Raising Achievement for all Learners

A manual for teacher trainers

Prepared for:
Ministry of Education and Sports
The Norwegian Association of Disabled
Save the Children
Stromme Foundation
National Union of Disabled Persons of Uganda

Developed by:
Enabling Education Network, August 2020, revised April 2024

Raising Achievement for all Learners: Introductory booklet

A teacher training resource for teacher trainers
Version 1

This teacher training resource was developed originally as a collaboration between Norwegian Association of Disabled (NAD) and Enabling Education Network (EENET) for the Ministry of Education in Zambia and Ministry of Education and Vocational Training in Zanzibar.
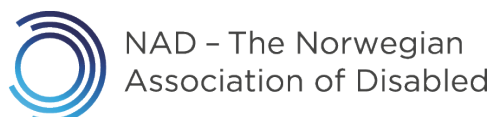
This Ugandan edition has been created for the Ministry of Education and Sports (MoES) with support from the following organisations:

The Republic of Uganda
Ministry of Education and Sports

Foreword

'Teaching and Learning Pedagogy for Teacher Educators: Raising Achievement for all Learners' is one of the ways many countries have adapted to ensure that teaching and learning takes care of every individual learner's needs. It aims at making teachers become more effective in their teaching practices and enable learners to achieve their potential, irrespective of their abilities. The current movement towards raising achievement for all learners embraces changes to the curriculum, instructional strategies, learning resources, communication channels, and learning environments to accommodate all learners. This pedagogy is learner-centred, flexible, and adjustable to every learner's individual needs and potential, whether with or without disability (MoES, 2016), and **emphasizes** the need for **All learners to be Present, Participate and Achieve in social and academic activities**.

In Uganda, emphasis on 'Teaching and Learning Pedagogy for Teacher Educators: Raising Achievement for all Learners' has come at a time when there is an outcry on the type of teachers being passed out and at a time when teacher education is undergoing a transition aiming at improving performance and practice in Teacher Training Institutions (TTIs), subsequently to produce excellent and effective teacher educators for the nation.

Seven (7) main and two supplementary modules of 'Teaching and Learning Pedagogy for Teacher Educators: Raising Achievement for all Learners' were co-developed, tested, and have been implemented in a number of locations across Africa, Asia, and Europe over fifteen years by consultants from Enabling Education Network (EENET). In particular, the modules have been successfully implemented in Kenya, Indonesia, Cambodia, Liberia, North Macedonia, Libya, Lesotho, Sierra Leone, Tanzania (mainland and Zanzibar), and Zambia.

In Uganda, EENET, with support from the National Union of Disabled Persons in Uganda (NUDIPU), the Norwegian Association of Disabled (NAD), Save the Children, and Stromme Foundation, have co-developed the 'Teaching and Learning Pedagogy for Teacher Educators: Raising Achievement for all Learners' with Ugandan educators, trained Principal Trainers, and have rolled out the modules in selected pilot primary and secondary schools in selected districts. The programme was first implemented in the selected schools in Amolatar District and was later piloted in selected primary schools in the districts of Gulu, Amuru, Kamwenge, Sheema, Luuka, Mayuge, Mpigi, Wakiso,

Yumbe, and Moyo, under the Together For Inclusion Programme (TOFI). It was evaluated and was found effective.

It is with this background that TOFI and EENET, in collaboration with the Department of Teacher Education, Training and Development (TETD) of the Ministry of Education and Sports, the upcoming Uganda National Institute of Teacher Education (UNITE), and Kyambogo University School of Education have planned to train teacher educators in all private and public universities in Uganda as well as the 28 TTIs in 'Teaching and Learning Pedagogy for Teacher Educators: Raising Achievement for all Learners'. The main purpose of scaling up this pedagogy is to build the capacity of all teacher educators to improve teaching practices in schools, colleges and universities offering teacher education.

Ketty Lamaro

PERMANENT SECRETARY, MINISTRY OF EDUCATION AND SPORTS

Acknowledgement

This 'Teaching and Learning Pedagogy for Teacher Educators: Raising Achievement for all Learners' comprises; an introductory booklet, seven core training modules, and two supplementary modules ('Including Learners with Additional Needs' and the 'Self-assessment Competency Framework Resource and Guidance Toolkit'). Accompanying these resources are various support materials including PowerPoint slides, handouts, mini-modules, and short refresher and bite-size sessions.

