



Inclusive education and emerging issues

Module 1, Units 1, 3 & 5

Submission to Ministry of Higher and Technical Education, Sierra Leone

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Module 1: Introduction to inclusive education and emerging issues

Unit Descriptor: Unit 1 – The Principles of Inclusive Education

1.0 Introduction

2.0 Learning outcomes

3.0 Unit content

3.1 Inclusive education in the international context

3.2 Inclusive education in Sierra Leone

4.0 Summary and conclusion

1.0 Introduction

All children – girls and boys – have rights that are internationally recognised. These include the right to an inclusive education of good quality that takes account of children’s needs, and is accessible, stimulating and supportive. The Government of Sierra Leone is committed to promoting access to inclusive education. It has therefore been decided that all student-teachers should receive good quality pre-service training in inclusive education. This training will enable student-teachers to include diverse groups of children in their classrooms. These include children with disabilities, girls, and other children who are experiencing discrimination and disadvantage.

2.0 Learning outcomes

By the end of this unit, learners will be able to:

- identify the rights of children
- provide a definition of inclusive education.
- identify key laws and policies about inclusive education in the international context.
- identify key laws and policies about inclusive education in Sierra Leone.
- explain the importance and benefits of inclusive education.

3.0 Unit contents

3.1 Inclusive Education in the International Context

- Various international agreements guarantee the rights of children, girls and boys. These include the rights to good health care services, to freedom from exploitation and harm, and to good quality education that is free and inclusive.
 - These international agreements have been signed by the governments of countries throughout sub-Saharan Africa.
 - The international agreements include the United Nations Convention on the Rights of the Child (1989), African Charter on the Rights and Welfare of the Child (1990), and the
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United Nations Convention on the Rights of Persons with Disabilities (2006). The Government of Sierra Leone has also signed the Convention on the Elimination of all Forms of Discrimination Against Women (CEDAW).

- Along with other countries, the Government of Sierra Leone has adopted Goal 4 of the Sustainable Development Goals (SDGs), (2015). Goal 4 of the SDGs commits governments to ensuring by 2030 “inclusive and equitable education for all and to promote lifelong opportunities for all”.
- Inclusive education happens when all children – girls and boys (including children with disabilities) go to their local schools where they learn in safe, stimulating, supportive and accessible environments, and receive an education of good quality.
- Inclusive education is a process that happens when governments and schools constantly improve their policies, practices and culture so that all children can be successfully included in the process of learning.

3.2 Inclusive Education in Sierra Leone

As well as signing international agreements, the Government of Sierra Leone has developed its own laws and policies to promote inclusive education.

- The Child Rights Act (2007) says that every child has a right to an education.
- The Persons with Disability Act (2011) gives children with disabilities the right to equal access to schools and educational programmes.

The principles of inclusive education in Sierra Leone

- All children have the right to access and participate in education.
- All learners have the right to develop to their fullest potential.
- All children have the ability to learn and the right to exercise their voice, choice and control in managing their own educational experience.
- The needs of the individual learners are paramount in decisions relating to their education.
- Parents/community members should play an active role in the school system.
- Only in exceptional instances should a learner leave his/her home to access appropriate education elsewhere.

The importance and benefits of inclusive education

As stated in General Comment 4 on Article 24 of the UNCRPD, inclusive education is important to the development of Sierra Leone because it:

- means all children, girls and boys, are valued and respected.
- promotes the participation of children with disabilities and other marginalised groups of children in a range of community activities.
- assists marginalised groups to achieve a range of other rights.

- can break the cycle of poverty and exclusion.
- breaks down social barriers.
- fosters a culture of respect in which learners help one another and work cooperatively.
- promotes broader social inclusion.
- improves the quality of education for all learners.
- raises schools' expectations of all learners.
- encourages parents and other community members to be involved in school activities.

4.0 Summary and conclusion

In this unit, we have discussed the development of inclusive education at the national level and explored its benefits. You should now be able to explain what inclusive education is and why it is important to the future of Sierra Leone.

Reading

Government of Sierra Leone, 2004. **The Education Act.**

Government of Sierra Leone, 2007. **The Child Rights Act.**

Government of Sierra Leone, 2008. **Sierra Leone's Constitution of 1991. Reinstated in 1996, with Amendments through 2008.**

Government of Sierra Leone, 2011. **The Persons with Disability Act.**

Handicap International, Njala University and MEST Sierra Leone, 2018. **Inclusive education curriculum plan for in-service primary school teachers.**

Organization of African Unity, 1990. **African Charter on the Rights and Welfare of the Child.**

United Nations, 1979. **Convention on the Elimination of All Forms of Discrimination against Women**, New York, 18 December 1979.

United Nations, 1990. **Convention on the Rights of the Child.**

United Nations, 2006. **Convention on the Rights of Persons with Disabilities and Optional Protocol.** United Nations, New York.

United Nations, 2016. **General Comment No.4. Article 24: Rights to Inclusive Education. Convention on the Rights of Persons with Disabilities.** United Nations, New York.

Unit 1: The Principles of Inclusive Education

1.1: Inclusive Education in the International Context - 1

Child rights

Indicators of achievement

By the end of this session, students will be able to:

1. Define rights.
2. Identify some of the rights in the Convention on the Rights of the Child.
3. Explain why rights are important.

Time allocation

Introduction	5 minutes
Activity 1	20 minutes
Activity 2	60 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (see pages 10-12)

Session preparation

Photocopy **Handout 1** for your students.

