry will take responsibility for any costs involved with reviewing and approving the materials. However, sometimes you may need to present the materials for review and approval in several languages, incurring translation costs. You may be expected to

provide the printed copies for use during a review meeting. The Ministry may agree to facilitate an approval process if you fund the meeting costs. And, if the Lead Pedagogue and PTs are allowed to attend review meetings, you will need to cover their expenses. Ultimately, the Ministry may request adjustments to the materials. If these fall within parameters you consider acceptable, you may need to pay for rewriting/editing support (and additional translation).

Curriculum revision

While the PTs are negotiating permission to *test and adapt* the Inclusive Teaching Component modules in their individual institutions, you can also take a more systemic step to revise the pre-service curriculum. The Lead Pedagogue, with support from PTs and the Process Coordinator if necessary, should identify the relevant Ministry of (Higher) Education, university and teacher training college departments that administer curriculum revision and discuss how this process can be achieved in the various TTIs. In many countries, the teacher training curricula in universities and teacher training colleges are separate. The extent to which curricula are determined by the government or by the institution also varies and must be understood and respected.

Typically, university schools of education can revise their curricula and have it agreed by their senate. Sometimes it may then have to be approved by the Ministry of Education's Higher Education Department. The Lead Pedagogue should liaise with each university's curriculum development 'structure' (e.g., the School of Education) and relevant Ministry of Education departments (e.g., Teacher Education) to ensure that each university's teacher training curriculum is revised and includes the modules' methodology.

At college level, the Ministry of Education is often involved in revising the curricula delivered by teacher training colleges. Again, the Lead Pedagogue should liaise with the relevant Ministry of Education departments, (e.g., Teacher Education) to begin the process of advocating for and supporting the revision of teacher training college curricula.

See the case study below.

Case study: Zanzibar

Following the completion of the seven modules, the Lead Pedagogue supported a co-facilitator and PTs from TTIs. The PTs meet several times a year, facilitated by the co-facilitator, to discuss how the curriculum revision is progressing in their respective TTIs.

In several universities the PTs have ensured that the curriculum is revised and the inclusive methodology is added. This is now being considered by the Tanzania Commission for Universities for final approval.

At teacher training college level, the co-facilitator and PT colleagues are working with MoEVT to revise the college-level teacher training curriculum to ensure that inclusive methodology is added.

Remember!

The end goal for all NGO-supported programmes using the Inclusive Teaching Component is **module approval and curriculum revision by the government**. Over many years, we have seen numerous NGO-funded training modules and proposed curricula sitting on Ministry of Education shelves gathering dust. Once piloting and the revision of module content have concluded, the next step is to ensure sustainability – and this process should start while the modules are still being piloted and revised. Your indicators for success when using the Inclusive Teaching Component should include measuring the extent to which inclusive methodology has become systematised through module approval and teacher education curriculum revision.

3.9 Roll-out to more schools

When to expand

Expanding the use of the contextualised materials developed during the pilot stage can happen at any time during the Inclusive Teaching Component. If an NGO or Ministry wishes to roll out a module through INSET to a bigger number of schools, this can be done so long as the testing, adaptation and revision process has been finished for that module. However, it may be advisable to start further roll-out after the pilot is complete; that is, after all seven rounds of ToT workshops and INSET have been completed and all materials have been fully contextualised and cross-checked for consistency. (Remember too, the materials are never 'final' and should constantly evolve through periodic review and revision.)

Supporting government-led expansion

As noted above, teacher training and education system improvement is primarily the state's responsibility. The Inclusive Teaching Component strives to work with the government to develop a training approach and set of resources that the government believes in and wishes to use nationally for INSET and pre-service training.

Rather than planning to implement larger-scale INSET roll-out themselves, this guide primarily advises NGOs to focus on advocating for roll-out led by the Ministry of Education and/or TTIs – with NGO support where necessary. Advocacy towards this should ideally start as soon as the pilot starts. Indeed, relevant advocacy may have been happening before the pilot, especially if an NGO is introducing the Inclusive Teaching Component within a larger existing or longer-term education programme.

The strategy previously illustrated – of selecting PTs and Observers from 'within the system' – should make it easier:

- for NGOs to advocate for the Ministry of Education to approve, adopt and roll out the Inclusive Teaching Component modules;

- for the Ministry to access information and insights into the Component to inform its decision on roll-out.

In some contexts, rather than expecting an overnight 'transition' from the NGO-supported pilot to an entirely Ministry-supported expansion, an intermediate step could be considered. For instance, in the first roll-out phase,

the Ministry might take responsibility for certain costs, while the NGO continues to provide some financial input alongside technical support from the Lead Pedagogue. Such an intermediate step should still be planned with the NGO's full financial and technical exit in mind.

NGO roll-out

In some contexts, NGOs may wish to continue directly rolling out the Inclusive Teaching Component modules through INSET. This might happen when:

- the government has shown limited interest in adopting and expanding the training, but the NGO believes more evidence over a longer period could positively influence them;

- the government lacks funds or the option to reallocate funds to support expansion, but there is a body of momentum for change among educators that the NGO wants to keep nurturing while the government finds a funding solution;

- the government does not function effectively (e.g., in a post-emergency context), so it has limited capacity and relies on NGO support across most sectors.

Remember!

In some contexts, NGO-supported roll-out of INSET to a bigger selection of schools (rather than just to the initial pilot selection) may only be possible using government-approved training materials. In this situation, the Lead Pedagogue and PTs may need to focus extra attention on the module approval process before an NGO-supported roll-out can receive government permission. (See Section 3.8 on module approval.)

3.10. Monitoring, evaluation and learning

MEAL focuses on tracking programme performance and progress, ensuring accountability to all stakeholders, facilitating learning and improving programme design and implementation.[32] Every organisation involved in the Inclusive Teaching Component will have its own policies and procedures for MEAL – sometimes guided by donor guidelines – so these will need to be followed first and foremost.

Use the features embedded in the Inclusive Teaching Component

The Inclusive Teaching Component has various inherent features that, if used sensitively and strategically, can contribute evidence for your formal MEAL needs without interfering with the training process:

Action research

The Inclusive Teaching Component has action research (a monitoring-for-change process) built into it. The PTs and teachers do small action research tasks between workshops. The SITs use action research to understand challenges and strengths and find ways to improve their school's inclusivity. These action research activities are 'critical reflection' and 'self-help' processes for practitioners and stakeholders; they are not intended to generate formal monitoring data for donors. Of course, as a Lead Pedagogue or Process Coordinator you can still use the evidence and case stories they record and share[33] in your own MEAL reporting. Just make sure that the NGO/government/donor reporting needs are not imposed on the action research. It must remain a process that investigates what the teachers and school communities want to find out about and change.

Self-assessment competency framework

The Inclusive Teaching Component has a self-assessment component which schools and teachers use to assess how inclusive their practice and environment is becoming as the training progresses. The framework helps them to clarify their own ideas and understanding of their inclusive learning goals, recognise some of the key aspects of their own work they are acquiring competency in, and identify what they may still need to learn. It helps schools and teachers to identify their progress across the framework's competencies,

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[32] Save the Children has a free online introductory course to MEAL which is available to everyone: https://resourcecentre.savethechildren.net/document/save-childrens-monitoring-evaluation-accountability-and-learning-meal-introductory-course/
[33] Assuming the necessary identity protection steps are taken.

and so develop a greater critical awareness about their own learning. How teachers, schools and PTs are progressing through the competency framework can assist the Lead Pedagogue to monitor and evaluate the progress of the Inclusive Teaching Component. As with action research, the self-assessment competency framework must also remain a process that investigates what the teachers and school communities want to find out about their practice and what goals they wish to set.

Observers

The Observer visits are a crucial element of the Inclusive Teaching Component. They gather insights that are discussed by PTs and head teachers to help improve the training and each school's implementation of what is learned during the training. Again, the Lead Pedagogue and Process Coordinator can use Observers' findings in formal MEAL reporting, but should not expect Observers to collect data that is purely for meeting NGO/government/donor reporting purposes.

Feedback loops

The training cycle has various feedback loops that can generate useful information. The Lead Pedagogue is involved in all these loops and can use the evidence shared in their own reporting activities. The feedback loops include:

- The Lead Pedagogue attends every ToT workshop and observes, records and reflects on how PTs respond to the messages and methodology and what PTs report they are doing with inclusive education training.

- At every ToT workshop, PTs share their experiences with delivering the previous module INSET and how teachers have responded.

- At every ToT workshop, head teachers (who are PTs) share how their teachers'/SITs' action research has been going.

- At every INSET workshop, teachers may reflect on their experience with the previous module and with action research.

- PTs, in most contexts, create discussion groups (e.g., using WhatsApp), which offer another way to document progress and challenges through text messages, photos, videos and voice messages.

- Observers visit schools and report back to the Lead Pedagogue, and also feed back during the ToT workshop reflection day following a school visit.

Mini module

The Inclusive Teaching Component includes a mini-module on 'Using data to promote the participation and achievement of all learners'. This module "provides teacher trainers with activities and resources to equip teachers and other school staff to use data to promote the participation and achievement of all learners". It builds on the action research activities to help teachers engage with more formal monitoring and evaluation in a way that continues to support their own reflection and improvement.

> 📑 **Tool 24** mini module on Monitoring and Evaluation

Indicators

Qualitative or quantitative?

- Quantitative indicators: quantifiable measures using numbers, proportions, ratios and rates of change.

- Qualitative indicators: non-numerical metrics that measure change over time against pre-determined criteria. They capture nuanced insights into performance, experience, perceptions of the Inclusive Teaching Component etc.

To make sense of what is happening in relation to the Inclusive Teaching Component, we need to use both sorts of indicators. We may be tempted simply to measure changes (over the course of a short project) in the number of learners in class, or changes in the number of learners from specific groups enrolling or achieving certain test scores or progressing to higher levels of education or employment. But this alone will not provide a useful assessment of what is happening to the education system and whether/how the Component is influencing *longer-term systemic changes* in education. We therefore need to ask questions that challenge us to provide answers that are both numerical and analytical/reflective.

Questions

Questions to evaluate an approach like the Inclusive Teaching Component may include:

- Has the awareness and understanding of learner diversity and education rights for all increased among teachers and school staff, and among parents and families? What has changed and how can you tell?

- What are the schools doing differently as a result of the training? How do we know?

- What strategies have teachers, schools and communities implemented to ensure the inclusion of all learners? What has worked best and why? How can you tell?

- Have the action research projects led to noticeable changes in school communities? If so, what sort of changes, and might they be sustainable? How do you know?

- Have learners – especially previously excluded learners – teachers, parents and/or caregivers and community members been included as stakeholders to be consulted in the evaluation?

- How much progress has been made towards ensuring the Inclusive Teaching Component is sustainable, or that key elements are embedded in the education system? How do we know? Which factors may support or hinder further sustainability?

Remember!

All of your MEAL activities will be participatory, and you will ensure that members of the community, parents and/or caregivers, learners, educators, etc, are heard and taken seriously. You will ensure that all your MEAL work has the dual ambition of providing data for donors and generating information that informs improved planning and implementation in the future.

Conclusion

The Inclusive Teaching Component is a proactive approach to contextualise and embed inclusive education practices into pre-service and in-service training and policy within national systems. There is no universal blueprint, and this guide should not be interpreted as fixed or as the ultimate answer to teacher training for inclusion in your context.

The guide has been written for professionals in project management and pedagogy. It therefore assumes a certain baseline of knowledge, skill and experience and does not attempt to go 'back to basics' with every aspect of how to run a project or how to develop and use a training package.

We recognise that despite its length, this guide may still leave some questions unanswered. We therefore encourage you to reach out to other organisations and experts, share experiences and ideas, and be active critical thinkers and problem solvers, to help fill any gaps in the advice provided here. And when you do answer questions or fill gaps that we might have left, it would be great if you could share your ideas and experience back with the publishers of this guide!

Annex

Annex I: Glossary of terms used in the Inclusive Teaching Component

Principal Trainers

Principal Trainers are inclusive education professionals trained in using the Inclusive Teaching Component, who then train teachers in schools and universities/colleges. PTs must already have some responsibility for training, advising, or managing teachers in their current employment and have interests, experience and skills relevant to the programme. For instance, PTs are usually teacher trainers (lecturers/tutors) from local universities and teacher training colleges. They might also be head teachers, advisers from local teacher resource centres, district education officers, and so on. It is important the PTs can embed inclusive education training responsibilities into their current job descriptions and workplans, at pre-service training and in-service training (INSET) levels.

Observers

Observers are senior staff or responsible people from key stakeholder organisations. They support the use of the Inclusive Teaching Component and/or have responsibility for teaching and learning and champion inclusion education. They may include senior university and teacher training college staff (e.g., principals, vice principals, deans), senior district education officers, Ministry of Education senior staff and the inspectorate. Observers could also be senior representatives from NGOs, OPDs and other civil society organisations, representatives from other government ministries, and stakeholders responsible for children and young people such as social workers and health personnel. Observers are trained on inclusive education and monitor progress with teacher training and changes in participating schools throughout the programme.

Process Coordinator

The Process Coordinator is a project management position. The post-holder coordinates the Inclusive Teaching Component. Their tasks include building relationships with different actors in the education system; reporting to management; hiring personnel and contractors; planning and budgeting for training workshops and other follow-up activities; organising and negotiating the terms of the training; and overseeing diverse logistical and practical

aspects of the programme. They also engage in advocacy and communications dedicated to system change and liaise with government officials and education stakeholders on these issues. This role covers all aspects of the approach that are **not focused on pedagogy/teaching methodologies**.

Lead Pedagogue

The Lead Pedagogue works closely with the Process Coordinator and is responsible for pedagogy and teaching-related activities throughout the programme. The post-holder ensures high-quality, context-relevant training is provided for PTs and that the PTs subsequently offer high-quality training and action research support for teachers. The Lead Pedagogue also oversees Observer training. Lead Pedagogues **must** show evidence of formal training and/or a degree in pedagogy and recent experience as a practising teacher trainer. They do not need project management experience.[34]

School Inclusion Team

A School Inclusion Team (SIT) is a group of volunteers who are interested in education or their local school. They volunteer their time and share a common goal – to make their school more inclusive. A SIT is flexible and responds to the school's unique situation, problems and opportunities. Teachers, their colleagues, learners, and community stakeholders involved in the SIT develop ideas to suit their school. There is no fixed formula or predetermined procedures.[35]

School Inclusive Education Coordinator

The school Inclusive Education Coordinator (IECo) is an inclusive education champion. This is a voluntary role and the school IECo is a member of the SIT.[36] The school IECo collaborates with parents and/or caregivers, families, the wider communities, and other interested stakeholders to address inclusion challenges and coordinate inclusion-related activities within the school and community. The school IECo may train volunteers to identify out-of-school learners and locally available skills and materials for use in school; observe and assess individual leaders; and/or organise focus group discussions for teachers and learners to build a whole-school approach to inclusion. An effective school IECo is not necessarily a specialist in special educational needs.

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[34] Please note some tasks may be shared between the roles of Lead Pedagogue and Process Coordinator, if agreed in advance and depending on the context. See Section 2. Project Management for more information.
[35] Module 2 of the Inclusive Teaching Component details how to set a SIT up.
[36] Module 2 of the Inclusive Teaching Component details how to select a school IECo.

Annex II: Cumulative learning

Module 1 is the introductory module. It supports teachers to build on any existing understanding of the fundamentals of inclusive education and fosters a commitment to advancing inclusive education. There is a limit to what can emerge from a first short workshop so you should have realistic expectations from **Module 1**. If facilitated well, it inspires teachers' interest and enthusiasm to get stuck into the increasingly more specific modules that follow.

Module 2 focuses on developing coordinated support to include all learners. This is achieved through establishing SITs and identifying a school IECo to assist in its coordination. Early in the course we encourage teachers to understand the importance of collaboration so they are not dealing with new challenges alone. When teachers collectively identify inclusion barriers and collaborate to overcome them, their actions better match the realities and needs of their context. Collaboration and experience of success promote the confidence they need to effect positive change. Having a SIT in place supports this process. A SIT can help teachers, other staff, learners, parents and/or caregivers and the surrounding community overcome a lack of confidence or fears. SIT members share the load and draw on each other's expertise. Every school community has expertise and ideas that often remain hidden. The module encourages teachers, early in their inclusion journey, to explore opportunities for revealing expertise and support.