The Ministry of Education and Sports takes pleasure in thanking the Enabling Education Network (EENET) for co-developing this comprehensive package aimed at building the capacity of teacher educators.

The Ministry of Education and Sports would like to acknowledge the following countries that have successfully implemented and evaluated the effectiveness of this package of teaching and learning pedagogy materials: Kenya, Indonesia, Cambodia, Liberia, North Macedonia, Libya, Lesotho, Sierra Leone, Tanzania (mainland and Zanzibar) and Zambia.

In addition, the Ministry of Education and Sports would like to appreciate the Together For Inclusion (TOFI) programme's Technical Team for training the Principal Trainers who are responsible for co-creating and scaling up these teaching and learning pedagogy materials to Universities and Teacher Training Institutions (TTIs) in Uganda, and the TOFI partners: the Norwegian Association of Disabled (NAD), Stromme Foundation, Save the Children, and the National Union of Disabled Persons in Uganda (NUDIPU).

The Ministry of Education and Sports further extends its appreciation to Kyambogo University School of Education for initiating the scaling up of the materials to the universities and TTIs.

The Uganda National Institute of Education, (UNITE), in formation, the leadership of the Principals Association of Uganda (PAU), and all the principals and deputy principals of the 23 Primary Teacher Training Institutions and the 5 National Teacher colleges, are appreciated for embracing the programme.

Lastly, the Ministry of Education and Sports is grateful to the UK-based and Uganda-based EENET consultants, as well as the Principal Trainers and TOFI partners for their dedication to ensuring that the 'Teaching and Learning

Pedagogy for Teacher Educators: Raising Achievement for all Learners' is adapted for use in the Uganda Teacher Education Institutions.

Joseph Kikomeko

COMMISSIONER, TEACHER EDUCATION TRAINING AND DEVELOPMENT

Contents

Acknowledgements and sources

The materials in this introduction and accompanying set of training modules are based on materials developed, tried and tested by Enabling Education Network (EENET)[1] team members in various locations across Africa, Asia and Europe over a period of at least ten years. These include:

- Training-of-trainers workshop developed for Diakonia, Palestine, July 2011;

- 'Inclusive Education: Manual for teacher trainers', prepared for the Handicap International Federation (HIF), Cambodia, 2011;

- Training-of-trainers programme developed for the United Nations Children's Fund (UNICEF), Macedonia, 2012–13;

- Training-of-trainers programme developed for UNICEF, Libya, 2012–2013;

- 'An Introduction to Inclusive Education: Manual for teacher trainers', created for HIF, Liberia, 2012–13;
- 'The Foundations of Teaching: Training for educators in core teaching competencies', prepared for Save the Children, 2017;
- 'Inclusive Education: Introductory training for teachers', developed and tested for Leonard Cheshire, Tanzania and Uganda, 2017–2018;
- Training-of-trainers programme developed and piloted for the Norwegian Association for Persons with Developmental Disabilities (NFU) and the Norwegian Association of Disabled (NAD), Zanzibar and Zambia, 2016 – 2019.

Several organisations, including EENET, the Ministry of Education and Sports (MoES), NAD, the National Union of Disabled Persons of Uganda (NUDIPU), Save the Children (SC) and STROMME Foundation (SF), various teacher training institutions (TTIs) – coordinating centres, colleges and universities: Anaka, Alero, Bukanga, Buloba, Bushenyi Core, Buyege, Christ the King, Erepi, Gulu Core, Ibanda, Kaliro, Laropi, Lodonga, Lungulu, Nawansega, Nsangi, Shimoni, Weaver Nest, and the Universities of Gulu, Kyambogo and Makerere, together with a large number of individuals, have been involved in the process of developing and testing the training modules. We are unable to list everyone here, but express deep gratitude for their energy and commitment to supporting the development of inclusive education in Uganda.

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[1] EENET is a global information-sharing network. Since 1997, it has been dedicated to supporting education stakeholders and practitioners to document and share their experiences and ideas relating to the inclusion, and to think and act critically about how they implement inclusive, quality education for marginalised groups.

Useful information

Resources such as handouts, forms, activity cards and worksheets mentioned in the training sessions can be found at the back of each module.

Throughout the modules, photographs and diagrams have been annotated to assist readers with visual impairment.

The term '**learner**' is used throughout the training modules to denote children, pupils, students, teenagers, young people and adult learners. Similarly, the term '**school**' is often used for brevity and can be interpreted to cover educational settings at all levels: early childhood development (ECD) settings, pre-school, nursery, primary schools, secondary schools, colleges, higher education institutions, and other settings that provide education.