In **Module 3**, teachers learn about out-of-school learners, how to identify them and find where they live. This is a crucial stepping-stone module. It helps teachers look more closely at barriers to inclusion and the many reasons learners might be excluded from school. This module strongly focuses on action research, encouraging teachers to become actively involved in investigating their school community and testing solutions to problems. The module also looks at supporting education transitions; when learners leave or arrive in an education setting. Transition can be from home to early learning centre, from there to primary and then secondary and tertiary education, from education to employment, and so on. It is a time when learners may struggle or drop out. Transitions also happen within a setting, when a learner moves to a new class. Module 3 helps teachers support learners through their experiences of transition.

By the start of Module 3 PTs are introduced to the **inclusive education self-assessment framework and toolkit**. This competency framework contributes to individual teacher, department, team and whole-school improvement

across a range of competencies promoted by the modules. Competencies are arranged under four 'domains': Teaching and learning; Learners' personal development and wellbeing; Engaging parents and/or caregivers and the community; and Leadership and management. Each domain has levels of competency that the teacher maps during their participation in the modules.[37]

PTs use the short Supplementary Module to introduce the self-assessment tool during INSET. The tool helps teachers and other school staff to clarify their ideas and learning goals. They identify areas of competency growth and what they may still need to learn. They are encouraged to regularly refer to the tool (individually and with colleagues) and they discuss and reflect on their progress at each INSET, as do the PTs at each ToT workshop.

By **Module 4**, teachers should have reasonably strong foundations and feel more confident to tackle more challenging identification and assessment of learning needs. The module supports teachers to look for, understand and know how to respond to learners' functional strengths and weaknesses, and where to go for more specialist advice and support.

The topics in **Modules 5, 6 and 7** are more specific. They introduce more complex inclusive pedagogy and do not just focus on disability inclusion. After **Module 5** teachers will better understand individual education plans (IEPs) and how learners can benefit from having one. **Module 6** offers advice on inclusive teaching strategies for active learning that are effective in diverse settings. **Module 7** builds on teachers understanding and use of learner participation in schools, such as peer support, peer mentoring and peer tutoring.

While the foundational Modules 1-3 should be completed in sequence, some programmes are experimenting with delivering Module 6 and 7 before Module 4 and 5.

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[37] The levels of competency are described in the same way as those used in Save the Children's Teacher Professional Development Programme: 'beginning', 'developing', 'proficient' and 'advanced'.

Annex III: Issues of power

The debate around dismantling unequal power dynamics in the international development and humanitarian aid systems has grown pace in recent years. It would be remiss, therefore, to prepare a guidance document like this without acknowledging some of the problematic power dynamics that could occur (and have occurred) when using the Inclusive Teaching Component or its earlier iterations. The first step in changing the power imbalances inherent in the sector is to acknowledge their existence. This brief annex by no means covers all the possible issues, but we encourage readers to reflect critically, have open conversations, read more resources,[38] and add more ideas to this debate.

The power of timelines

Development projects around the world are often expected to fit neatly with Global-North-dictated timelines, calendars, funding cycles, or donor/head office work-holiday cycles. Such timelines may be irrelevant or mismatched to the needs, interests and capacity of the intervention and its stakeholders.

How does this relate to the Inclusive Teaching Component?

The calendar for a school year is different in every context and almost never matches conveniently with a project funding cycle. The times of year when the government allows teachers to be trained, or when there are sufficient gaps without other important education events such as exams, or cultural/seasonal events, again vary in every context. These times are unlikely to match with a donor funding cycle or Global North-based NGOs' typical annual calendar for budgeting, reporting, holidays, etc. Unrealistic or contextually irrelevant timelines and deadlines can put unnecessary and even inhumane workload pressure on personnel.[39]

Practical implications

The timing of every aspect of the Inclusive Teaching Component must be **scheduled based on what is most appropriate and desirable for the context** and its stakeholders (trainers, teachers, learners, Ministry of Education, etc). If this timeline does not fit conveniently with the external NGO/donor calendar, the latter should be adjusted or made more flexible. While this may not be

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[38] See: BOND (2023) Anti-racism and decolonising: A framework for organisations. www.bond.org.uk/wp-content/uploads/2023/02/Anti-racism-and-decolonising-framework-com.pdf
White Dominant Culture and Something Different. A worksheet. https://bit.ly/WDCandSD
[39] For instance, how often do donors release calls for proposals or instructions for reporting just before a major holiday and then expect NGO staff to submit proposals/reports just after the holiday?!

instantly achievable, there should be progressive advocacy with donors and internally within NGOs to lobby for the flexibility needed for developing genuinely contextually appropriate timelines.

The power of expertise

Most development work has improved in recent decades, progressively dismissing the notion that development is simply a process of exporting 'what worked in the Global North' to other contexts. However, there remains a pervasive undervaluing of indigenous expertise/voice and overvaluing of international expertise/voice. Additionally, in the past, the erroneous assumption that non-educators could lead/facilitate inclusive education training for teachers has not only led to poor change outcomes, but has diminished the professionalism of the education sector.

How does this relate to the Inclusive Teaching Component?

The Inclusive Teaching Component focuses on supporting systemic change (reforming pre-service teacher training) alongside in-service training improvements. System change must be driven by the desires, ideas and experiences of stakeholders in that system – in this case, for instance, teachers, trainers, education officials, learners and their families. That is why the Component promotes the notion that the training is managed, contextualised/adapted, and facilitated by personnel who have substantial teaching experience and existing status as educators within the context.

Practical implications

The personnel recruited as Lead Pedagogues, co-facilitators, PTs and Observers must be experienced teachers/trainers and education experts within their context. They should be well-connected, respected and trusted in the national education system. There should be an explicitly acknowledged commitment both to uphold the professionalism of teaching through respecting the need for the process to be led by education professionals and to respect the value of indigenous expertise.

The power of expectations

One cause of unequal power dynamics in the international development sector is that funding is often driven by the desires and expectations of powerful donors in the Global North – donors who exhibit neocolonial, 'power-over' attitudes and behaviours, even if they are unaware of it. Donor-driven expectations manifest in many ways. Within education programmes, it often

means ambitious goals for the numbers of schools reached, teachers trained, and learners enrolled in unfeasibly short timeframes. Sometimes such expectations stem from the fact that funding application cycles do not allow enough time or resources for comprehensive, collaborative investigations through which more nuanced and contextually relevant expectations are identified and respected as the basis for proposals.

How does this relate to the Inclusive Teaching Component?

The Inclusive Teaching Component focuses on prioritising the quality of training for teachers in order to improve the quality and, thus, inclusivity of teaching and learning. In the longer term, this focus on teaching quality will ensure more schools have the expertise to welcome and support more diverse learners to achieve better learning outcomes. It is not necessarily quick, and it does not reach huge numbers of teachers and learners straight away – its greatest value is in the systemic change it supports. This can present a significant shift in expectations mindset for some donors (and also some NGOs and governments).

Practical implications

Funding proposals for programmes using the Inclusive Teaching Component should **explain to the donor why a focus on the quality of education and teacher training is inherent and non-negotiable** in this approach. Proposals should be honest about why there will not simply be a promise of huge statistical reach, especially during the pilot stages that lay the foundations for systemic change. Ongoing advocacy with current and potential donors (and even within organisations and governments) will likely be needed to reinforce these messages around expectations.

Annex IV: Why was the Inclusive Teaching Component needed and how is it constantly evolving?

Over many years, project evaluations and academic research highlighted persistent problems with training on inclusive education that led to limited or unsustained change.[40] The now-named Inclusive Teaching Component – which has been evolving through various partnerships since 2010 – used this research and evidence to suggest and trial improved ways to achieve longer-term, systemic change in teacher training for inclusion. Below you can read about the ways in which the Inclusive Teaching Component tries to address historically and persistently reported problems, prevent them from recurring, and ensure teacher training for inclusion uses critical reflection to constantly move forward.

A) Uses a whole school approach
Past experience
Cascade approaches to teacher training have often been rapid, short, one-off courses, reaching a lot of participants quickly.

> "One recent confidential terms of reference for technical assistance in a major international donor-funded project in a middle-income country sought to deliver a five-day in-service training package to 5,000 teachers, from which 500 would be selected (on the basis of end-of-training scores) to cascade the training to thousands more teachers."[41]

Evidence has shown, however, that this approach to cascading usually only helped teachers learn superficial theory with little chance to observe, discuss or try out inclusive practices in a real-world situation. Such training raised teachers' awareness without changing their practice.

> "The cascade model was common but there are some dangers inherent in it: in that the message can become more diluted and potentially distorted or inaccurate the further down the cascade"[42] (Tomlinson et al, 2004, p.32)

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[40] Ingrid Lewis, Su Lyn Corcoran, Said Juma, Ian Kaplan, Duncan Little & Helen Pinnock (2019) Time to stop polishing the brass on the Titanic: moving beyond 'quick-and-dirty' teacher education for inclusion, towards sustainable theories of change, International Journal of Inclusive Education, 23:7-8, 722-739,

[41] Lewis, et al (2019), p7.

[42] Tomlinson, K., Ridley, K., Fletcher-Campbell, F., Hegarty, S. (2004). 'Evaluation of UNESCO's Programme for the Inclusion of Children from Various Marginalised Groups within Formal Education Programmes. Final Report NFER for UNESCO'. IOS/EVS/PI/29. Paris: UNESCO.
http://unesdoc.unesco.org/images/0014/001448/144862e.pdf

"A qualitative study in the Kwa Zulu Natal Province of South Africa by Ntombela (2009) also highlighted the problems with a cascade approach…The findings suggest that the cascade model was ineffective for disseminating innovations and preparing teachers for implementing these innovations. Teachers did not acquire adequate understanding of inclusive education and so the desired re-culturing of schools and classrooms did not occur – with knock-on implications for the implementation of inclusive school and classroom policies and practices."[43]

Inclusive Teaching Component's contribution to change

The Component's approach is a whole-school approach. It is predicated on the assumption that, while quantity is important (because there are a lot of teachers who need training in every country), the quality of their training is vital if they are to learn how to improve their practices and thus improve learning experience and outcome for all learners. The Component's focus is supporting the education system in a given context – through relatively small-scale initiatives – to develop a contextually appropriate training package and delivery mechanism. The focus is on getting the appropriateness and quality of training established before then supporting (through advocacy or direct support) a government-led expansion of the training to larger numbers of teachers – through both pre-service and in-service training and curriculum revision. As this expansion happens, the approach (and its facilitators in the education system) still encourages governments to value quality and not just quantity and speed.

B) Builds on existing local capacity

Past experience

Typically, the 'master trainers' who have delivered inclusive education cascade training have received limited training themselves. The relatively recent example quoted above, where 500 teachers would be selected out of 5000 to become trainers based on their test scores after just 5 days of theoretical training, is an extreme but by no means unique example. Trainers selected in this way are usually not experienced trainers. Attending a training on a given topic is very different from learning how to deliver training on that topic. It has also been common for 'master trainers' to have little opportunity to understand the subject from a practical perspective. They are taught the theory in a workshop, but may not have the opportunity to gain valuable

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[43] Rieser, R (2013) Teacher Education for Children with Disabilities. Literature Review for UNICEF REAP Project, P.45

practice in a classroom. This could result in them struggling to meaningfully support those they are charged with training.

> "Teachers in low-income and crisis-affected settings are often encouraged to improve the quality of their classroom instruction through training supplied by civil society organisations. This training too often leads to minimal change in classroom practice."[44]

> "A related issue, which is increasingly emerging in the literature, and particularly in evaluations of education projects/programmes, is the overall lack of practical, hands-on learning that teachers and trainee teachers are exposed to…. in-service training provision can fail to offer school/classroom-based learning opportunities, instead focusing on learning theory in a workshop setting."[45]

A key reason for teachers' lack of practical learning opportunities was that their trainers did not have the practical experience either. The trainers could not move beyond delivering the theory they had recently been taught.

Inclusive Teaching Component's contribution to change

The Component builds on local expertise. The key focus is around the foundational step of selecting the right personnel: a Lead Pedagogue who is an experienced teacher trainer and PTs who are experienced trainers, head teachers, etc. This helps to ensure that they are far more than one step ahead of the teachers they train and have ample practical experience and advice to give to the teachers. It ensures that they can more confidently and substantially adapt the modules to their context. They can also effectively facilitate the process of advocating for/supporting embedding the training into the education system.

c) Locally developed content

Past experience

For decades, mostly consultants from countries of the global north were hired to write and deliver special and later inclusive education training courses for NGOs. This was usually justified by the argument that the expertise needed was not available among personnel in the country in which the NGO was working. This was not necessarily true. Sometimes the local expertise was not known by NGOs, or the local experts were not sufficiently familiar with the NGOs' required ways of working to win competitive bidding processes, or

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[44] Save the Children (2017) The Foundations of Teaching: Training for educators in core teaching competencies
[45] Reiser (2013) p.44

there was (unacknowledged) prejudice about hiring national rather than international consultants.

The result was that isolated, short training courses (of the type explained above) were often written entirely by an international consultant,[46] sometimes with variable experience in the country where the training would be used. Or their training materials might be used, completely unchanged, in many different countries. There would usually be limited attempts to contextualise the materials through collaborative work with educators in the country. The materials would inevitably often be perceived as entirely 'imported', not locally owned, and 'just for the duration of the funded project'. Numerous project evaluations[47] record examples of inclusive education training materials that only get used while the NGO-funded project is running and then get shelved. Sometimes the materials might later be replaced by new modules provided by the next NGO to fund projects.

EENET has advocated for many years to encourage donors/NGOs to budget for supporting the necessary professional development processes to boost national experts' capacity to do the work previously almost exclusively done by international consultants. For many years, most of our consultancy bids featuring national consultants working in a team alongside international consultants (to support national capacity building) were rejected for not being cost-effective or 'slimline' enough. Bids featuring only national consultants were often rejected for not offering the client sufficient international experience. Frustratingly for EENET, bids proposing that a well-known international consultant would do the work were almost always the most successful.

Inclusive Teaching Component's contribution to change
The Component is a substantial, although by no means complete, step in the direction of bringing greater focus to national capacity and agency within inclusive education teacher training.

On the surface, it may appear that the module drafts first seen by TOFI partners in 2019/2020 were written entirely by international/British consultants in EENET. However, many of the modules had already evolved for

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[46] Evidence from analysis of confidential project evaluations conducted by EENET and its consultants.
[47] EENET has conducted many, but clients almost always require confidentiality, making it hard for us to use the reports openly as evidence when we are trying to support other organisations to avoid making the same mistakes.

ten years before the TOFI programme started. And this evolution process involved inputs from educators in countries as diverse as Macedonia, Liberia, Sierra Leone, Libya, Zambia and Zanzibar, as well as consultants from UK, South Africa, Namibia, India, Indonesia, Egypt and more.

The starting point for TOFI's ILA work was, therefore, several foundational drafts created with untypically diverse inputs. From there the process of the Inclusive Teaching Component has sought to ensure national expertise drives the module adaptation process during the piloting phase. Arguably, this has worked better in some contexts than others. In some countries, there have been substantial changes made to modules at the instigation of local trainers and teachers; in others, very little. A hypothesis that needs more investigation is that the contextualisation process has been more successful in contexts where the Lead Pedagogues/co-facilitators have the greatest levels of inclusive education training experience and/or are most embedded within the training system (i.e., not just NGO project management staff with limited pedagogy knowledge).

Within TOFI, the Inclusive Teaching Component has remained dependent on external consultant expertise to a greater extent than EENET would have liked. Again, there are some hypotheses that could be investigated in a full-scale evaluation. These include: The TOFI programme was huge and arguably over-ambitious. Country partners/offices/staff shouldered heavy workloads and thus EENET's consultants filled a capacity gap, not just in terms of skills but in terms of labour capacity. EENET took on more implementation-level tasks than the 'technical advice' role initially envisaged when we were first invited to join the programme. The fact that ILA started during a global pandemic lockdown also affected the dynamics of each actor's role at the start. No one started the journey or their role in the way they had expected, and once established in a certain way, roles might not easily change.

d) Prioritises a systemic focus

Past experience

In the past, NGO- and donor-supported inclusive education training often only focused on INSET for existing teachers. Non-governmental bodies could often quite easily raise funds for, get government permission for, and implement INSET training programmes. Embarking on any meaningful reform of pre-service training required much more government/institutional approval and longer-term funding. When a donor offered just two years of funding and expected highly visible, fast results, it was perhaps inevitable that the default

NGO intervention would be short, stand-alone INSET workshops in schools and not systemically embedded pre-service training reform. Such programmes achieved results, but often limited results, for instance:

> "The in-service training [in Armenia] can be viewed as a very useful 'first step'. It undoubtedly helped to raise many teachers' awareness of inclusive education ideas, when previously they had known nothing about this because all 'different' children had simply been sent to special schools... However, on its own this training was not enough to turn around decades of attitudes and practices within the teaching profession."[48]

Inclusive Teaching Component's contribution to change

The Inclusive Teaching Component ensures that INSET training is intrinsically linked with advocating for and practically supporting change at pre-service level. This is done through ensuring that those involved in the programme, such as co-facilitators and PTs, have existing strong connections with and/or still work in pre-service training settings. In this way, from day one of any project, they begin sharing the ILA concepts and experience with their pre-service peers and start lobbying for the approach to be adapted and used in the country's pre-service training system. These key personnel in the Inclusive Teaching Component are also selected because of their existing relationships with ministry departments, or their capacity to effectively build such relationships, to facilitate the process of getting the contextually adapted training modules approved for wider/national use (INSET and pre-service).