Acronyms

BTVET   business, technical, vocational education and training
CCT   Centre Coordinating Tutor
DEO   District Education Office
DPO   Disabled People's Organisation
ECD   early childhood development
EENET   Enabling Education Network
HIF   Handicap International Federation
IECo   inclusive education coordinator
IEP   individual education plan
IETT   Inclusive Education Teacher Training
INSET   in-service training
MoES   Ministry of Education and Sports
NAD   Norwegian Association of Disabled
NFU   Norwegian Association for Persons with Developmental Disabilities
NGO   non-governmental organisation
NIEP   National Inclusive Education Policy
NUDIPU   National Union of Disabled Persons of Uganda
PLE   Primary School Leaving Examination
PTC   Primary Teacher's College
SC   Save the Children
SEO   Senior Education Officer
SF   STROMME Foundation
SIT   school inclusion team
SNE   special needs education
ToT   training-of-trainers
TTI   teacher training institution
UACE   Uganda Advanced Certificate of Education
UCE   Uganda Certificate of Education
UNICEF   United Nations Children's Fund
UPE   Universal Primary Education
USDC   Uganda Society for the Disabled
USE   Universal Secondary Education

Preface

Norwegian Association of Disabled (NAD) and its partners in Uganda[2] are working with Enabling Education Network (EENET) to develop and test a whole-school approach to teacher training on inclusive education for use in low- and middle-income contexts. The result is a high-quality teacher training course in inclusive education.

This training package is designed to develop trainers who are already embedded within an education system as teachers, teacher trainers and leaders for inclusion.

The modules used should be closely aligned with pre-service and teacher training curriculum reform, directly contributing to the systemic change needed to ensure all learners can access, participate in and progress through education. The costs of this programme can be kept low by selecting principal trainers from those who are already employed in jobs that support, train and/or manage teachers.

The training approach used to deliver these modules should avoid cascade training which does not routinely provide teachers with high-quality learning opportunities that ensure genuine and sustained changes in their attitudes and practices within schools.[3] Cascade approaches are rapid, often consisting of short, one-off courses, and can reach a lot of trainees, but the trainees often learn only superficial theory and have little chance to observe, discuss or try out inclusive practices in a real-world situation. Materials are often developed by external experts and are not locally 'owned.' Such trainings succeed in raising teachers' awareness but fall short of changing their practice.

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[2] Ministry of Education and Sports (MoES), the national umbrella organisation National Union of Disabled Persons of Uganda (NUDIPU), Save the Children (SC) and STROMME Foundation (SF).
[3] For brevity in this document 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).

Summary of key characteristics of the training approach

The approach is designed to:

- Focus on building a cadre of experienced, skilled and confident principal trainers (PTs) who have the capacity both to roll out the training to teachers and trainee teachers and to make ongoing improvements to the training. This training takes place incrementally over a period of at least two years.

- Create contextually relevant training materials that are co-developed and therefore co-owned by key education stakeholders, including trainers.

- Promote the use of a teacher training approach that prioritises practice over theory, promotes learning-by-doing, and builds teachers' capacity to be innovative and critically reflective problem-solvers and planners (for all learners at all levels).

- Take an accumulative approach to learning, starting with basic inclusive education foundations and then moving on to more complex and specific topics. This helps teachers to gradually build their confidence with learning.

- Take an approach to teacher capacity building that recognises the vital importance of collaboration and therefore embeds mechanisms to ensure teachers are not tackling inclusion challenges on their own.

- Ensure that in-service teacher training is closely linked to and/or influences sustained change in pre-service training, by enlisting trainers who are employed by TTIs and by maintaining links with those institutions to share materials and information.
- Promote a qualitative approach of inclusive analysis using action research.

Timescale

Ideally, plan for a course that will roll out all the modules sequentially over two years. This requires PTs to learn about and help to adapt the training modules per year, attend two or three training-of-trainers (ToT) workshops each year, and schedule their first batch of school-based teacher training sessions after each of the ToT workshops.

If this is not realistic for your context, identify a) a longer timeframe, or b) a compromise on how many modules are rolled out.

A. Contents of the manual

The training manual consists of this introductory booklet plus 7 modules and a Supplementary Module on 'Including Learners with Additional Needs'.
Five other shorter modules have also been developed; on promoting the emotional wellbeing of learners experiencing displacement and loss, disaster risk reduction, monitoring and evaluation, home learning and positive discipline.

Each module within the manual provides PTs with:

- the content and methodology they need to learn and practise during ToT workshops and then use during workshops with teachers and trainee teachers;
- guidance for how to replicate and adapt workshop activities in their own training work with teachers and trainee teachers;
- ideas for how to continue working on some of the topics raised in the workshops, and how to expand on other activities after the workshops.

The modules support a training approach that helps teachers become innovative and confident problem-solvers through:

- **Active learning**. All modules contain participatory, learner-centred activities that require participants to reflect on their own lives and experiences and work through problems individually, in pairs and in groups. Participants are never just told the answers to questions. Like an active learner in school, they must work out the answers themselves, with support from the trainer.
- **Action research tasks**. In between every module there is an action research task. At their pilot school, PTs carry out a small investigation into a problem they have identified and/or experiment with a new way of working. They work with the school inclusion team (SIT), school inclusive education coordinator (IECo) and members of the community to document and share the investigation or experiment with colleagues at the next training workshop.
- **Accumulative learning**. The modules take an accumulative approach to learning. They start with basic inclusive education foundations and then move on to more complex and specific topics. This helps participants to gradually build their confidence with learning about and implementing inclusive practice and solving inclusion problems, without placing

overwhelming and confusing expectations on them after just one workshop.

- **Learning to collaborate**. The training does not expect participants to learn everything and solve every problem themselves. For instance, there are modules that support participants to work collaboratively to develop SITs and school IECos. In addition, all the modules encourage action research through which participants work with colleagues, parents, learners and the community to investigate and address inclusion challenges.

Trainers are advised to follow the steps laid out in the manual to ensure that there is a thorough understanding of inclusion. The training manual has been developed and tested in an inclusive education ToT programme[4] with PTs.[5] The PTs use the manual to guide their work training teachers in schools, and trainee teachers in TTIs. The supplementary module contains information on supporting learners with additional needs and guidance around specific impairments.

The following table provides a brief description of all modules in the inclusive education training course. It also describes the topic areas that are covered in each module. Please note that conducting action research on the topics covered is a component that runs through all of the modules.

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[4] To date the ToT programme has been funded by NAD, supported by the MoES, SC, NUDIPU, SF and its partners, and designed and facilitated by EENET.
[5] See Section H below for more information about PTs.

Module	Brief description	Key topics covered
Module 1: Introduction to Raising Achievement for all Learners	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: Developing School and Community Support for all Learners	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. The Module also looks at the role of a school Inclusive Education Co-ordinator (IECo), how they can co-ordinate additional needs and	Building school inclusion teams (SITs) Guidance on selecting members Awareness of power dynamics School Inclusive Education Coordinator definition Characteristics of a school IECo Whole school approaches Establishing and adapting learning bases for effective inclusion support

Module	Brief description	Key topics covered
	inclusive education activities, and how they can be a catalyst for change towards a whole-school approach to inclusive education for all.	
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 and then secondary and tertiary education, from education to employment, and so on.	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 School self-evaluation

Module	Brief description	Key topics covered
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. Provides advice for trainers of trainers to develop teaching and learning aids from locally available resources.	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 Identifying teaching and learning aids Creating teaching and learning aids

Module	Brief description	Key topics covered
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
Supplementary Module: Including	Offers basic information about different additional needs, how to identify additional	Identifying impairments

Module	Brief description	Key topics covered
Learners with Additional Needs	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.	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

B. The Training of Trainers (ToT) workshops

The training manual is delivered through training of trainers (ToT) workshops, where one module is delivered during each workshop. During these workshops teacher trainers:

- learn about the inclusion-related topics they will be training teachers in;
- experience the learner-centred pedagogy / methodology that is essential for effective inclusive trainers and teachers;
- learn about, and contribute to, localising and improving the training modules.

The series of workshops is spread over at least two years. This ensures the trainers are not overwhelmed with too much new information all at once. They will have time to internalise and become comfortable with the training content and methodology. This longer timescale also means that they have enough time to roll out training on each module to their teachers/schools, before returning as a group to learn about and co-develop the next module.

C. Methodology

The training outlined in the manual focuses on using participatory methods and active learning techniques. It follows this basic principle:

We must use inclusive training methods if we are to successfully train others how to teach inclusively.