Conclusion

The ILA Inclusive Teaching Component has been and remains a process of constant evolution. It began life many years ago as an attempt to tackle some of the most obvious and frustrating weaknesses with 'traditional' NGO-funded teacher training for inclusion. As an approach, the Component promotes action research and thus enables constant critical reflection.

While some of the original weaknesses it addressed may have become quite rare these days, new weaknesses or challenges in how we plan for and train teachers on inclusion are constantly identified and analysed. For example, in its original iteration, remote coaching of co-facilitators was not a 'thing'. In the TOFI iteration, thanks to COVID-19, it became a very significant step in the

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[48] Stubbs (2011) An Overview of International Practice in Teacher Education for Inclusion, UNICEF, p28

Component's process, requiring plenty of innovation, trial and error, and critical reflection.

Steps that have been taken to address previous weaknesses/challenges are critically analysed, and may not always be found to work well, requiring a new wave of experimentation and evolution of the ILA Teacher Training Component.

Toolkit

Tool 1: Person specifications for the Lead Pedagogue and Process Coordinator

These table suggest some skills suitable to each role but are not exhaustive. They just give some ideas to get started with.

Process Coordinator		
Work experience	Essential	Desirable
Project management of education projects (including budgets, planning, reporting)	✓	
Training implementation (facilitator and/or organiser)		✓
Experience liaising with stakeholders including ministry officials, education stakeholders, local community members	✓	
Experience managing a team	✓	
Involving parents/community, children and young people in project planning		✓
Project evaluation		
Skills and attributes		
Strong organisational skills	✓	
Ability to communicate clearly and effectively with a variety of internal and external stakeholders	✓	
Attention to detail	✓	
Self-motivating, resilient and adaptable	✓	
Ability to prioritise and work under pressure	✓	
Professional and diplomatic approach	✓	
Excellent interpersonal skills	✓	
Understanding of budgets	✓	
Confident user of ICT and its applications for this post		
Able to develop effective partnerships with local and national government, education institutions and NGOs	✓	
Ability to set and work to deadlines, including initiating, running and closing projects	✓	
Education/Training/Qualifications		
University degree	✓	
Fluent in one or more of the local languages is an asset		✓
Has completed the Virtual Study Tour to Zambia (or can be done in preparation for the training)	✓	

Lead Pedagogue		
Work experience	Essential	Desirable
Has practiced as a teacher for at least 5 years	✓	
Is a teacher trainer	✓	
Proven ability to identify barriers to learning and overcome them	✓	
Proven record of good relationships with learners, stakeholders including ministry officials, TTI colleagues, education stakeholders, local community members	✓	
Knowledge of inclusive strategies to engage learners	✓	
Ability to work cooperatively as a member of a team in monitoring/assessment, recording and reporting	✓	
Skills and attributes		
Outstanding classroom (school and community) practice that challenges, includes and inspires	✓	
Ability to communicate clearly and effectively with a variety of internal and external stakeholders	✓	
Ability to work cooperatively as a member of a team	✓	
Resilient and adaptable		✓
Ability to set and work to deadlines, including initiating, running and closing projects		✓
Excellent interpersonal skills – approachable, flexible, motivating, nurturing and challenging team members, participants and learners to achieve their best.	✓	
Experience in pre-service training	✓	
Strong organisational skills (planning, budgeting, ICT, technical writing, negotiation, time-management, monitoring, evaluation, risk management, etc)	✓	
* Understands key inclusive teaching and learning methodologies, principles and approaches such as inclusive education, action research, active participation, etc	✓	
Knowledge of relevant current education legislation and policy, and the structure and process of monitoring schools locally/nationally	✓	
Curriculum development/revision		✓
Education/Training/Qualifications		
University honour degree or postgraduate degree in teaching/education/pedagogy at an accredited institution	✓	
Fluent in one or more of the local languages		✓
Has completed the Virtual Study Tour to Zambia (or can be done in preparation for the training) Evidence of continual professional development in relevant areas	✓	

Tool 2: Table of tasks for Process Coordinator and Lead Pedagogue

This table suggests which tasks the Process Coordinator and/or the Lead Pedagogue might be expected to carry out and where the tasks could overlap. The details will vary in each programme.

Task	Process Coordinator	Lead Pedagogue	Either or both
Scoping study (directly conduct research or hire/work with/supervise other researchers)			✓
Establish/manage relationship with MoE			✓
Detailed planning of timelines and activities			✓
Help select schools/PTs/Observers			✓
Liaise with education officials/managers regarding PT/school/Observer permission to engage			✓
Establish/manage relationships with teacher training institutions			✓
Logistics/admin relating to recruitment of other personnel/contractors	✓		
Budgeting (overall programme budgets and specific PT, Observer and INSET workshop budgets)	✓		
Advise on budgetary needs		✓	
Logistical planning (directly or supporting others) for PT, Observer and INSET workshops and Observer visits	✓		
Advise on the logistical requirements		✓	
Content/methodology planning PT workshops and INSET		✓	
Lead on/motivate/oversee module adaptations		✓	
Advise on material printing, translation etc		✓	
Organise printing, translations etc	✓		
Coach/mentor/supervise co-facilitators (if relevant)		✓	
Train PTs		✓	
Ongoing support/advice to PTs		✓	
Supervise/advise on INSET and action research		✓	
Workshop/process report writing (including advising PTs and Observers on their reporting)		✓	
Admin/donor reporting	✓		

Task	Process Coordinator	Lead Pedagogue	Either or both
Advise/motivate/advocate with TTIs interested in engaging in pre-service training using ILA			✓
Advise/motivate/advocate with MoE regarding module approval and curriculum revision			✓
Planning and facilitating monitoring, evaluation and learning processes			✓

Tool 3: Module content

This table describes the topic areas covered in each module. Conducting action research projects is a component that runs through all of the modules.

Module	Brief description	Key topics covered
Module 1: Introduction to inclusive education	Introduces the concepts and theories of inclusive education and the theoretical basis for its implementation; and introduces active participatory learning methods which participants will experience throughout the training.	Inclusive education definition and discussion (including concepts, theories and principles of inclusive education) Policy frameworks and legislation Learning styles Active learning Barriers to inclusive education including discrimination, teacher attitudes and systemic hurdles. Action research and appreciative enquiry.
Module 2: School inclusion teams and the role of the school inclusive education coordinator	Provides information for teachers and other relevant stakeholders, such as school support staff, District Education Officers, community members and other stakeholders who want to plan, develop and manage a school inclusion team (SIT) in their school.	Building school inclusion teams (SITs) Guidance on selecting members Awareness of power dynamics School Inclusive Education Coordinator definition

Module	Brief description	Key topics covered
	The Module also looks at the role of a school Inclusive Education Co-ordinator (IECo), how they can co-ordinate additional needs and inclusive education activities, and how they can be a catalyst for change towards a whole-school approach to inclusive education for all.	Characteristics of a school IECo Whole school approaches Establishing and adapting learning bases for effective inclusion support
Module 3: Identifying out-of-school learners and supporting education transitions	Provides a broad overview of the issue of out-of-school learners in both local and global terms; and explores why some learners are out of school, and the chain of causes and effects which result in them being absent from school. The Module also provides ideas to promote the achievement of learners who are in transition. Education transition refers to learners who are leaving, arriving or newly arrived in an education setting, or moving mid-year. Transition can be from home to early learning centre, from there to primary	Rights-based approaches to out-of-school learners Policy frameworks and legislation Out-of-school learners in Uganda Strategies and solutions Understanding transition between education levels Managing inclusive transitions Planning guidance Teacher checklists Observations

Module	Brief description	Key topics covered
	and then secondary and tertiary education, from education to employment, and so on.	School self-evaluation
Module 4: Screening and identification of learning needs	Promotes a move away from the 'special needs' / medical model approach to identifying learners' learning needs, and encourages an approach which focuses on identifying barriers impacting learning and development ('social' model approach).	Inclusive approaches to education in practice Inclusive principles for identification, screening and assessment Learning styles Barriers to education Impact of impairments on learning Understanding wider contexts affecting the learner Organising support for the learner and for schools
Module 5: Creating Individual education plans and teaching and learning aids	Supports understanding of what an individual education plan (IEP) is, its characteristics, and the reasons why schools develop and use IEPs; and looks at some of the benefits of IEPs and which learners can benefit from having one.	Individual Education Plans: definition What is included in an IEP How to develop an IEP Collaborating on IEPs Running successful IEP meetings Monitoring, reviewing and revising IEPs

Module	Brief description	Key topics covered
	Provides advice for trainers of trainers to develop teaching and learning aids from locally available resources.	Identifying teaching and learning aids Creating teaching and learning aids
Module 6: Promoting active learning in the classroom	Provides ideas for inclusive teaching strategies for active learning that are effective in diverse settings, including under-resourced schools with large class sizes. These strategies support differentiation and highlight the effectiveness of mixed-ability groupings in promoting achievement.	Committing to inclusive education Active learning Developing learning objectives Group-work Differentiation in teaching and learning Organising classrooms – physical and psychosocial environments Asking questions Feeding back Assessing learning
Module 7: Developing learner participation	Enables teachers to further develop learner participation in their school through peer support, peer mentoring, peer tutoring, and involving learners in making decisions that affect them.	Commitment to learner participation Developing independent learning and critical thinking Supportive environments and safe spaces. Barriers to participation.

Module	Brief description	Key topics covered
Supplementary Module: Including learners with additional needs	Offers basic information about different additional needs, how to identify additional needs, how additional needs can exclude learners and practical tips and ideas for teachers on supporting learners with additional needs in the school and classroom environment.	Identifying impairments Understanding barriers faced by individuals with specific impairments. Practical approaches, hints and tips for teachers on: • Cognitive or learning impairments • Speech and communication difficulties • Behavioural, emotional and social difficulties • Visual impairments • Hearing impairments • Physical impairments • Health problems • Multiple impairments • Gifted and talented learners
Supplementary module: Self-assessment competency framework resource and guidance toolkit	A guidance document for teachers on how to complete their self-assessment competency framework (see below).	Explanation of the framework and why it is important. Guidance on what to think about when completing it and different ways they could measure their progress and impact.

Module	Brief description	Key topics covered
Supplementary module: Self-assessment competency framework	Enables teachers to track their inclusive education competencies against a set of criteria. The tool is introduced and applied at the start of all modules except for Module 1. Teachers and key staff reflect on their developing practice and performance. They measure their progress, and that of the school, throughout the Inclusive Teaching Component.	Teaching and learning; Learners' personal development and wellbeing; Engaging parents/caregivers and the community; Leadership and management.
Observer workshop 1	Is a condensed training providing content on Module 1 above. Provides information on the role of observers, using action research as observers and ways to prepare for observer visits to schools	Inclusive education definition and discussion (including concepts, theories and principles of inclusive education). Barriers to inclusive education including discrimination, teacher attitudes and systemic hurdles. Action research and appreciative enquiry. Understanding the observer role. Preparing for pilot school observation.
Observer workshop 2	Is a condensed training providing content from Modules 2 and 3 above. It also provides ideas and support for the next observation session and tips on conducting focus group	Recap of modules 2 and 3 content. Recap of the Inclusive Teaching Component and why school observation is needed.

Module	Brief description	Key topics covered
	discussions and interviews with education stakeholders.	Feedback from school monitoring visits

Planning the next observation – who to interview, methodologies and write up.

Introduces the Observers toolkit. |
| **Observer workshop 3** | Is a condensed training providing content from Modules 4 and 5 above. | Recap of modules 4 and 5 content

Feedback from school monitoring visits

Work in groups to discuss and plan observation visits using the Observation toolkit as a guide

Encourage use of communication and WhatsApp groups between observers |
| **Observer workshop 4** | Is a condensed training providing content from Modules 6 and 7 above. | Recap of modules 6 and 7 content

Discussion of future plans for schools and monitoring visits. |
| **Mini-module: Home learning** | This module looks at how teachers and the wider School Inclusion Teams (SITs) can promote learning at home and in the community and support parents/caregivers to see learning differently. | Considers the different ways learning happens at home and in the community and reflect on their own learning experiences. |

Module	Brief description	Key topics covered
		Introduces two home learning resources: the home learning poster and the home learning booklet. Reflects on the role that parents/caregivers and community members can play in supporting learning and how teachers can promote this.
Mini-module: Inclusive disaster risk reduction	This module explores the basic concepts and principles of inclusive disaster risk reduction (IDRR). It looks at disaster risks that may arise in the local context and practical actions that teachers can take at school and classroom level to limit the exposure of all learners, including learners with additional needs, to risk.	IDRR at school. Common disaster risks and consequences. Ways disasters can differently affect girls, women, boys and men with additional needs. Ways teachers can facilitate IDRR learning inside and outside the classroom. Ways parents/caregivers and the wider community can get involved.
Mini-module: Early childhood care and education	Provides trainers of early childhood teachers and caregivers with an overview of the methodology of early childhood care and	Early childhood care and education contexts. Developmental learning.

Module	Brief description	Key topics covered
	education (ECCE) and how it is distinct from primary school teaching and learning.	Partnership with families. Child-led approaches.
Mini-module: Monitoring and evaluation	Provides teacher trainers with activities and resources to equip teachers and other school staff to use data to promote the participation and achievement of all learners.	Builds on capacity to make the most out of the monitoring and evaluation which is part of their work. Ways to make better use of the process of information gathering, and the information they collect. Ways to support inclusive education interventions.
Mini-module: Positive discipline	Provides information on positive discipline, ways to make the school more learner-friendly and more supportive of all learners.	Introduces basic theory and concepts around positive discipline. Looks at the role of adults in discipline. Looks at classroom / teacher practice around discipline. Looks at community engagement to ensure that school, home and community are on the same page with discipline.

Module	Brief description	Key topics covered
Mini module: Promoting the wellbeing of refugee/internally displaced learners	Provide teachers with ways to promote the wellbeing of learners who are refugees as a result of having to leave their homes and country of origin due to persecution.	Raise awareness of the diverse experiences of learners who are refugees/internally displaced learners. Understanding the psychosocial needs of learners experiencing dislocation and loss. The role of the school in promoting the wellbeing of internally displaced learners or learners from refugee communities.
Refresher sessions	These are a set of refresher sessions (three to four hours long) designed especially for PTs to help refresh their memory of one or more modules if there is a delay between ToT workshops and INSET delivery.	Same content as original modules but condensed down into shorter sessions.
Bite-size sessions	'Bite-sized' versions of each module (three to four hours long) for methodologists (such as PTs who teach in universities) to explain the content of Modules 1–7 to their peers, e.g., other methodologists and lecturers.	Same content as original modules but condensed into shorter session designed for methodology lecturers/college tutors.

Tool 4: Scoping survey template

This questionnaire is an example of one used in Uganda. It can be used and/or adapted for any country context and for a multitude of roles within the education sector i.e., head teachers, teachers, learners, parents/caregivers, senior education officers, TTI staff and education specialists.

Questionnaire template

Thank you for contributing to our programme by completing this survey of inclusive education in Uganda's schools.

1. Please answer the survey questions as clearly as possible.

2. The questionnaire may be printed on both sides of the page so please check that you have answered all the questions that apply.

3. If you require any assistance with the completion of this form please contact ……...

4. Please fill in the details below before starting the survey over the page.

5. Once completed, please return this questionnaire to ……………..

Your name	
Your contact details (Please include your telephone and email address)	
Name of your child's/children's/local school(s)	
Type of school (Please tick appropriate boxes)	☐ ECD ☐ Primary ☐ Secondary ☐ Tertiary ☐ Mainstream school ☐ Mainstream school (with special educational needs (SEN) annex/unit) ☐ Special School ☐ Urban ☐ Peri-urban ☐ Rural

Now please complete the following questions. If you do not know the answer, or if the information requested does not relate to your school, please leave blank.