Teacher development is most effective when the training activities reflect the inclusive practice expected from teachers in the classroom. During the training sessions provided in this manual, therefore, participants are always given direct experience of interactive learning, through group-work, pair-work, buddying, and other activities that respond to different learning styles.

The ideal room set-up is to have participants working in small groups around tables, for instance 4-6 participants per table. The tables should be large enough to accommodate flipchart paper and for the groups to work comfortably together, wearing masks and socially distant if coronavirus-19 (Covid-19) safety regulations apply. The tables should be positioned so that everyone can easily move their chairs to see the front of the room or wall where PowerPoints are being projected, whenever necessary. There should be plenty of space between tables to ensure accessibility and ease of movement for trainer and trainees.

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.]

Professional development provides the biggest impact for teachers when it:

- is concrete and classroom-based;
- brings in expertise from outside the school;
- involves teachers in choosing areas to develop and activities to undertake;
- enables teachers to work collaboratively with peers;
- provides opportunities for mentoring and coaching;
- is sustained over time;
- is supported by effective school leadership.[6]

Within each module there are activities labelled as **'Main'** activities and others labelled as **'Extra'** activities.

Main

The **'Main'** training activities are designed to help trainers respond inclusively to the varied learning styles of their participants. These activities **should be used flexibly, in response to participants' needs, interests, and existing level of knowledge and experience.** The order and timing of activities provided is only a guide, not a rigid prescription. Some activities will need more or less time than suggested, depending on the size of the group, their levels of understanding and/or interest in investigating particular issues more deeply, whether you are using language/sign language interpretation, and so on.

Extra

'Extra' activities can be delivered if there is sufficient time and/or if the trainer feels that her/his participants would benefit from doing them.

Trainers are encouraged to be reflective practitioners. They need to look at how they facilitated an activity or explained a particular topic, and think critically about its success and how they could improve it in a future workshop. Workshop evaluation activities should be used to elicit participants' views about the content and methodology of training. Trainers can use reflective diaries to document and reflect on their own training/facilitation work.

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[6] From Walter, C. and Briggs, J. (2012). 'What professional development makes the most difference to teachers? Oxford University Department of Education.

D. Communication skills

Whether we are training in a workshop, or teaching in a classroom, it is important to ensure that we communicate as effectively and accessibly as possible with everyone. Here are some important communication guidelines for trainers to follow and encourage participants to follow:

- Speak and/or sign clearly and at a pace at which everyone can understand.

- We may pronounce or sign words differently depending on where we come from, so be aware of this.

- When communicating in a group with someone who has a visual impairment, make yourself known by saying your name to get yourself noticed.

- When communicating in a group with someone who has a hearing impairment, make yourself known by raising your hand. Make sure you face them so that they can see your lips moving.

- Reintroduce yourself to people in case they have forgotten your name.

- Ask for clarification if you do not understand something.

- When working in small groups, ask colleagues to explain if you do not understand something.

- Try to use different communication methods, e.g., gestures, drawings, etc.

- When writing on a flip chart, use large, clear letters in a bold dark colour such as blue or black.

- When working in groups, some people are quiet while others have strong personalities. Make sure each group has a facilitator, a recorder and someone who will report back to the main group.
- When we observe turn-taking (speak/sign only when the listeners are able to listen to you (and vice versa).

E. Raising achievement for all learners

Raising achievement for all learners is a process of increasing the **presence**, **participation** and **achievement** of **all** learners in educational settings: nurseries, pre-schools, primary schools, secondary schools and tertiary institutions.

Education for all learners means for all girls and boys, teenagers and young adults regardless of gender identity, from majority and minority ethnic groups, refugee and asylum-seeking learners, displaced learners, learners with and without additional needs, learners with health problems, and those who are street-connected and working as well as those who are orphaned, among others. It involves restructuring the cultures, policies and practices in schools so that they respond to the diversity of **all** learners in their community.

It is also built on the understanding that educational exclusion happens because of fundamental problems in the education system or school – it does not place the 'blame' for exclusion on a learner's personal characteristics or abilities. Therefore, through an inclusive education approach we seek to bring about changes to the school, education system and neighbouring society – **the system** – so that schools and other education settings can effectively welcome and educate any learner, including those with additional needs. Inclusive education does not focus primarily on changing aspects of the learner (physically or intellectually). This does not prevent us from carrying out interventions that might prove beneficial to a learner's physical and intellectual wellbeing. It simply does not make these interventions the primary or only solution we strive for.