What do you most like about the school?

Is your child/children happy at school? Please explain your answer; e.g., Do they look forward to each school day? Have they got friends? Do they find the work interesting and challenging? Do they like and respect the teachers? Is the school kind to them?

Please tell us how involved you are in your child's/ children's/local school. Please explain in as much detail as you can; e.g., Do you help with schoolwork? Do you meet the teachers? If so, when do you meet them? Do you meet with other parents/care-givers? Are you involved in a parent-teacher association (PTA) or the school governing body? Do you volunteer to help the school in any other way?

Please explain what inclusive education means to you?

How inclusive is your child's/children's/the local school? How do you know? Please tell us if your child/children or you yourself have a disability.

What do you think are the main barriers/obstacles to building inclusive education in the school; e.g., what makes it difficult for the school to be inclusive?

Have you had any difficulty either getting your child/children into school, or keeping them at school? If so, please explain why; e.g., problems paying school fees, or the school say they can't teach him/her (because of a disability or behaviour or learning difficulty), or lack of specialised equipment/assistive devices your child/children need?

How do you overcome any difficulties you have with your child's/children's schooling? Who helps you overcome those difficulties, or has helped you in the past? How do they help? Are you aware of any local groups who help parents and/or care-givers with school-related issues?

Are you aware of school-age children in your neighbourhood who don't attend any school? If so, please explain why you think they are out of school.

Are you aware of any services that provide teaching/tuition for out of school children? Have you used them? If so, please explain.

Which of the following groups of learners do you think are most likely to be unable to attend your child's/children's/ the local school?
(Please tick the appropriate boxes.)

☐ Learners with disabilities

☐ Learners from poor families

☐ Learners with SEN

☐ Learners who live far from any school

☐ Learners with long-term health problems

☐ Girls or boys performing gender specific roles at home (e.g., boys herding livestock or girls performing domestic or child-care duties

☐ Learners who have not passed selection requirements

☐ (e.g., they are of a different faith to the school, or they fail a national/school admission test)

☐ Other (please explain)

Which of the following groups of learners do you think are most likely to <u>drop out</u> from attending your child's/children's/ the local school after they have been enrolled? (Please tick √ appropriate boxes.)

☐ Learners with disabilities

☐ Learners from poor families

☐ Learners with SEN

☐ Learners who live far from any school

☐ Learners with long-term health problems

☐ Girls or boys performing gender specific roles at home (e.g., boys herding livestock or girls performing domestic or child-care duties

☐ Learners who have not passed selection requirements

☐ (e.g., they are of a different faith to the school, or they fail a national/school admission test)

☐ Other (please explain)

How do you feel about your child's/children's/the local school enrolling more learners with disabilities and/or SEN into the school? Please explain.

Are you aware of your child's/children's right to a good education, and that it is the responsibility of the school to make sure she/he achieves even if she/he has a disability or any other special education needs?

Have you had any information from your child's/children's/the local school or from any other organisation about inclusive education? If yes, please explain.

If you were the head teacher and were able to improve things at the school, how would you make the school more inclusive? Please give examples.

Would you like to be involved more in your child's/children's education, or in the local school? Can you suggest how the school could involve you more? Please give examples. If you yourself have a disability, please suggest ways the school can enable you to access school activities that involve parents/care-givers and the local community.

Thank you for your participation in this survey.

Tool 5: FAQs on how to conduct a scoping visit

Where will we do scoping visits?

Think about where you want to do the scoping visits and which districts and municipalities you might want to visit. This should correspond with where you know or think your programme activities are most likely to take place.

Who will be involved?

Think about who you need to involve. Within each country there will be involvement from the lead organisation(s), teacher training institutions, other NGO partners, and government ministries.

When will scoping visits happen?

Think about school/TTI term times, deadlines, holiday dates. Think about the availability of the people conducting the scoping visits and administering the questionnaire research, and the availability of all your desired research respondents.

Why do we need to do the scoping visits?

Contextual understanding: The scoping visits are a chance for the Lead Pedagogue (and Process Coordinator, core staff within the organisation, etc) to gain a clearer understanding of the national contexts (systems, policies, etc) relating to inclusive education, teacher education, civil society organisations such as OPDs, and so on. It will also enable you to find out more about the specific districts that will be involved. It is important that the Inclusive Teaching Component is not just a series of high-quality, stand-alone trainings, but that as far as possible they connect with existing systems or processes (i.e., working to embed the approach into the country's pre-service teacher education system from the start).

Team building and collaboration: The scoping visits provide an opportunity to identify, meet and collaborate with partner organisations, universities, teacher training colleges and government departments involved in (or likely to be involved in) the Inclusive Teaching Component. It offers a chance to start building the foundations of a relationship that will last the length of the Inclusive Teaching Component implementation (up to four years) and beyond.

Support practical decision-making: During the scoping visits, the Lead Pedagogue (and Process Coordinator, core staff within the organisation, etc) and partners will together make some key decisions relating to the approach. For instance, you will jointly make decisions about which TTIs should be approached, who should be selected as PTs and Observers, and which schools will be selected as pilot schools.

What will happen during the scoping visits?

Scoping visits are likely to include:

- Initial meeting/workshop(s) with the Lead Pedagogue, Process Coordinator (and line management) and relevant partner staff to discuss the overall aims and methodology of the Inclusive Teaching Component and answer questions and listen to concerns.

- Meetings, interviews and/or focus group discussions with key stakeholders such as:
    – personnel from ministry of education (which may include departments responsible for different levels of education, teacher education, curriculum development, learner assessment, etc) and personnel from other relevant ministries that have responsibility for special/inclusive education, equality/disability, social welfare, health, gender, etc;
    – representatives from all participating NGOs/OPDs;
    – representatives from teacher training institutions and any other national or district level entities that are responsible for teacher training, teaching standards, etc;
    – some potential PTs and Observers;
    – community-level stakeholders (depending on logistics).

- Meetings between the Lead Pedagogue, Process Coordinator (and line management) and relevant partner staff to schedule the various stages of work of the Inclusive Teaching Component.
- Planning meetings to develop clear division of tasks for the lead organisation and partners.
- Discussions around selecting PTs and Observers.

Tool 6: Telephone interviews

This sheet includes tips and reflection questions for conducting telephone interviews during the scoping exercise. These could be with education professionals, NGO staff, or government ministers.

1. Interviewing someone over the phone

When you interview someone over the phone, with lots of outside noises and distractions, it can be difficult to keep focus. These tips may help:

- Find a **quiet place** to do the interview where you can minimise any background noises or distractions.

- If you are making calls from a room at home or in the office, ask the people around you **not to disturb you**.

- It is likely that the person you are interviewing may be **distracted and interrupted from time to time**. Be patient. If the conversation gets broken, take them back to what they were saying so that you keep the interview on track.

- If you are struggling to hear the other person clearly, **ask if they can find another place to speak** to you or ask them to suggest another time when they can talk to you from a quieter place.

2. Managing open-ended questions about complex issues within a time frame

Many of the questions you are asking require thinking and reflection. There are no right or wrong answers – you want to get their insights whether from a government minister perspective or from within a locally based NGO. These tips may help you get the best possible inputs from respondents in the short time available.

- If the person you are interviewing is someone you know, make sure that they understand at the beginning of the interview that you are reaching out to them as a researcher for the project.

- Give the interviewee time to think about their answer before you start to prompt them in any way but keep track of time. Try not to exceed 4 minutes of discussion per question.

- It is likely that the interviewee may ask you something that suggests they want to know what you think they should say. Try not to give your opinion. Instead, emphasise that you are interested in *their* opinion and insights.

3. Capturing what the person is saying and conducting the interview

It is never easy to listen carefully to and capture what someone is saying as well as manage your time. These tips may help:

- **Before you start the interview** make sure you have everything you need to make capturing the information easy for you. Each person prefers different ways of doing this.

- **Record the interview** if you can, so that you can listen to it again later. This may not be possible as not everyone has a phone that can audio record. You may be able to find another way to record the interview. Make sure the interviewee knows you are recording and check that they are happy for you to do this.

- **Take notes** while the interviewee is talking. Try to capture their words as accurately as you can.

- **After the interview**, as soon as you can, write the interviewee's answers on the answer sheet. Even if you have recorded the interview, the answers need to be captured on the answer sheet.

4. Reflection questions

1. What is your general impression from having conducted the interviews?

2. What do you feel are the top emerging trends or messages?

3. Do you have any insights to share that were not captured directly in the responses to the questions?

4. Did any responses surprise you? Why?

Are there any interviewees who you think have the potential to take on a more active role in their local area for the Inclusive Teaching Component going forward? What kind of role could they take on?

Tool 7: Contents page from a scoping study

Tool 8: Criteria for identifying Principal Trainers

The Inclusive Teaching Component is a **voluntary programme**. The Principal Trainers who are chosen, and remain throughout the training, should be committed to attending all the Training of Trainers (ToT) workshops, providing input to the contextual development of the training modules, delivering all the in-service training (INSET) in the pilot schools, and piloting the training in their pre-service institutions.

The following criteria can be used to guide the selection of the PTs.

The person should:

✓ have some relevant inclusive education interest, experience and skills;

✓ have responsibility for training teachers, e.g., INSET, in their main professional role or are pilot school head teachers; and/or

✓ have responsibility for training trainee teachers in pre-service TTIs in their main professional role;

✓ be in a position to embed inclusive education training responsibilities into their current job descriptions and work plans;

✓ be committed to empowering rights-holders and to the accountability of duty-bearers;

✓ be committed to teamwork and ready to work in partnership to achieve better outcomes for learners vulnerable to being excluded;

For example, they may be:

• TTI staff, such as teacher training college tutors and university lecturers;

• District Education Office (DEO) staff, such as Senior Education Officers (SEOs);

• Centre Coordinating Tutor (CCT) or District Resource Centre Coordinator (DRCC);

• head teachers.

Tool 9: Criteria for selection of pilot and roll-out schools in Uganda

The principal trainers will roll-out the Inclusive Teaching Component training programme in schools. The following set off criterion is based on key learning from training roll-out in schools in Uganda.

Pilot school selection

1. Preliminary steps in the criteria for selection of pilot schools

- A multi-sector team needs to be set up with members from the provincial office and the districts. This includes but is not limited to; the Ministry of Education, department of health and social welfare, OPDs and partners, etc.

- The team needs to develop a workplan as well as a questionnaire based on core criteria for selection of schools (see below) – this is then pre-tested in non-pilot schools.

- Regular reports and updates should be given to the District Education Office and at the Ministry of Education level (possibly including the Department of Special and Inclusive Education (SNIE)) including steps being made and progress in the start-up phase.

2. Core criteria used in selection of schools for inclusive education

- Schools which are not integrated or special schools (focus on mainstream schools).

- A mix of schools, representative of rural, peri-urban and urban schools' context.

- Schools demonstrating potential to engage and interact actively with community structures, political, civic and traditional leaders.

- Schools with potential or existing continuum of classes from early childhood to secondary schools.

- Schools with potential or existing linkages to regions and/or district level or school resource centres/rooms (within schools).

- Functioning Parents Teachers Associations (mainly in secondary) / School Management Committees (SMCs) (mainly in primary schools) with active school governance systems with learners' participation. This can include the Board of Governors where applicable.

- Receptive Headteachers, mainstream teachers and specialist teachers (if present).

- Presence of learners with disabilities/other vulnerable learners or out-of-school youths in the school and/or in surrounding communities.

- Presence of local civil society organisations, e.g., OPD, parents of children with disabilities or their network; other volunteer structures.

- Availability of assessment multi-disciplinary teams or minimum services at district level.

- Presence of persons and/or neighbouring teacher training institutions (TTIs) with potential to support inclusive development in general, and inclusive education in particular.

- Presence of referral institutions for rehabilitation or further education, skills training in the district.

- Ideally, if possible, schools with strong links to TTIs and/or are 'resource centre' schools already at the centre of a 'cluster' of schools and contributing to their continuing professional development.

3. Next steps

- The multi-disciplinary team short-list no more than a total of X schools (X from X districts), based on the criteria used.

- The questionnaire from the scoping study (see Tool 4) is then administered by teams from the X districts, who are assigned to different districts from their operating official sites for purposes of objectivity.

- A day can then be spent to assess each school in-depth, through key informant interviews, focus group discussions, class, school and observation of environments.

- Data collected is then collated, analysed and recommendations made in a report to the District Education Office for approval.

- The District Education Office can invite representatives from each district education board, and representatives from the study team and NAD to a meeting to review the report and select the final X qualifying pilot inclusive education schools.

- Each district can then formally invite each qualifying pilot school to a preparatory meeting with (just suggestions and not exhaustive) the Headteacher, the District Education Officer, District Inspector of schools,

potentially the District Chairperson of Social Services (this is where education falls under at District level), the District Chairperson of the Uganda's National Teachers Union, the regional representative from the Uganda Principals Association, other relevant stakeholders and NAD and partners, etc.

4. Start-up activities in the selected pilot schools

- Preliminary meetings should be organized to prepare for the piloting start up phases; meetings with key stakeholders within the schools (including but not limited to administrators and department heads) and the surrounding communities.

- Awareness-raising activities can be held within the community using various means of communication such as community theatre groups, song and dance, radio stations, town hall and village meetings.

5. Additional steps in the criteria for selection of pilot schools

In the event that *additional schools* are being chosen for the Inclusive Teaching Component, the following selection criteria should be followed for these additional schools in order to maintain the delivery of an overall high-quality product:

- Ensure that **all** previous steps (1 to 4) of the pilot schools' selection process are followed.

- Where new schools are chosen in **new** pilot districts, partners must ensure that additional numbers of PTs and observers are selected to ensure that there is capacity for effective in-service training and monitoring.

- Where new schools are being chosen in **existing** pilot districts, partners should consider the new schools as roll-out schools (see 6 below).

- Additional numbers of PTs and observers may need to be selected in the **existing** pilot districts to ensure that there is continued capacity for in-service training and monitoring.

Roll-out school selection

- The roll-out schools should be selected **near an original pilot school** to enable the roll-out schools to be effectively supported by PTs and observers already enlisted in the Inclusive Education Component, and to minimise logistical difficulties in the way of pilot school/roll-out school collaboration.

- The roll-out schools should have a strong school management that is willing to meet inclusion challenges, further develop partnership with parent/caregivers and wider community and promote inclusive education values.

- A 'cluster' system may exist where some schools are considered hubs or resource centres for a group of other schools. These schools have a cluster responsibility, for instance, for CPD; these schools should be prioritised as roll-out schools.

- The roll-out schools should be selected using advice of local district education office trainers (e.g., senior education officers) and local TTI staff (e.g., coordinating centre tutors who are trained by the Inclusive Education Component as PTs). The roll-out schools should be located in their 'work areas' – where these PTs already deliver in-service training in these schools on a regular basis. They will then be expected to deliver inclusive education training as part of their day-to-day work, i.e., as the CPD.

Tool 10: Possible budget items

Your annual budget will depend on how many modules you plan to implement each year. Remember, PTs and Observers are voluntary positions held by personnel already in salaried jobs, so you do not need to budget for their wages. Teachers also do not get paid extra to attend INSET. The list below gives you an overview of the sorts of costs to consider. However, every programme is unique. For instance, maybe your organisation has a vehicle staff can use, or maybe it doesn't. Use this list to start your budget reflections, but don't treat it as a definitive list!

Item	Do you need to budget for this?	Cost estimate
Personnel		
Lead Pedagogue and Process Coordinator positions[49]		
Research assistants/enumerators for scoping study		
Any other administrative support		
Communications		
Internet/mobile phone packages[50]		
Zoom or other online platform license for remote coaching		
Training materials		
Translation of materials[51]		
Printing of materials to be used at PT, Observer, and INSET workshops		
Binding of materials to be used at PT, Observer, and INSET workshops		
Visuals		
Illustrator – if new/adapted illustrations are required to accompany workshop materials.		

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[49] Ideally for four years minimum.
[50] For example, if scoping study researchers need to use extra credit during their data collection, or co-facilitators need internet access for workshop preparation meetings.
[51] Include personnel time for re-formatting translated documents.