Inclusive education acknowledges that **all** children, young people and adults can learn, and that they learn at different speeds. It encourages flexible teaching, which supports differentiated learning, using different methods to suit various learning styles. It draws on a range of methods for supporting learners with additional needs or other marginalised learners, depending on local context, e.g., peer support, parental/caregiver involvement, adult volunteers with additional needs, further in-service training for mainstream teachers, etc.

Above all, inclusive education is an aspirational process; it is something we always keep working towards, because we can always keep improving. It is not

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a quick-fix – the development of inclusive education takes time and requires everyone involved to commit themselves to permanent, ongoing action.

F. Self-assessment Framework for teachers and schools

Teacher and school self-evaluation is a valuable process that is especially true when advancing inclusive education as it involves system change; we need to be constantly seeking ways to improve our provision and practise.

By the start of Module 3 PTs are introduced to the inclusive education teacher training (IETT) inclusive education self-assessment framework. This is a competency framework designed to contribute to individual teacher, department, team and whole-school improvement across a range of competencies promoted by the IETT modules. Competencies have been identified under four 'domains': Teaching and learning; Learners' personal development and wellbeing; Engaging parents/caregivers and the community; and Leadership and management. Each domain is organised under levels of competency that the teacher maps during their participation in the IETT modules.[7]

PTs will introduce this self-assessment tool to pilot-school teachers and other key staff to enable them to track their own acquisition of inclusive education competencies as they progress through the modules and apply their learning. The self-assessment tool is designed to help them clarify their ideas and learning goals, and identify what they are acquiring competency in, and what they may still need to learn. They will be encouraged to regularly refer to the tool both individually and with school colleagues, and will have opportunities for discussion and reflection on their progress at each pilot-school in-service training (INSET), as will the PTs at the ToT workshops.

The IETT self-assessment framework also provides broad links to competences promoted by the National Teacher Policy[8] and MoES' 'Performance management guidelines for schools and tertiary institutions' (May, 2020).[9]

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[7] 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'.

[8] Ministry of Education and Sports. 2019. *The National Teacher Policy,* Kampala.

[9] MoES. April 2020. *Circular Letter No.1 of 2020: Performance Management Guidelines For Schools And Tertiary Institutions* http://www.education.go.ug/wp-content/uploads/2020/04/Performance-Management-Guidelines-May-2020.pdf. (accessed 21.5.2025)

G. The Ugandan context

Uganda is a landlocked country in East Africa. It is a country known to visitors for its rich natural diversity, deeply hospitable peoples and a burgeoning cultural scene. English and Swahili are the official languages, though Luganda is widely spoken, together with other languages including Acholi, Luo, Runyoro, Runyankole and Lusoga.

After gaining independence in 1962, the people of Uganda were subjected to violent conflicts, including a lengthy civil war in the Northern Region (1987-2008) that displaced millions of residents. In 2018 there were estimated to be 1.4 million refugees, mainly in the north, making Uganda one of the largest refugee-hosting nations in the world.[10]

Since the civil war, Uganda has made real progress in reducing poverty. However, due to population growth, the number of people in poverty has increased. This is particularly in rural areas, home to 84 per cent of the population, where poverty is entrenched.[11] The government has recognised how gender inequality is a key obstacle to reducing rural poverty.

The education structure comprises the pre-primary,[12] primary, secondary, business, technical, vocational education and training (BTVET), tertiary and non-formal sectors. Primary has seven grades (year groups) with a minimum age of entry of 6 years old. Secondary schooling consists of two levels: ordinary secondary (four year groups) and advanced secondary (two year groups), with the official secondary school age range covering 13- to 18-year-olds. Tertiary education includes universities, colleges of commerce, technical colleges, and teachers' colleges. As well as government schools, there are numerous private education institutions.

There is a range of legislation, policy directives and guidance relevant to inclusive education and special needs education (SNE) in Uganda. These include the 1997 launch of Universal Primary Education (UPE) policy and 2008 Education (Pre-primary, Primary and Post-primary) Act, the 2006 Equal Opportunities Policy and 2007 Equal Opportunities Commission Act, Universal

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[10] United Nations Office for the Coordination of Humanitarian Affairs (OCHA). https://www.unocha.org/southern-and-eastern-africa-rosea/uganda.
[11] IFAD report. https://web.archive.org/web/20150924033202/http://www.ifad.org/operations/projects/regions/Pf/factsheets/uganda.pdf (accessed 25.5.2025).
[12] In 2017 65 per cent of pre-primaries were attached to primary schools.