Item	Do you need to budget for this?	Cost estimate
Photographer/camera equipment and consumables[52]		
Videos (storyboard, videographer, editing, transcribing, translating, subtitling etc) if new videos are needed for the ToT workshops		
Scoping study		
Travel, accommodation, and subsistence for all researchers, where relevant		
Costs for research activities (e.g. venue, refreshments and participants' travel costs for focus group meetings)		
Workshops (PTs, Observers, INSET)		
Venue(s) for PT and Observer workshops[53]		
Venue(s) for INSET if you decide the schools are not suitable venues		
Meals and refreshments during PT and Observer workshops		
Meals and refreshments during INSET workshops.		
Travel relating to PT and Observer workshops[54]		
Travel relating to INSET workshops[55]		
Accommodation and subsistence relating to PT and Observer workshops[56]		

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[52] For taking photos and videos at ToT workshops, INSET, during scoping visits, etc.

[53] It may be necessary to choose a more expensive venue to ensure Wi-Fi connectivity or other specific needs.

[54] Costs for all travel needed by Lead Pedagogue, co-facilitators, Process Coordinator, administrative support staff, participants and other personnel such as interpreters. The exact travel costs will vary in each programme depending on your policies, whether you have an organisational vehicle for your personnel t use, or hire a car/taxi, or use public transport.

[55] Costs for all travel needed by PTs, participants (teachers) and other personnel such as interpreters. The exact travel costs will depend on your policies and the nature of travel in your context.

[56] Costs for Lead Pedagogue, co-facilitators, Process Coordinator, administrative support staff, participants and other personnel such as interpreters.

Item	Do you need to budget for this?	Cost estimate
Accommodation and subsistence relating to INSET workshops[57]		
Workshop materials[58]		
Reasonable accommodation costs (braille printing and binding, large print materials, etc.)		
Interpreters for workshops (language and sign language)		
A generator and fuel[59]		
Action research tasks[60]		
Observer visits		
Travel, accommodation and subsistence costs for Observers		

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[57] Costs for PTs and other personnel such as interpreters. Participants (teachers) should be living nearby and not need accommodation.

[58] Such as pens, pencils, crayons, glue, name tags, markers, chalk, sticky notes, flipchart paper, scissors, sticky tape, etc.

[59] For use by PTs in school communities with no electricity or intermittent power.

[60] Action research does not need to cost anything, but your organisation may choose to provide small budgets for the schools so they can identify solutions that needs funds.

Tool 11: Working with translators

Here is a brief checklist and guidance on translating the Inclusive Teaching Component training materials. Discuss with the team which documents need to be translated in advance. Whether you start with your materials in English or a different language – if you have translation needs the advice remains the same.

✓ **Allow sufficient time for the translation process.**

It can take up to **2 months** to get all the resources for a module translated, especially if you are translating into multiple languages. We advise that you start translating once all your training materials for a particular module – text and images – have been adapted and finalised, although this is up to individual organisations to decide. We also recommend translating the materials one module at a time – not all at once!

✓ **Identify which language(s) the training materials need to be translated into.**

This depends on the language(s) used in the school communities participating in the Inclusive Teaching Component. Make sure you understand the different options. Consider that different dialects of a language may be used in different part of the country.

✓ **Identify a good translator and do a quality check of their work early on.**

Experienced, professional translators for some languages can be hard to find. When there is limited choice, quality is sometimes compromised. Experience has shown that work may have to be completely redone if an unsuitable translator is chosen initially. It is important that the translators understand the audience (e.g., teachers, trainers) so they can use appropriate language and stye (i.e., not heavily academic).

✓ **Provide the translator with a glossary of words commonly used in the training materials.**

Collectively agree how key terminology will be translated. This list can be amended and added to as needed. Refer to the glossary ([Tool 12](#)) when doing quality checks of the translations and checking for consistency across documents. If you are including videos in your workshops, make sure the subtitles are translated.

✓ **Check whether one or multiple translators will be used.**

There is a lot to translate. Translation companies may suggest that multiple translators work on the documents, especially if the deadline is tight. However, it can be problematic if different translators work on the documents as that often leads to inconsistencies in the terminology and style. If multiple translators have worked on the materials, you may need to allow extra time and budget for further proofreading to ensure consistency.

✓ **Decide who will do a quality check of the translation.**

The Lead Pedagogue or co-facilitators (or possibly the Process Coordinator) should check each translated document (if they speak the relevant language). This is an opportunity for them to become more familiar with the training documents in that language and ensure that the key messages and concepts can be understood clearly in the translation. They will need to liaise with the translator about corrections, if needed.

✓ **Allow sufficient time for cross-checking and finalising the translations.**

Checking for missing bits of translation and consistency across documents, and formatting the final documents, can take much longer that you expect!

Tool 12: Glossary of inclusive education terms for educators

This glossary provides descriptions of terms used in the Inclusive Teaching Component materials. It can be used when working with translators to develop a glossary of terms in languages used in each context.

The descriptions apply to the terms when used for teaching and learning methodology (pedagogy). Several descriptions that we offer here for inclusive education terms may be contested. This glossary is therefore a guide. It does not provide fixed definitions, rather descriptions to assist participants. In every context and setting, the content is open to review and revision.

The glossary terms are presented in alphabetical order.

Word/term	Explanation
Access	Being able to use something or benefit from something. This could include understanding information, entering and using school buildings and/or following the school curriculum.
Action research	This means looking at a situation, analysing any problems, suggesting solutions and taking action; it is a 'look-think-act cycle'. In a school or community, stakeholders in the IETT programme use action research to come together as a team to investigate and solve problems. Individual can also carry out action research into their own situations.
Active learning	This involves learners thinking about what they are doing. In this type of learning, learners are not passive. Active learning is not so much about transmitting information from the teacher to the learner, but rather it is about developing learners' independent learning skills. Active learning requires teachers to skilfully use a wide range of strategies to engage learners in the learning process. This includes planning lessons and collaborative activities (group-work, pair-work, buddying, etc) to allow learners of all abilities to learn the same content, using assessment to support learning, and adjusting tasks to meet each learner's individual needs and learning styles.
Additional language	The study or learning of a language in an environment where it is already the predominant language, by someone whose first language is not the same.

Word/term	Explanation
Additional needs	Such as behavioural, emotional and social difficulties, health issues, speech and communication difficulties, special educational needs and/or disabilities, issues impacting gifted and talented learners, etc.
Admission procedures	Procedures followed to admit learners into education settings.
Alternative provision	Education provided outside mainstream school and college settings. Also known as non-formal or informal education.
Appreciative enquiry	This is an action research-type approach. It focuses on positive aspects of our lives or work, rather than only focusing on the problems. It encourages us to see the strengths and opportunities, rather than only seeing the challenges and weaknesses, and to think about how to build on the good things that are already there. Appreciative enquiry assumes that every situation has positive aspects that can be investigated and used as a basis for developing more positives. It often involves a small 'consultancy circle', whereby a question is posed by one participant and their peers discuss the issue and offer possible solutions, often from their own experiences.
Assessment for learning	This helps identify why a learner performs as she/he does and how the learner can improve. Examples include observing and/or questioning learners as they conduct a task. It means that the teacher can adjust or adapt lesson delivery mid-way, or adjust their plan for the next lesson to ensure learning goals are achieved.
Assessment of learning	This tells a teacher if a learner got a question right and if they have met learning objectives. This assessment usually happens at the end of a lesson or unit of work.
Assistive devices and technologies	These support learners' living with special educational needs and/or disabilities access facilities, participate in learning activities, etc. The devices help maintain/improve someone's functioning and independence and they enhance overall wellbeing. For example: wheelchairs, prostheses, hearing aids, visual aids, and specialised computer software and hardware that increase mobility, hearing, vision, or communication capacities.

Word/term	Explanation
Asylum seeker	Someone who crosses international borders, often fleeing persecution or war, and applies to the host country for refugee status under the 1951 UN Refugee Convention. Unsuccessful asylum seekers who are nevertheless in genuine need of international protection or have other compelling reasons for not being removed may be granted other forms of Humanitarian Protection or Discretionary Leave to Remain.
Awareness-raising	This refers to organised efforts, campaigns or training to create awareness in the community or school that can lead to attitudinal change and the inclusion of learners from disadvantaged groups, especially those who are out of school.
Barriers to inclusion in education	These are obstacles that get in the way of, and/or prevent, learners' presence, participation and achievement in school. The IETT programme focuses on strategies to overcome 5 different types of barrier: environmental, attitudinal, policy, practice and resource barriers
Behaviour, emotional and social difficulties	Some learners have difficulties, sometimes severe, in managing their own behaviour and emotions, and may show inappropriate responses or feelings towards others, including teachers and their peers, in different situations. Unlike other impairments, behavioural, emotional and social difficulties are often invisible or hidden, and may reveal themselves in behaviour ranging from disinterest to disruptiveness. Such conduct may make it difficult for teachers to remember that these learners often have little control over their behaviour or emotions. Examples include learners on the autistic spectrum, learners with bipolar disorders, learners with anxiety, learners with obsessive compulsive disorder (OCD), and learners with oppositional defiant disorder (ODD).
Buddies	Buddies, or class friends, refer to peer support from another learner in the class or school. For example, a buddy may be responsible for befriending a new arrival to the school, or supporting other learners, such as learners with special educational needs and/or disabilities, to access learning activities.

Word/term	Explanation
Charity model	The charity model that assists people experiencing exclusion contrasts with the social model (see later). It views persons with additional needs as in need of charity or help because they have a 'problem'. This means that persons with additional needs receive assistance but are still excluded and remain outside the 'regular' system.
Circle Time	Circle Time activities involve groups of learners or whole classes arranging their seating so that they are in a circle facing each other. Through co-operative activities and discussion, Circle Time ensures that each learner gets a chance to contribute and feel valued. Circle Time boosts interpersonal skills, strengthens relationships and enhances self-confidence.
Cognitive or learning impairments	Cognitive or learning impairments represent a varied group of developmental conditions associated with intellectual or physical impairments. These developmental impairments cause difficulties in certain areas of life, specifically mobility, language, learning, self-help, and independent living
Collaborative learning	Collaborative learning activities are structured tasks that are designed to be tackled by groups of learners. Their purpose is to engage the learners in subject content by encouraging them to think and talk collaboratively. This encourages the activation of existing knowledge so that learners make links with the new knowledge they are acquiring.
Community languages	Community languages are languages spoken by members of minority groups or communities within a majority language context.
Continuing professional development	Continuing professional development (CPD) describes the learning activities teachers and other educators engage in to develop and enhance their abilities, such as in-service training (INSET), delivered to serving teachers, and other activities individual teachers may undertake to improve their skill set and remain at the cutting edge of teaching practise.
Differentiation	Differentiation is the term used within education to describe the way in which a school's or college's teaching

Word/term	Explanation
	and assessment methods and curriculum are adapted to meet the individual learning needs of all its learners.
Differently-abled	A way of describing a person living with special educational needs and/or disabilities that is used by some people to acknowledge diversity of ability rather than with special educational needs and/or disabilities.
Disability	When a person with an impairment faces physical barriers in the environment, or other barriers such as negative attitudes or policies, then they are disabled by those barriers. An impairment would not automatically disable a person if the world they lived in was fully accessible to them, and everyone had positive, supportive attitudes.
Disabled people's organisations (DPOs)	These community organisations are organisations for persons with disabilities (PwDs). They are often established and operated by PwDs, for the purpose and benefits of PwDs. They may provide advocacy, advice and support, often informally, and act as bridges to mainstream services and other local groups. They often play a key role in providing direction for, and developing community capacity in, the special educational needs and/or disabilities areas where the IETT programme operates.
Disadvantaged	Those learners who have fewer opportunities than their peers to participate and achieve in education.
Discrimination	Discrimination is the mistreatment of certain people or groups of people in order to deny them equal access to rights and resources.
Diversity	This term is used to refer to the diversity reflected in an education setting's learner, staff and wider community. Awareness of diversity enables the recognition of different cultures, religions and languages, of different social and economic status, of learners with additional needs, of girls as well as boys, etc.
Early years	The term 'Early Years' refers to pre-primary years, or the under-fives. It is sometimes used to refer to the under-sevens.
Early childhood care and	Children may receive early care and education in a range of places or settings, such as kindergartens, nursery

Word/term	Explanation
education (ECCE)	schools, reception or 'O' classes in primary schools, pre-schools, playgroups and child-minders who are part of a regulatory framework.
Ecosystem analysis	Ecosystem analysis is based on the Bronfenbrenner's Bio-ecological Systems theory. The ecosystem analysis requires that the positives and negatives within every system are discovered. In this way opportunities to build on existing good practices, as well as challenges that need to be addressed, will be revealed. The framework reviews the systems closest to the learner that impact on learning and development, e.g., at school, in the classroom, in the family and in the community.
Education transition	This usually refers to learners who are leaving, arriving or newly arrived in education. Most learners move school at planned times, for example, from the family home to an early-childhood development (ECD) or pre-school setting, from the family home or pre-school setting to primary school, from primary school to secondary school, or from secondary school to a tertiary institution or employment. However, significant numbers of learners also move to or from education settings outside these planned times. These include those who experience a delayed start to schooling (e.g., for financial reasons); difficulty finding or sustaining a school place, including those learners with special educational needs and/or disabilities, who have difficulty finding a school that meets their needs; migration (e.g., moving countries or from a rural to an urban area to find work or to join family); being forced to move (e.g., being displaced by 'development' or fleeing organised violence and becoming internally displaced or a refugee); or being excluded from their school.
Equality	Where everyone is guaranteed access to the same educational opportunities.
Equity	The extent to which learners can access education and education activities.
Exclusion	Learners not being allowed, or being prevented in other ways, from attending, participating and achieving in

Word/term	Explanation
	school. It also refers to people being socially excluded from fully participating in society.
Family Learning	Family Learning concerns involving people from families in learning through a range of planned, but not always formal, activities and projects. Through this involvement they share, enjoy and develop with other members of their family.
Feedback	Feedback plays a vital role in teaching and learning. It is providing information to a learner that focuses on their performance or behaviour. The feedback provided should be delivered in a positive manner and lead to action to affirm or develop an individual's performance or behaviour. Learners do best when they take responsibility for their own learning, knowing their progress and what they need to learn next. To do this they need accurate feedback, clearly and constructively communicated. They need to know their learning goals, what they are doing well, what the gaps in their learning are, and how they can improve. This means giving learners guidance, not just a score or mark.
Female Genital Mutilation (FGM)	Female Genital Mutilation (FGM) is the partial or total removal of female external genitalia for cultural or other non-therapeutic reasons. The practice is physically and emotionally harmful and has serious health consequences.
Gifted and talented	Learners who achieve, or have the ability to achieve, at a level significantly in advance of their peers, given the right support.
Group-work	Learners learn a great deal by working in groups. Group-work can involve learners being placed in mixed-ability groups where learners with different skills, knowledge and abilities can come together to problem-solve; targeted groups where learners with particular or additional needs can receive focused intensive teaching responding to their needs; and same-ability groups where the teacher can pitch work at their level or leave groups of faster learners to get on with work so that extra help can be given to other learners. Group-work enables learners to explain their ideas to others and participate in activities in which

Word/term	Explanation
	they can learn from their peers. They develop skills in organising and planning learning activities, working collaboratively, giving and receiving feedback, and evaluating their own learning.
Health difficulties	These can could exclude learners from education: illness can cause or worsen an impairment, a learner may experience brain damage from severe malaria, learners may catch polio and lose the ability to walk or bilharzia (Schistosomiasis) while fetching water from dirty water sources. Missing school through illness can mean a learner never catches up with their learning, loses confidence, falls further behind, and even drops out. Some long-term conditions do not cause visible impairments, but make the life of the learners more difficult such as by causing seizures or digestive problems. Some conditions cause a learner constant pain, which affects their level of energy and ability to attend school and learn. Some conditions remain constant while others deteriorate or fluctuate.
Hearing impairment	A hearing impairment can vary from mild loss of sound to full deafness. It can be caused by diseases and viruses (such as meningitis, measles, mumps, syphilis, etc.), untreated ear infections, poisoning, injury such as head trauma, pre-natal complications (if mother contracts illnesses such as rubella (German measles), herpes or syphilis while pregnant), problems during birth (e.g., premature birth, low birth weight, birth injuries, lack of oxygen, etc.), certain medications, or be passed on genetically. A small percentage of learners have parents or family members who are deaf or hearing impaired. Some learners are completely deaf, but others have partial hearing. Sometimes learners are identified as hearing impaired but have partial hearing that is still very useful. It is important to find out exactly what the learner can and cannot hear.
Home Liaison	A term usually used to describe a school's liaison with a learner's parents/care-givers and other family members.
Impairment	An impairment is a physical, sensory or intellectual limitation or loss of function. For instance, a person has a visual impairment if they cannot see very well.