Secondary Education Policy (USE), the 2016 Children Amendment Act, the 2016 National Integrated Early Childhood Development (ECD) Policy and Policy Action Plan of Uganda, 2016-2021, the 2017/18 – 2019/20 Education and Sports Sector Strategic Plan and the 2017 National Teacher Policy (approved in 2019).

The Persons With Disabilities Act (first promulgated in 2006 and now amended)[13] has been passed into law in 2019. The Act protects persons with disabilities from discrimination across public life. In relation to education, it legislates against discrimination against a learner with a disability by any "institution of learning" and spells out what may constitute discrimination within an education establishment, such as exclusion through admission policies and practice, expulsion or other treatment deemed unfair if done because of a disability. It requires an institution of learning to provide an inclusive education for learners with a disability that they enrol and provides a definition for inclusive education: "where a learner with a disability is taught together with the other learners, in the same environment, and where … extra support is given to the learner with a disability". The Act details the actions learning institutions need to take to be fully inclusive, for example through improvements to physical infrastructure and in communication. The Act provides for The National Council of Persons with Disabilities to which it assigns a range of responsibilities, including monitoring implementation.

There are many contextual challenges to policy implementation in Uganda, not least widespread lack of resources in a country that faces severe socio-economic challenges. A lack of accurate statistical information or agreement about what inclusive education looks like also present significant barriers to policy and planning. At the time of writing, a long planned national inclusive education policy (NIEP) has still not been published.

There is evidence of large sections of the population missing out on education either because they fail to access school, or drop out later on. Inadequate teaching is a key barrier to inclusive education in Uganda. In their 2018 analysis of teacher education policies,[14] NUDIPU mention findings from a 2016 University of Kyambogo field report of some good practices in Primary Teacher Colleges (PTCs) and primary schools, but also that the majority of teachers lack skills in identification and assessment of learners with additional needs, teachers lack skills in curriculum modification and adaption, college/school

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[13] Government of Uganda 2019 *The Persons With Disabilities Act, 2019.* The Republic of Uganda.
[14] NUDIPU 2018 *Analysis of Inclusiveness of Teacher Education Policies in Uganda*, p.5.

environments are often not conducive to inclusive education, the majority of schools/colleges lack specific assessment records of learners with additional needs, and there is a chronic lack of assistive devices. The MoES, in the problem statement introducing the National Teacher Policy,[15] highlights teacher absenteeism, ineffective teaching, low qualifications and standards, weak institutional leadership, unethical behaviour, lack of teacher regulation and limited professional development as "remain(ing) in the teaching profession".

There are moves to address these gaps. The MoES Department of Special Needs and Inclusive Education 'approach statement' on their website recognises processes required to achieve inclusive education, such as modifying the curriculum, changing/adapting teaching methods and adjusting the learning environment to meet individual learning needs. It supports a twin-track approach for effective inclusive education: responding to individual needs and tackling the barriers to learners' participation in learning and development.

Important pre-primary, primary and lower secondary curriculum reform,[16] together with the new teacher training policy, provide significant opportunities for developing inclusive education. There are several teacher education initiatives. These include Kyambogo University's Faculty of Special Needs and Rehabilitation course on inclusive education through a special needs lens, in partnership with Sightsavers, the MoES, NUDIPU and the Uganda Society for the Disabled (USDC). There are a range of other training initiatives being implemented in individual schools or across districts in Uganda that link to inclusive education and/or SNE in varying degrees, many of which are through non-governmental organisation (NGO) partnerships with schools themselves, clusters of schools or local or national government. These organisations do not however have a common package for inclusive education training. In the next few years, the MoES, in partnership with NAD, NUDIPU, SC, SF and other stakeholders, hopes to achieve more in making curriculum changes that promote inclusive education in Uganda.

A survey of parents/caregivers, teachers, primary school head teachers, teacher education specialists and senior MoES education officers was conducted in 2020 to help inform the IETT programme planning. Most of the

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[15] Ministry of Education and Sports. 2019. *The National Teacher Policy* Kampala.
[16] Such as the new holistic/skills based lower secondary curriculum and the 2017 National Teacher policy (approved 2019).

questionnaire respondents knew of learners not being able to access school, or who have dropped out of school altogether. These include learners from poor families, learners with additional needs, learners living far from school, girls or boys performing gender-specific roles at home, pregnant girls or those forced into early marriage, orphans and learners in child-headed families, learners living on the street, learners from minority ethnic groups, over-age learners, bullied learners, learners with albinism and 'little' learners.

All teachers and head teachers surveyed are beginning to think about and/or are acting on the implementation of inclusive education. They are committed to school improvement and increasing access to schooling for the more disadvantaged. However, there are varied opinions about what inclusive education is. Many see it as a purely special educational needs and/or disabilities issue; others perceive it as a broader process of whole-school/system change for the benefit of all learners. Many teachers and head teachers, whilst supportive of system change, implied that system change should take place before schools are to be expected to enrol more learners with additional needs so that they are fully prepared.

Further findings from the survey include:
- evidence of some inclusive teaching practices taking place, with some schools supported by centre coordinating tutors (CCTs) or NGOs with resources and training to promote inclusive teaching and learning
- INSET initiatives promoting inclusive education being provided to some schools by the MoES in partnership with TTIs and other partners
- some schools have built ramps to support access for learners with physical disabilities, but physical access seems very limited
- negative attitudes towards learners with additional needs seem common, both from other parents and learners, and from teachers themselves
- a widespread lack of teaching and learning resources
- a shortage of specialist teachers and large classes
- unaffordable schooling costs for many families (either direct fees or associated costs).

H. Target audience for this training

Principal Trainers

Initial training participants will be PTs who play a role in delivering teacher training.

PTs are stakeholders who:
- 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.

PTs are in a position to embed inclusive education training responsibilities into their current job descriptions and work-plans. For example, they may be:
- District Education Office (DEO) staff, such as Senior Education Officers (SEOs)

- Centre Coordinating Tutors (CCTs)

- head teachers

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

These participants will have a variety of practical experiences in education in relation to teaching, training and working with a diverse range of learners. Some will feel confident about training teachers to be inclusive educators. Others will understand the theory but, in reality, still feel nervous or reluctant to work inclusively or train others to include and teach all learners, especially those learners with additional needs, including those with special educational needs and/or disabilities. It is always best, therefore, to start each training session from 'where the participants already are'. It is strongly advised that PTs begin each module with a short recap of content and activities from the previous modules.

The training modules in this manual are also to be used by the PTs when they are training trainee teachers during pre-service training.

In addition to each module, PTs are provided with a detailed INSET workshop plan, the PowerPoint presentations that accompany each module, and other training materials to support the training activities.

Observers

Elements of the modules are drawn on to train a cohort of '**Observers'** who monitor the progress of inclusion in the pilot schools.

It is not just the teacher's duty to deliver inclusive education. To bring about the range of changes needed for successful inclusive education, key stakeholders throughout the education system and other relevant organisations need to take responsibility for encouraging, monitoring and managing inclusive education. The Observers are usually senior staff or responsible people from key stakeholder organisations who support the IETT programme and champion effective teaching and learning.

The team of Observers:
- **Observe school practice**: Before the IETT programme starts in a school, a group of Observers visit the school to see what is happening in classes and around the school. They then visit the school each year to observe changes, successes and challenges.
- **Talk to key stakeholders**: Observers interview teachers, head teachers, other key staff, learners and community members to find out how the training has been received and used. They collect ideas for how to improve or expand the teacher training.
- **Document progress**: Observers prepare brief written and photographic reports about their observations and discussions.
- **Provide feedback**: Observers act as 'critical friends'. They provide constructive feedback to the trainers. They also feed back their findings to the lead facilitators, lead organisations involved in the programme and relevant education officials.

Observers are drawn from key stakeholder organisations. They include:

- senior DEOs;
- MoES senior staff and the inspectorate;
- senior university and teacher training college staff, e.g., principals/vice principals/deans;

- senior representatives from disabled people's organisations (DPOs) 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.

Observer training includes promoting understanding of inclusive education, of the action research approaches that PTs and teachers will be using, how to use a toolkit of resources that guide their monitoring of schools' inclusive education provision and practise, and an insight into the content of the training modules. Observers are also shown how to help improve teacher training by offering a critically constructive perspective. Their role is to support and motivate the trainers' and teachers' own reflections and suggestions for improvements. The observers are trained specifically not to act as inspectors who are grading and assessing teachers, but as 'critical friends'.