Word/term	Explanation
Inclusive education	Inclusive education (or inclusion, inclusive schooling or educational inclusion) springs from the social model of education, and is used to describe the process of ensuring equality of learning opportunities for **all learners**, whatever their context. 'Regular' schools must change or adjust their policies and practices in order for all learners to be included and have their needs met and potential realised.
Independent learner	An independent learner is able to make **informed choices** and take **responsibility** for her/his own learning activities. Independent learners are **motivated** and **confident** enough to take decisions and act on them. They are able to **reflect** on their learning, think critically and identify their weaknesses and how to improve. Independent learning skills are important, for succeeding in education and for entering the world of work.
Individual education plan (IEP)	This is a planning tool specifically created for those learners who have particular educational needs that cannot be addressed by regular classroom teaching and support. These are learners who, despite differentiated classroom teaching and support from teachers, do not achieve the set learning area outcomes as expected for their grade and age. The IEP gives direction on how these learners' educational needs will be addressed. It is specific to the learner for whom it is designed and cannot be used for other learners. It is therefore based on a thorough understanding of educational strengths and needs of that particular learner. It can be revised depending on the learner's performance and needs. It is therefore a working document, not set in stone.
Induction	This refers to the process by which a school supports the adjustment, settling in and early progress of new learners.
Integrated education	A system of education for learners with special educational needs and/or disabilities that springs from individual models of education (the charity and medical models) rather than the social model. Learners with special educational needs and/or disabilities are taught in 'regular' classes and schools and have to fit in. The

Word/term	Explanation
	education system and teaching and learning practices stay the same. Therefore, the learner must adapt or fail.
Language of instruction	This is the term used for the language the learners are instructed in. This may be the learners' first language, which they speak at home and in their community, or it may be the official or national language of the country. Sometimes it is an international language such as English.
Learners	This is a general term used for children, pupils, students, teenagers, young people and adults who are enrolled in an education setting.
Learner-centred approach	This means teachers focus on each learners' prior learning, experiences and needs when planning and teaching. It views learners as active agents who bring their prior learning, life experiences, and ideas to the classroom that need to be acknowledged if they are to participate and achieve to their full potential. This is different from a traditional teacher-centred approach, which sees learners as 'blank slates' and teachers as experts who must impart the knowledge the learner requires.
Learner mobility	This is the total movement in and out of schools by learners other than at the usual times of joining and leaving.
Learners with additional needs	These are learners who experience barriers to learning that they can only be overcome if the school provides appropriate support and adapts its pedagogical methods. These barriers can arise from disadvantages in behavioural capacities, health issues, or special educational needs and/or disabilities.
Learning styles	This refers to the different ways people prefer to learn. Not everyone learns in exactly the same way. Some may prefer reading to drawing, or using role-play to discussion, or practical lessons, or theory, etc.
Learning support base (LSB)	A Learning Support Base (LSB) is a calm, quiet environment that school IECos, teachers and support staff can use for planning and preparations, assessments, meetings, and individual support. Where SEN Units are present in schools, they can be adapted and used effectively as LSBs.

Word/term	Explanation
Medical model	This contrasts with the social model of inclusion. It pathologises impairments and views learners with additional needs as in need of medical help because they have a 'health problem'. This means that learners with additional needs need to be "fixed" or "cured" before they can be allowed into the 'regular' system.
Multiple impairments	Many childhood diseases or birth difficulties cause multiple impairments (particularly in relation to developmental impairments). For instance, a learner can be both deaf and blind, while hearing impairment can cause speech problems. For a learner with multiple impairments, communication may be the biggest challenge.
Multiple intelligences	The theory provides a holistic view of human cognition. Every individual is described as having a unique blend of eight intelligences. The multiple intelligences are linguistic; logical-mathematical; bodily-kinaesthetic; spatial; musical; interpersonal; intrapersonal; and naturalistic. These intelligences rarely operate in isolation. They are used at the same time and tend to complement each other as people develop skills or solve problems.[61]
New arrivals	'New arrivals' usually refers to learners who are enrolling into an early-years setting or school outside normal admission times.
Observers	These are senior staff from key stakeholder organisations who support the IETT programme, monitor the progress of inclusion in the pilot schools and neighbouring communities, and champion inclusion. For example, they may be senior district education officers, from the school inspectorate or from other stakeholders who are working towards becoming more inclusive, such as social workers, health personnel, Disabled People's Organisations (DPOs) and other civil society organisation (CSO) members, and other senior education ministry staff members.

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[61] For additional reading on multiple intelligences see this website:
http://infed.org/mobi/howard-gardner-multiple-intelligences-and-education/

Word/term	Explanation
Orphan children	A child under 18 years of age who has lost one or both parents to any cause of death. Orphans are often looked-after by other family members. Sometimes an orphan who is the eldest child will head the family, even if still a child. Some are extremely vulnerable to the control and abuse of others and may live on the street. They may otherwise be looked after by local authorities, missions or charities or accommodated in children's homes or foster homes. Some children are looked-after by virtue of being unaccompanied asylum seeker children.
Out-of-school learners	Out-of-school learners have never been to school, or have dropped out, or sometimes come to school and sometimes are absent.
Parental/care-giver involvement	Parental/care-giver involvement refers to the involvement of parents/care-givers in the work of their child's school. Inclusive schools recognise that parents/care-givers play a crucial role in helping their children learn and children achieve more when schools and parents/care-givers work together.
Participation	Participation is the active involvement of learners in how services for them, such as education, are planned and developed. In a school context, as well as meaning being listened to and being involved in decisions that affect them, 'Learner participation' can mean learners being present in school; being engaged and active in lessons; learning collaboratively and contributing to their learning; being involved in all activities, including extra-curricular activities; and performing roles of responsibility.
Partnership teaching	This refers to a specialist teacher teaching a class together with their usual (mainstream) teacher. For learners with special educational needs and/or disabilities the class or subject teacher and the specialist teacher teach the whole class collaboratively, taking account of the needs of all learners in the class.
Peer-assessment	This refers to learners marking or grading or commenting on each other's work under careful guidance and supervision from the teacher. Though sometimes used to save teachers time, especially when teaching large classes,

Word/term	Explanation
	peer- and self-assessment can increase understanding of the area of assignment and develop metacognitive skills. Peer- and self-assessment are therefore powerful tools central to the assessment for learning process and are key to developing learner participation and independent learning skills.
Peer-mediation	Learners help groups or individuals resolve disputes.
Peer-mentors	These learners are trained and supported by the school to work with their peers to help them overcome barriers to learning. They are there to make their peers feel safe and supported in dealing with a wide range of problems they may have – from being bullied, to difficulties making the transition from primary to secondary school, to family problems and friendship difficulties.
	This describes a wide range of support that learners can be trained to, and/or supported to, provide their peers. It can vary from the general support a learner may offer when paired or grouped with another learner to perform a learning activity, to more specialised roles such as buddying or peer-mentoring.
Peer-teaching or -tutoring	This involves learners passing on their skills and knowledge to others. This can include peer-assessment, supportive reading schemes or being educators on specific topics, such as stereotyping, discrimination or drug education.
Persons with disabilities (PwDs), Children with disabilities (CwDs)	This is used to apply to all persons with disabilities (PwDs) or children with disabilities (CwDs). These may include learners with long-term physical, mental, intellectual or sensory impairments who, when faced with environmental, practice, attitudinal, policy and resource barriers, find their full participation on an equal basis with others obstructed.
Physical impairment	This term can cover a wide range of difficulties with body functions, which may require different strategies for support. Some learners may require personal mobility devices such as wheelchairs, crutches, or walkers. Others may need the assistance of friends, buddies or family members to help with daily functions such as feeding and

Word/term	Explanation
	toilet tasks. Some learners are born with physical impairments that developed during pregnancy (such as spina bifida), or as a result of factors like a lack of oxygen to their brains during birth (such as cerebral palsy), or a birth injury. Many learners acquire their impairments later from accidents/injuries (e.g., car accidents, falls, etc.) or illness.
Primary Language	The primary language is the language that learners, teachers and community usually use most of the time. Usually this is the first language.
Principal Trainer (PT)	Principal Trainers are teacher-trainers in teaching and learning methodology (pedagogy); they are university lecturers, college tutors, head teachers, and district education officers who are teacher trainers, either working at pre-service level in teacher training institutions (TTIs) or delivering in-service training (INSET) to established teachers. Their primary role is to attend IETT programme **training-of-trainers (ToT) workshops, and facilitate INSET in** the programme's pilot schools and pre-service training in TTIs.
Prior learning	The learning, both within and outside formal education settings, of a learner prior to their arrival in a particular early-years settings, school or college.
Reasonable adjustments	These are ways for schools to remove barriers to education through adjusting policies and practices, and recognise each learner's right to attend school and the need to remove barriers to active participation and learning.
Refugee	A refugee is seeking refuge. To qualify as a refugee under the terms of the 1951 UN Refugee Convention a person must demonstrate a well-founded fear of persecution because of his/her nationality, race or ethnic origin, political opinion, religion or social group and who is unable or unwilling to seek the protection of the authorities of his/her own country.
Scaffolding	Generally, this is a term used to describe the personal guidance, assistance, and support that a teacher or peer provides to a learner, and how a teacher shapes lesson

Word/term	Explanation
	content so that the learning goal can be reached step-by-step by the whole class – such as breaking up the learning into manageable pieces and then providing a tool or structure with each piece. For example, when reading a text, the teacher might preview the text and discuss key vocabulary, or read the text in 'pieces' and discuss the content as the class reads it.
School	The term 'school' is often used for brevity in the IETT modules and can be interpreted to cover educational settings at all levels: ECD settings, pre-school, nursery, primary schools, secondary schools, colleges, higher education institutions, and other informal settings that provide education
School inclusion team (SIT)	A school inclusion team (SIT) brings together people who have a stake in education or in their local school and who share a common goal – to make their school more inclusive; it has a diverse and representative membership; it exists to help teachers, other staff, learners, parents/care-givers and community members; it sets an example for what inclusion means in reality, and provides practical help and advice so that others can turn theoretic knowledge of inclusion into reality; and it deals with whole-school inclusion issues that may arise at different times of the school year.
School inclusive education coordinator (IECo)	The school IECo performs a co-ordinating role for the school's development of inclusive education policy and practice; this means organising and managing collaboration, rather than having total responsibility for the identification, assessment and provision of inclusive education.
School support staff	The term 'support staff' is used to include the whole range of adults who perform supporting roles in schools – for example, teaching assistants, learning assistants, administrative and clerical staff, librarians and laboratory assistants and technicians, midday supervisors, cooks and kitchen staff, community volunteers, etc.

Word/term	Explanation
Screening	This refers to looking at or observing a learner performing learning or other activities in order to better identify their learning needs.
Social model of inclusion	This locates the 'problem' of exclusion firmly within the system, not within the person or their characteristics. It recognises that society is disabling, not the particular impairment or condition that a person may have. The social model is contrasted with the medical, charity or individual models of disability, and helps us to understand the differences between special, integrated and inclusive education.
Special education	A system of education for learners with special educational needs and/or disabilities that springs from individual models of education rather than the social model. Learners with special educational needs and/or disabilities are taught in 'special' classes or special schools, separate from their peers. The education system and teaching and learning practices in 'regular' schools stay the same. The learner must attend a separate system, away from the society of her/his peers.
Special educational needs (SEN)	The term 'Special Educational Needs' denotes any learner that has been identified as having some form of educational need either as a result of learning difficulty or if they are deemed as particularly bright or gifted.
Speech and communication difficulties	This is where learners do not speak or communicate at the same level as their peers. This may be for a variety of reasons. For example: hearing impairment or developmental impairment can be the cause. Learners who have a cleft palate will often speak in an unclear way. Previous or on-going trauma in a learner's life can cause a learner to stammer, have unclear speech or not speak at all. Speaking a different language at home to that used in school can also be a barrier to inclusion for many learners.
Teaching and learning aids (TLAs) or materials (TLMs)	These are resources and aids, sometimes made by teachers themselves, that are used to teach the lesson and learners to perform learning activities. They may be visual aids, science or other equipment, or books, pens, or other materials.

Word/term	Explanation
Training of trainers (ToT) workshops	These are IETT programme workshops attended by Principal Trainers where they learn about the inclusion-related topics they will be delivering to teachers; experience the learner-centred pedagogy / methodology that is essential for effective inclusive trainers and teachers; and learn about, and contribute to localising and improving, the training modules.
Twin-track approach	Inclusive education focuses on changing the system, not on changing the learner. But a focus on system-level change does not mean we should ignore the **specific** learning needs of **individual** learners. We need to tackle education exclusion from two sides – by promoting systemic change **and** by giving specific support to learners' individual learning needs. This is the **twin-track approach** to inclusion.
Unaccompanied asylum-seeking child	According to the UK's Home Office: 'An unaccompanied asylum-seeking child is a person who, at the time of making the asylum application is, or (if there is no proof) appears to be, under eighteen [years of age], is applying for asylum in their own right and has no adult relative or guardian to turn to in this country.'
Visual impairments	The term visual impairment includes a wide range of visual difficulties, from mild to severe loss of vision through to total blindness. A person is considered to be visually impaired if they cannot see well even when wearing prescribed glasses. Many learners in lower-income countries are visually impaired because they do not possess glasses; with the correct glasses they would not be visually impaired.
Whole-school approach	This involves all members of a school community – teachers, learners, other staff, parents/care-givers, community members – in advancing inclusion across all areas of school life.

Tool 13: Permission letter template

This letter can be used as a template to write to the PT managers to ensure they have permission to attend the training(s).

20th September 2023

The Principal,
Charles Lwanga College, Monze

Dear Sir /Madam,

RE: Principal Trainer workshop for the Inclusive Teaching Component

Norwegian Association of Disabled (NAD) would like to thank you for the support you have given so far for the Inclusive Teaching Component and allowing **XXXXXX** to be part of the programme as one of the Principal Trainers.

We kindly request you to allow **XXXXXX** to participate in the first of the 7 workshops from 13th - 16th November 2023. You will have received a list of estimated dates for all of the workshops already and we can now confirm this first workshop date and venue. The participant is expected to travel to Lusaka on 12th November 2023 and travel back to Monze late afternoon of the 16th November 2023. All travel, accommodation and subsistence are paid for by the programme.

Module 1: Introduction to Inclusive Education **i**ntroduces the concepts and theories of inclusive education and the theoretical basis for its implementation; and introduces active participatory learning methods which participants will experience throughout the training. After this XXXX will run INSET and an action research project within the school.

We look forward to continuing collaborating with you throughout the Inclusive Teaching Component.

Yours sincerely,

Caroline Hamankolo
Country Director

Address: Plot No. 19,Nchenja Road Off PASELI Road Northmead Area, Lusaka, Zambia
Telephone : +260 977259185
(Company Limited by Guarantee NO. 81743)

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Tool 14: Planning template for PT workshops

This is detailed plan used in Uganda. It relates to Module 1.

Time	Session	Details	Materials needed	Facilitation
Day 1 – Section 1: Learner-friendly teaching and learning styles, teachers' attitudes and how this links with learner's presence, participation and achievement and concepts of inclusive education				
0800 – 0830	Formalities and welcome messages	• Registration	• PPT 01	NAD/NUDIPU/MoES, etc
0830 – 0900	Introducing the workshop	• Play video of Duncan and Tim's welcome (2 minutes and 51 seconds long) • Why are we here? • Content of workshop, training, pilot school INSET, developing the training, linking to pre-service, joint co-working to do this • Effective teacher development • IE is about PPA • Note: all sessions are delivered in a learner-friendly manner – participants should keep a note how these activities are delivered	• PPT 02 • Video of Duncan and Tim's welcome 'Welcome to IETT Uganda'	
0900 – 0930	Housekeeping, communication skills	• PPT 03 Slides 1-2: COVID-19 safety • PPT 03 Slides 3-4: Other ground rules • PPT03 Slides 5-7: Communication skills and housekeeping	• PPT 03 includes ground rules and COVID-19	

Time	Session	Details	Materials needed	Facilitation
		• Relate to including all learners in school – present, participating and achieving		
0930 – 0950	Getting to know each other	**Activity 1.1a: Networking game** • In relation to inclusive education I can offer… • In relation to inclusive education I would like to know…	• PPT 04 • 2 colour Post-its • Masking tape • Emphasise social distancing!	
0950 – 1030	Getting to know each other (cont.)	**Activity 1.1b: The River of Life** • PPT 05a SLIDE 1-3: Getting into small groups (incl. COVID advice re: group work behaviour/roles/responsibilities) • PPT 05b: What are practitioners bringing to the ToT workshop in terms of IE experience and training experience? Use post-its from networking game's "I know/can offer…". Put at start of River of Life • What are the 3 main things they want to gain from the ToT workshop? Use post-its from networking game's "I would like to know…". Put in second quarter of River of Life	• PPT 05a – Group work guidelines taking account of COVID-19 safety in group work • PPT 05b • Flipchart paper • A4 paper • Colours/pens • Blue tac	

Time	Session	Details	Materials needed	Facilitation
10.30 – 11.00	BREAK			
1100 – 1120	Learning styles – teachers' / how we learn	**Activity 1.2a: Preferred learning styles** • PPT 06 Look at "how do we learn" (in this workshop, in the classroom when we are learners, etc). • Comment on research evidence. • List of learning styles and participants vote on it with their own preferences, and add to it. • Give out Handout 1 (Resource 1.1) and discuss, linking learning styles to skills	• PPT 06 • List of possible learning styles • Show other groups' examples • Handout 1 - **Resource 1.1**	
1120 – 1150	Discrimination	**Activity 1.3a: Defining discrimination** • On a piece of flipchart paper write Discrimination means… • Each person in turn writes a line to explain this • Discuss their definitions as a whole group and display flipcharts • Now create a group definition and display • Report back to the whole group and reveal slide 3 • Discuss this quote in relation to groups' sentences	• PPT 07 • Flipchart • Marker pens	

Time	Session	Details	Materials needed	Facilitation
1150 – 1220	Discrimination (cont.)	**Activity 1.3b: Where does discrimination come from? Why does it happen?** • **Introduction**: Show first slide of PPT 08 (Acknowledge how diverse our experiences of discrimination are…. and emphasise importance of listening to each other's experiences respectfully … and acknowledge how some of us enjoy more opportunities and privileges attached to our social status/identity). • PPT 08 slide 2: In pairs discuss where discrimination comes from, why do some people behave this way? • Volunteers to report back to the whole group • Reveal slide 3.	• PPT 08 • Flipchart • Marker pens	
1220 – 1240	Discrimination (cont.)	**Activity 1.3c: How to tackle discrimination** • Present PPT 09 slide one • Give out Handout 2 (Resource 1.2): **discrimination cycle diagram** • In pairs think again about own experience of discrimination and if it was stopped, how was it stopped and who stopped it? • If not, how could it have been stopped? • Volunteers to report back to the whole group	• PPT 09 • Flipchart • Marker pens • Handout 2 - **Resource 1.2**	

Time	Session	Details	Materials needed	Facilitation
1240 – 1300	Discrimination (cont.)	**Activity 1.3d: The human-rights basis for IE** • What do you think human rights are? • Think about your own life. Which of your human rights are being upheld? Which do you think are not being upheld?	• PPT 10 • Flipchart and pens	
13.00 – 14.00	LUNCH			
1400 – 1410	Energiser + getting into new groups	• Ask participant to lead an 'after-lunch' energiser • The energiser could be a fun way to put participants into new groups.		
1410 – 1420	Discrimination (cont.)	**Activity 1.3e: Explanation of human rights** • Refer to Uganda being party to a range of international conventions, and instruments of protection (see Section F Introductory Booklet for examples) • Present PPT 11 • Feedback	• PPT 11	
1420 – 1450	Teachers' attitudes	**Activity 1.4a: Learners' opinions about inclusive teachers** • Give out Handout 3 (Resource 1.3) cards in envelopes – what learners say about their teacher (good and bad) • Show PPT 12	• PPT 12 • Handout 3 - **Resource 1.3** cards in envelopes • Flipchart (if used)	

Time	Session	Details	Materials needed	Facilitation
		• Participants put cards in piles – which quotes represent an inclusive teacher or a non-inclusive teacher • Feedback		
1450 – 1545	What is inclusive education?	**Activity 1.5a: What inclusive education means to me?** • Draw an image of what inclusive education means to you – a drawing, a diagram etc. See Slide 1 in PPT 13 • Plenary feedback from volunteers. Displayed on wall • Facilitator teases out key messages and writes on flipchart (will be used later for reflection on how their views of IE relate to the social model and to exclusion/integrated/inclusive education models). Can look at posters in slides 2 and 3 of PPT 13 for further examples.	• PPT 13 • Paper and pens • All put on wall for people to browse later	
15.45–16.15	BREAK			
1615 – 1630	Daily evaluation	• Reflective diaries • Evaluation forms	• PPT 14 • Evaluation form (Day 1)	
16.30	END OF DAY			

Day 2 – Section 2: Barriers to IE and linking theory with practice – action research				
0800 – 0815	Recap	• Recap	• Flipchart and marker pens	
0815 – 0900	What is inclusive education? (cont.)	**Activity 1.5b: Where is the problem located?** • Present PPT 15 • Give out Handout 4 • Participants are shown 'learner as problem' and 'system as the problem' diagrams • Diagrams of medical, charity and social models	• PPT 15 • Handout 4 – where is the problem located?	
0900 – 0930	What is inclusive education? (cont.)	**Activity 1.5c: The social model: Defining the problem** • Present PPT 16 • Give out Handout 5 • Have a debate about these models. • Finally, give out Handout 6 (Resource 1.4). • Ask participants to reflect on a) how these representations fit with their own thinking and the thinking of their colleagues b) how they fit with what's happening in the local context in terms of policy and practice	• PPT 16 • Handout 5 – Social v. individual model • Handout 6 - **Resource 1.4**	
0930 – 0940	What is inclusive education? (cont.)	**Activity 1.5d: The difference between special, integrated and inclusive education** • Present PPT 17 (5 slides) • Discuss these/take questions or comments.	• PPT 17	

0940 – 1020	What is inclusive education? (cont.)	**Activity 1.5e: Case studies: Is this inclusive education?** • Getting into new groups – animal game • Give out Handout 7 (Resource 1.5): 7 short case studies. <mark>Remember to delete answers from case studies before printing.</mark> • In groups, ask participants to discuss if each one is an example of inclusion, exclusion or integration, or more than one. • Ask them to explain why they think this, and to debate with each other if they don't agree.	• PPT 18 • Handout 7 - **Resource 1.5** <mark>(7 short case studies)</mark>	
1015 – 1030	Barriers to inclusion in education	**Activity 1.6a: What do we mean by barriers to inclusion** • <mark>PPT 19 slide 1</mark> • Refer again to the social model, introduce the idea that there are barriers to inclusion (it's not the learner's 'fault') and that when we are working towards IE we are basically working to overcome these barriers. • We have already touched on one very key barrier – attitudes. This can be teachers', parents', learners' attitudes, etc. • PPT 19 slide 2 and Handout 8 (5 main types of barriers): • **Physical/environmental barriers**: e.g., school buildings and toilets which are not accessible.	• <mark>PPT 19</mark> • Handout 8 – identifying barriers	

		• **Attitude barriers**: e.g., fear, embarrassment, shame, pity, low expectations. • **Policy barriers**: e.g., inflexible school timetables; lack of first language teaching. • **Practice barriers**: e.g., a lack of interactive and co-operative teaching. • **Resource barriers**: e.g., a shortage of teachers, large class size.		
10.30 – 11.00	BREAK			
1100 – 1115	Barriers to inclusion (cont.)	**Activity 1.6a: What do we mean by barriers to inclusion (Cont.)** • PPT 20 (slide 1) • Give out Handout 9 - set of cards in envelope to each group • Groups to look at the set of statements. • Explain that each card has a statement made by a parent/care-giver, head teacher, teacher or education officer/specialist during a 2020 scoping survey about inclusive education in Uganda for the Inclusive Education Teacher Training (IETT) programme. They describe their experience of barriers to inclusive education. • Groups should discuss the statements and decide which of the five barriers each card	• PPT 20 • Handout 9 – 'what Ugandan parents/care-givers/teachers …etc say cards (new activity)	

		relates to. Some statements may relate to more than one barrier. • PPT 20 slide 2: Feedback and then make main points in slide 2 PPT 20 (or refer to quote in text of Module 1 in activity 1.6a)		

1115 – 1150	Barriers to inclusion (cont.)	**Activity 1.6b: Using photos to reflect on inclusive education**
		• Give out envelopes of 8 photos to each group. Explain that there are more photos available for them to choose in Resource 1.7 of the Module 1 should they wish to use more/different ones when training their pilot schools
		• PPT 21a Slide 1 Photo elicitation game – groups look at the set of photos and identify the barriers in them. Participants should think about:
		   o What is/are the barrier(s) shown in the photo? Identify at least ONE barrier in each photo
		   o Who is affected by the barrier(s) – remembering that one barrier can affect more than one group?
		   o Based on your own ideas and experiences, how could you solve the barrier?
		   o Emphasise there is no 'wrong answer'
			• PPT 21a
			• PPT 21b
			• Handout 10 - **Resource 1.7** (Photo sets – 8 photos - for envelopes)
			• Handout 11 – what the photographers said	

		• Plenary feedback. Refer to individual photos using PPT 21b, and Handout 11 which explains what the photographers said about the barriers they were showing
		• PPT 21a Slide 2 - Facilitator highlights key messages:
		   o Each barrier can impact on multiple groups of people
		   o Barriers are not always obvious/visible
		   o Barriers are not always linked with finance and resources, doesn't have to cost a lot to overcome certain barriers
		   o Every stakeholder has a different view on barriers – one learner may find the toilets are a barrier, his/her friend may say that teaching practices are a barrier. Learners and adult views often differ – hence needing to listen to them all to get a full picture of barriers and wider range of ideas for solutions		

1150 – 1220	Using action research in the development of inclusive education	**Activity 1.7b: What is action research?** • PPT 22 • Reflect on barriers/solutions approach and how they have solved problems – you identify a problem, you think about it, you might talk to other people and you come up with a plan to solve it, then you try out that plan. **This is action research**. • Introduce key principles of action research. It is 'insider' research, so it's not external consultants who come in, try to work out the problem and then dictate the solution. Instead, it is the stakeholders who are involved in identifying barriers from their perspectives, and who suggest and are involved in testing solutions. • Handout 12 - Resource 1.8	• PPT 22 • Handout 12 - **Resource 1.8**	
1220 – 1300	Using action research in the development of inclusive education (cont.)	**Activity 1.7b: What is action research? (Cont.) - Creating Mountain diagrams** • PPT 23 • Groups produce their mountain diagrams.	• PPT 23 • Flipchart paper • Marker pens • Pens, coloured pens, glue, etc	
13.00 – 14.00	LUNCH			

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1400 – 1500	Using action research in the development of inclusive education (cont.)	**Activity 1.7c: Thinking action research activity: Drawing continued** • Groups finalise their mountain diagrams	(as above)	
1500 – 1545	Using action research in the development of inclusive education (Cont.)	• PPT 24 • Mountain diagrams gallery walk	• PPT 24 • Mountain diagrams displayed on wall	
15.45 – 16.15	BREAK			
1615 – 1630	Daily evaluation	• Reminder to write in reflective diaries	• PPT 14 (from Day 1)	
16.30	End of day			

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Day 3 – Section 3: Reviewing training and workshop debriefing				
0800 – 0815	Recap	• Recap	• Flipchart paper and marker pens	
0815 – 0900	What have we learned?	**Activity 1.8a: Revisiting the River of Life** • Look at / think about the post-its of what they wanted to learn, then draw diagram or write about what you have learned so far (20mins). • In groups, share what learned and share any problems you still have with any sessions, messages, methods etc. Try to solve problems in group, or call facilitator for help if needed • Create new drawing for further along the river showing what you have learned so far.	• PPT 25 • River of Life • A4 paper • Colours/pens • Blue tac	
0900 – 1030	Exchanging experiences – appreciative inquiry (AI)	**Activity 1.9a: 'Consultancy circles'** • PPT 26: Recap what is inclusive education • PPT 27: Structure groups so they mix again, with people from different disciplines. • Discuss barriers they've experienced, using contexts, school experiences, reflective diaries, etc • Anything they want to have resolved – things they don't understand, problems etc.	• PPT 26 • PPT 27	
1030 – 11.00	BREAK			

1100 – 1120	Participants' learning review – setting personal targets	**Activity 1.10b: Personal targets**
		• PPT 28: Additional discussion to help participants think practically about next steps – straight away, the next 6 months, longer term, as a team, school, community.
		• Also think about:
		  o further learning I need to do about IE in my context (what will I read or where will I research more info)
		  o networking for IE (who do I need to link with, how can I make or strengthen those links – this could involve doing a network diagram, discussion of peer-peer support, etc)
		  o advocacy for IE (what changes do we need to fight for, where, who needs to be lobbied, etc)
		• Participants write down one short-term and one medium-term and one long-term personal target (can discuss and share with neighbour)
			• PPT 28
			• Paper/ reflective diary	

1120 – 1230	Preparing pilot school INSET	• Show Duncan/Tim videos 'Getting ready for INSET parts 1, 2 and 3 (5 minutes altogether). • INSET training planning: o Distribute hard copies of Module 1 training resource and the Supplementary Module on 'Including Learners with Additional Needs'.	• Duncan/Tim 3x videos 'Getting ready for INSET parts 1, 2 and 3.	

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		- Distribute PPTs/handouts electronically (by USB or email?) and Workshop plan (electronically and hard copy) - Set dates for pilot school INSETs - Go through who trains which school etc…. - Encourage each pilot school team to meet and/or set up WhatsApp group so can communicate and plan - Warn each team they need to write brief report on their training that they will feedback at next ToT workshop - Warn head teachers they need to measure impact of training on their school and feedback at next ToT workshop - Share EENET website, etc - Wish good luck!	==Module 1 training (hard copies)== ==Supplementary module on 'Including learners with additional needs' (hard copies)== - PPTs and handouts (on disk/electronic copies) - Workshop plan hard copies and electronically	
1230 – 1245	Evaluation	- Reflective diaries - Evaluation forms	Evaluation form (Day 3)	
1245 – 1300	Formal closing messages			MoES, NAD, NUDIPU, etc
13.00 –14.00	LUNCH			
	End of workshop			

Tool 15: Reporting template for PT workshops

Principal Trainer ToT Workshop Module 1
Workshop Report (country)
Date

Report and Findings

Introduction

- Brief overview of the content of the workshops
- Workshop methodology
- Overall reflections
- Improvements
- Further comments
- Recommendations
- Next steps
- Concluding remarks

Appendices

- ToT workshop plan
- Evaluations of workshop

Participant list

Tool 16: Observers' workshop plan (Uganda)

Please note we use yellow highlighting to denote important things to remember.

Time	Session	Details	Materials needed	Facilitation
What is Inclusive Education, the role of observers and PTs, what are inclusive, participatory, learner-friendly teaching and learning styles, barriers to inclusion, using action research to observe pilot schools				
0800 – 0830	Formalities and welcome messages	• Registration	• PPT 01	NAD/NUDI PU/MoES, etc
0830 – 0900	Introducing the workshop	• Why are we here? • Content of workshop, what is IE, monitoring the pilot schools **in a supportive manner** through **action research**, the PTs' part of the IE TT programme, Observers **linking** to the PTs' work and their ToT workshops, and to the pilot schools. • Note: all sessions are delivered in a learner-friendly manner – participants should keep a note how these activities are delivered – this is how inclusive participation should be happening in classrooms	• PPT 02 • Handout 1 • Handout 2	
0900 – 0930	Housekeeping, communication skills	• PPT 03 Slides 1-2: COVID-19 safety • PPT 03 Slides 3-4: Other ground rules • PPT03 Slides 5-7: Communication skills and housekeeping	• PPT 03 includes ground rules and COVID-19	

Time	Session	Details	Materials needed	Facilitation
		• Relate inclusion to including **all learners** in school – present, participating and achieving		
0930 – 0950	Getting to know each other	**Activity 1.1a: Networking game** • In relation to inclusive education I can offer… • In relation to inclusive education I would like to know…	• PPT 04 • 2 colour Post-its • Masking tape • <mark>Emphasise social distancing!</mark>	
0950 – 1030	Getting to know each other (cont.)	**Activity 1.1b: The River of Life** • <mark>PPT 05 Slides 1-3: Getting into small groups (incl. COVID advice re: group work</mark> behaviour/roles/responsibilities) • PPT 06: What are practitioners bringing to the Observer training in terms of IE experiences? Use post-its from networking game's "I know/can offer…". Put at start of River of Life • What are the 3 main things they want to gain from the Observer training? Use post-its from networking game's "I would like to know…". Put in second quarter of River of Life	• <mark>PPT 05 – Group work guidelines taking account of COVID-19 safety in group work</mark> • PPT 06 • Flipchart paper • A4 paper • Colours/pens • Blue tac	
10.30 – 11.00	BREAK			
1100 – 1120	Barriers to inclusion	**Activity 1.6a: What do we mean by barriers to inclusion**	• <mark>PPT 07</mark>	

Time	Session	Details	Materials needed	Facilitation
		• PPT 07 slide 1 • Refer to the social model, introduce the idea that there are barriers to inclusion (it's not the learner's 'fault') and that when we are working towards IE we are basically working to overcome these barriers – **the system must change.** • PPT 07 slide 2 and Handout 3 (5 main types of barriers): • **Physical/environmental barriers**: e.g., school buildings and toilets which are not accessible. • **Attitude barriers**: e.g., fear, embarrassment, shame, pity, low expectations. • **Policy barriers**: e.g., inflexible school timetables; lack of first language teaching. • **Practice barriers**: e.g., a lack of interactive and co-operative teaching. • **Resource barriers**: e.g., a shortage of teachers, large class size.	• Handout 3 – identifying barriers	

Time	Session	Details	Materials needed	Facilitation
1120 – 1150	Using action research in the development of inclusive education	**Activity 1.7b: What is action research?** • PPT 08 What is Action Research? • Handout 4a • Reflect on barriers/solutions approach and how they have solved problems – you identify a problem, you think about it, you might talk to other people and you come up with a plan to solve it, then you try out that plan. **This is action research**. • Introduce key principles of action research. It is 'insider' research, so it's not external consultants who come in, try to work out the problem and then dictate the solution. Instead, it is the stakeholders who are involved in identifying barriers from their perspectives, and who suggest and are involved in testing solutions. • Handout 4b - Resource 1.8	• PPT 08 • Handout 4a • Handout 4b - **Resource 1.8**	
1150 – 1220	Introduction to school observation	PPT 09 Slide 1 – the role of an Observer Handouts 5 and 6 – Participants read and Q and A PPT 09 Slide 2 using action research as Observers • Introduction to the pilot schools to be visited, to observe the schools before the training starts and later to observe signs of improved IE	• PPT 09 • Handout 5 • Handout 6 • Handout 7	

Time	Session	Details	Materials needed	Facilitation
		• Focus on highlighting the skills needed for the action research, e.g., observations, interviews, focus group discussions, etc. • Grouping participants per activity (e.g., interview teachers, interviewing learners, observing teaching and learning, observe environment and community mapping) • How to behave during the visit • Who they'll meet/observe • **Make sure they understand their role as an Observer and they can start to think about what they will look at and ask (Slides 4, 5 and 6).** • Handout 7		
1220 – 1300	Exchanging experiences – appreciative inquiry (AI)	**Activity 1.9a: 'Consultancy circles'** • PPT 10: Recap what is inclusive education • PPT 11: Structure groups so they mix again, with people from different disciplines. • Discuss barriers they've experienced, using contexts, school experiences, work, etc • Anything they want to have resolved – things they don't understand, problems etc.	• PPT 10 • PPT 11	
13.00 – 14.00	LUNCH			

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Time	Session	Details	Materials needed	Facilitation
1400 – 1410	Energiser + getting into new groups	• Ask participant to lead an 'after-lunch' energiser • The energiser could be a fun way to put participants into new groups.	**If needed**	
1410 – 1430	What have we learned?	**Activity 1.8a: Revisiting the River of Life** • PPT 12 Look at / think about the post-its of what they wanted to learn, then draw diagram or write about what you have learned so far (10mins). • In groups, share what learned and share any problems you still have with any sessions, messages, methods etc. Try to solve problems in group, or call facilitator for help if needed • Create new post-it for further along the river showing what you have learned so far.	• PPT 12 • River of Life • A4 paper • Colours/pens • Blue tac • Post-its	
1430 – 1525	Preparation for school action research, observing training and teaching. Groups to practise action	PPT 14 Handout 8 • interview the head-teacher/deputy HT • conduct a focus group discussion with teachers • conduct a focus group discussion with parents • observe the school environment • conduct a focus group discussion with learners • observe classrooms – with a specific focus on the learners and their interactions, participation, achievement, behaviour, etc	• PPT 13 • Handout 8 • Handout 9 - Group skills matrix • Handout 10 - Observation sheet	

Time	Session	Details	Materials needed	Facilitation
	research methods	• observe classrooms – with a specific focus on the teachers and their teaching approaches and facilitated learning styles, differentiation, other inclusive approaches, etc • observe classrooms – with a specific focus on the teaching and learning materials available/ used in the class • observe environment and community mapping	• Handout 11 - Mapping examples	

1525 – 1545	Participants' learning review – setting personal targets	**Activity 1.10b: Personal targets**
		• PPT 13: Additional discussion to help participants think practically about next steps – straight away, the next 6 months, longer term, as a team, school, community.
		• Also think about:
		  o further learning I need to do about IE in my context (what will I read or where will I research more info)
		  o networking for IE (who do I need to link with, how can I make or strengthen those links – this could involve doing a network diagram, discussion of peer-peer support, etc)
			• PPT 14
			• A4 Paper
				1430 – 1450

Time	Session	Details	Materials needed	Facilitation
		○ advocacy for IE (what changes do we need to fight for, where, who needs to be lobbied, etc) Participants write down one short-term and one medium-term and one long-term personal target (can discuss and share with neighbour)		
15.45–16.15	BREAK			
1615 – 1645	Preparing for pilot school observation	PPT 15 Observation planning: • Distribute hard copies of Introductory booklet • Distribute PPTs/handouts electronically (by USB or email?) and Workshop plan (electronically and hard copy) • Set dates for pilot school observation – **before the INSET DELIVERY** • Go through **WHO WILL OBSERVE** in which school, etc…. • Encourage each pilot school 'team' to meet and/or set up WhatsApp group so they can communicate and plan • Warn each team they need to write brief report on their training that they will feedback at next PT ToT workshop – the PTs and other Observers. • Share EENET website, etc	• PPT 15 • Introductory booklet (hard copies)	

Time	Session	Details	Materials needed	Facilitation
		• Wish EVERYONE good luck!		
	Evaluation	• Reflective diaries • Evaluation forms	• PPT 16 • Reflective journal • Evaluation form	
	Formal closing messages	•	•	MoES, NAD, NUDIPU, etc
17.30		END OF DAY		

Tool 17: Reporting template for Observer workshops

Observer Workshop 1 (Country)
Date

Introduction
- Where and when workshop took place
- Who the facilitators were. Who and how many participants there were.
- Overview of workshop aims and content

Outcomes
- Findings from participants on first school observations
- Preparations for second observations

Next steps
- Planned dates (if known) of observations
- Any thoughts/comments/feedback on workshop

Appendix
- Copy of participants' list

Tool 18: Permission letter template for Observer visits

This letter can be used as a template to write to the managers to ensure the Observers have permission to visit the school(s)

17th May 2023

The Principal,
Charles Lwanga College, Monze

Dear Sir /Madam,

RE: Inclusive Education Observers Visit, 23rd -28th July 2023, To St Mary's Mbala) College of Education and Kapasa Makasa University (Chinsali).

Norwegian Association of Disabled (NAD) would like to thank you for the support you have rendered to us in implementing Inclusive Education activities at national level. In 2021, NAD oriented Deans of schools from Colleges and Universities, Provincial Education Standards Officers (PESO) from MOE/HQ, Principal Education Officers (PEOs), University Chancellors as well as College Principals in inclusive education. The purpose was for them to observe how inclusive education is being implemented in different higher learning institutions and appreciate what institution are doing as well as to provide peer support to the learning institutions where I.E is being implemented.

We kindly request you to allow Mr. **XXXXXXXX** to participate in this observation visit planned to take place from 24th to 28th July 2023 in Chinsali and Mbala districts. The participant is expected to travel to Lusaka **on 23rd July** and travel back to Monze on **30th July 2023**.

NAD will pay DSA to the participant invited at Government rate as well as transport refund. We look forward to continuing collaborating with your office to ensure Inclusive Education is implemented in an effective and efficient manner in line with government aspirations.

Yours sincerely,

Caroline Hamankolo
Country Director

Address: Plot No. 19,Nchenja Road Off PASELI Road Northmead Area, Lusaka, Zambia
Telephone : +260 977259185
(Company Limited by Guarantee NO. 81743)

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Tool 19: Reporting template for Observer visits

Observer visit

Name of pilot school
Date of visit
Observers' names

Activities carried out by Observers:

Report to include notes on the following:

- interview with headteacher or senior staff member
- focus group discussion with parents/care-givers, community members, etc
- focus group discussion with teachers
- focus group discussion with learners
- observation of school environment and area outside school 'gates' – this should include a map/drawing of the school grounds with improvements to environment and potential barriers to inclusion labelled
- if flipcharts have been used they should be typed up.

Add a few paragraphs on any thoughts about what has been seen and heard.

Add photographs.

Conclusions

Thoughts about how inclusive the school is, or any positive changes since the previous visit.

The conclusion should include:

- new inclusive activities and changes identified within the school and surrounding community;
- **continuing barriers to inclusion and possible solutions noted.**

Prepared by:

Tool 20: Arrangements for workshops

The following is a checklist of tasks for the Process Coordinator to arrange/delegate which includes, but is not limited to:

☐ Find and book an affordable and accessible training venue

☐ Arrange accommodation, if participants and facilitators need to stay overnight

☐ Book all meals and refreshments

☐ Organise transport for the Lead Pedagogue, co-facilitators and participants

☐ Administer per diems, if the organisation offers these, or expenses refunds

☐ Check there is suitable wi-fi at the venue (this is important for ToT workshops but is not necessary when running the INSET workshops in the community)

☐ Conduct health and safety risk assessments (Covid-19, Ebola, etc)

☐ Organise reasonable accommodations for Lead Pedagogue, co-facilitators and participants with additional needs (e.g., sign language interpretation, large print, accessible hotel room, personal assistant, etc)

☐ Prepare the delegate list and emergency contacts

☐ Help finalise the workshop schedule, especially ensuring the start, end and break times are appropriate, and that prayer breaks are included, where required

☐ Acquire workshop materials – we recommend buying a box of materials (pens, pencils, crayons, glue, name tags, markers, chalk, sticky notes, flipchart paper, scissors, sticky tape, etc) which you keep for all the subsequent ToT workshops. Replenish contents when necessary

- ☐ Budget for and organise a generator and fuel for use by PTs in school communities with no electricity or intermittent power

- ☐ Follow all organisational procurement policies when booking a venue, hiring services and buying materials

- ☐ Ensure a PowerPoint projector is available that can be moved from one school community to the next

- ☐ Create clear signage for the event

- ☐ Print all required materials

- ☐ Hire a photographer/camera operator to record the event through photos and videos

- ☐ Hire language and/or sign language interpreters if needed

Tool 21: Checklist of workshop materials

The below list are suggestions only and you may want to add ideas of your own to the list as you go along.

- ☐ White screen/wall
- ☐ Laptop
- ☐ Projector for PowerPoint and film presentations
- ☐ Good quality speakers to project sound
- ☐ Flipchart stands x2
- ☐ Flipchart paper
- ☐ Flipchart pens – various colours
- ☐ Ream A4 white paper
- ☐ Red and green card (for an activity)
- ☐ Hand sanitisers – 1 on each table and additional bottles in room
- ☐ PPE – masks available for all participants
- ☐ Scissors
- ☐ Rubbers/erasers
- ☐ Sharpeners
- ☐ Glue-stick
- ☐ Pencils
- ☐ Pens
- ☐ Note pads (one per participant)
- ☐ Name tags/badges (one per participant)
- ☐ Packs of felt tip colouring pens
- ☐ Packs of colouring crayons
- ☐ Sellotape/sticky tape rolls
- ☐ Bostick/Sticky stuff/blue tac for sticking sheets of paper/flipchart paper on walls
- ☐ Post-it notes/sticky notes

Tool 22: Checklist to support the accessibility needs and participation for all

In general

✓ Consult participants before a training to assess everyone's needs.

✓ Create an open, honest and enabling atmosphere where everyone can express their accessibility needs and feel comfortable when communicating.

✓ Provide preparation time and support for participants/facilitators so they can prepare for/engage in sessions, presentations and plenary feedback.

✓ Provide information and guidance on accessible communication.

✓ Continuously remind and encourage all participants to be inclusive in their communication.

✓ Provide a range of communication formats so everyone gets a chance to communicate (for example, verbal and written, pictures and diagrams, large print, etc).

✓ Think about the speed, clarity, and volume of your speech.

✓ Avoid jargon, complex sentences, and long words – keep your style of language simple.

✓ Write clearly and neatly on the flipchart using black or blue coloured pens.

✓ Think about room layout, seating, lighting, and background noise.

✓ Think about the physical environment/accessible facilities.

For participants/facilitators with visual impairments

✓ Find out if participants would prefer training documents in large print or in braille and make sure these can be produced in time.

✓ For training facilitators with visual impairments, ensure that all the documents they need as a facilitator are accessible (including the PowerPoint presentations clearly numbered in order).

✓ Remember that reading braille takes longer than reading regular text, so allow participants extra time if needed.

✓ If you are using pictures or diagrams as part of the training, write 'image descriptions' for them. These should be objective, not attempting to

interpret the images. Image descriptions will need to be transcribed into braille.

✓ Consider producing an audio version of training materials if possible.

✓ Training facilitators with visual impairments may want to work with a personal assistant or alongside another facilitator who assists with things like presenting PowerPoints, describing diagrams, or handing out documents to participants.

For participants/facilitators with hearing impairments

✓ Most communication during the training is spoken, so sign language interpretation is essential to enable participants who are deaf and hard of hearing participate fully.

✓ Employ qualified sign language interpreters and language interpreters. Do not rely on participants to interpret for each other. Two interpreters are needed to share the workload during the event.

✓ Some participants may prefer to bring their own sign language interpreter with them, who could be a family or community member. Check that the interpreter is literate and able to provide sufficient support during the training.

✓ Provide interpreters with training materials and data before the event so they can prepare.

✓ Participants and their sign language interpreters should sit in the most suitable place, ensuring the interpreter can hear the presenter and the participants can see the interpreter and the presenter if they want to lip-read and look at flipcharts and PowerPoints.

✓ The presenter/trainer should:

- face the people they are talking to;
- stand where the light falls on their face (not in the shadows);
- make sure their mouth is not hidden behind a microphone or hand;
- speak not too quickly and pause regularly;
- not shout or exaggerate lip movements;
- use a range of other communication techniques such as gestures and visual aids;
- try to keep background noise to a minimum.

Tool 23: Checklist for printing training materials

✓ *Identify a good, reliable printing service provider.*

Get them to print a sample document (e.g., the first module) so you can check the quality.

✓ *Provide a clear list and instructions.*

Give the chosen printing service details of everything that needs printing and the quality specifications. Make it clear which are the priority documents.

✓ *Include printed hard copies of the PowerPoint slides.*

If the PowerPoint technology fails (as sometimes happens!) the facilitators can use hard copies of the slides, which they can copy onto flipchart paper.

✓ *Give the printing service clear instructions about which documents should be:*

- in colour (all pictures);
- laminated (it is a good to laminate pictures that are used in groupwork sessions so they can be wiped clean and used repeatedly);
- printed on normal (A4) or larger (A3) size paper;
- cut-up (some handouts need cutting up for certain activities and the pieces of paper put in an envelope and labelled);
- spiral-bound as a booklet with a clear plastic cover and hard back.

✓ *Give clear instructions about how many copies of each document are needed.*

If you are printing translated materials, make it clear how many copies are needed in each language.

✓ *Provide materials on USB flash drives.*

Where possible it is helpful if all the facilitators and PTs can receive a USB flash drive containing all the training materials for the ToT workshop or the INSET training. Make sure the correct package of materials is given to the correct group of trainers!

✓ *Provide large print materials if needed.*

Find out if any participants need documents in large print. Prepare the documents in this format (font size 18 is usually sufficient) and include the printing in the instructions for the printing service provider.

✓ *Provide braille materials if needed.*

The above guidance applies to the creation of braille materials.

- Identify a good reliable braille service provider. Provide clear instructions as to which documents are needed in braille and how many copies of each.

- For pictures printed for activities, make sure there are image descriptions on the back of each picture so they can be put in braille.

If your organisation and/or partners/government counterparts have access to a braille machine, you may be able to create notes or labels in braille during the training as the need arises to support the inclusion of everyone.