Introduction ⌚ 5 minutes

In plenary, explain to your students that in this session they will learn about child rights. Ask them to define what is meant by 'a right'. It may be helpful to refer to the definition in the Stanford Encyclopaedia of Philosophy: **“A right is something a person has which people think should not be taken away. It is a rule about what a person is allowed to do or have. Rights may be put into laws, so they have legal protection. But a right can exist where most people think it is good (just).”**

Activity 1: Brainstorm on the rights of children ⌚ 20 minutes

In plenary, ask participants to give examples of the rights of children. Capture their suggestions on the flipchart paper or the board.

You may need to provide your students with some prompts at the start of the session. However, only do this if the students are stuck for ideas. Below are some possible prompts.

Children have the right to:

- Food, clothes, and a place to live
- Health care
- Protection from harm
- Live with a family that cares for and loves them
- Play and have friends
- A good education
- Protection from discrimination or neglect
- Right to express themselves

Teaching tip!

If possible, try to print out or photocopy the handouts for this session, so you can give your students individual copies of the handouts. If you can't do this, try taking a photo of it and sending it through WhatsApp. These are the best options. Alternatively, you can write the material on the board or the flipchart before the session starts. This will create more work for you, but it is important your students have access to this information.

After the students have made their suggestions, explain that various international agreements protect the rights of all children. These include their rights to good health care services, to freedom from exploitation and harm, and to good quality education that is free and inclusive. These international agreements have been signed by the governments of countries throughout sub-Saharan Africa, including the Government of Sierra Leone.

Activity 2: Group discussion ⌚ 60 minutes

Distribute **Handout 1** (see pages 10-12) to the students. This handout lists some of the articles in the United Nations Convention on the Rights of the Child (1989). Each article identifies a particular right. Explain that the Government of Sierra Leone, along with other governments all over the world, has signed the convention.

In plenary, read through the handout with the students. Then divide the students into **groups of four to six people**. Ask each group to select any three of the articles and discuss why they are important. Tell them they will be expected to report back their findings in plenary to the other students.

You might need to provide the students with some prompts. For instance, you could say:

“Let me give you an example. You might select Article 28, which is: ‘You have a right to an education’. You will need to explain why it is important. For instance, you could say, ‘It is important because without an education you cannot learn and make friends.’ Or you could select Article 6 which says, ‘You have the right to life’. You could point out, ‘This right is important because life is more important than anything else’.”

Give the groups 20 minutes to identify five articles and discuss why they are important. Try to make sure the groups are discussing different articles.

In plenary, ask selected groups to present their findings to the other students. After each presentation, the other students can raise questions and make comments. Don’t worry if there is not enough time for all the groups to make their presentations. Afterwards, allow a further 10 minutes for discussion.

Wrap up 🕒 5 minutes

This is the end of the session. The lecturer should check whether the learning outcomes have been achieved.

Students should be able to:

- Define rights.
- Identify some of the rights in the Convention on the Rights of the Child.
- Understand why rights are important.

Handout 1: Abbreviated version of Convention on the Rights of the Child¹

<p>Article 1 Everyone under 18 has all these rights.</p>	<p>Article 2 You have the right to be protected against discrimination. No one can treat you badly because of your colour or religion; if you speak another language; have a disability; are rich or poor.</p>	<p>Article 5 All adults should always do what is best for you.</p>	<p>Article 6 You have the right to life.</p>
<p>Article 7 You have the right to a name and a nationality.</p>	<p>Article 8 You have the right to an identity.</p>	<p>Article 9 You have the right to live with your parents unless it is bad for you. You have the right to live with a family who cares for you.</p>	<p>Article 10 If you and your parents are living in separate countries, you have the right to get back together and live in the same place.</p>
<p>Article 11 You should not be kidnapped.</p>	<p>Article 12 You have the right to an opinion and for it to be heard.</p>	<p>Article 13 You have the right to find out things and say what you think, through making art, speaking and writing.</p>	<p>Article 14 You have the right to think what you like and follow any religion, with your parents' guidance.</p>

¹ Keeping Children Safe Coalition, 2017. **Training for Child Protection**. KCSC: London. Downloaded from: <https://www.keepingchildrensafe.org.uk/sites/default/files/KCSTool3%20-%20English.pdf>

<p>Article 15 You have the right to be with friends and join or set up clubs, unless this breaks the rights of others.</p>	<p>Article 16 You have the right to a private life. For instance, you can keep a diary that others are not allowed to see.</p>	<p>Article 17 You have the right to collect information from all around the world. You also have the right to be protected from information that may harm you.</p>	<p>Article 18 You have the right to be brought up by your parents, if this is possible.</p>
<p>Article 19 You have the right to be protected from being hurt or badly treated.</p>	<p>Article 20 You have the right to special protection and help if you can't live with your parents.</p>	<p>Article 21 You have the right to the best care for you if you are adopted or fostered or living in care.</p>	<p>Article 22 You have the right to special protection and help if you are a refugee.</p>
<p>Article 23 If you are disabled, you have the right to care and education to help you develop and lead a full life.</p>	<p>Article 24 You have the right to the best health possible and to medical care and to information that will help you to stay well.</p>	<p>Article 25 If you live in care or in other situations away from home, you have the right to have these living arrangements looked at regularly to see if they are the most appropriate.</p>	<p>Article 26 You have the right to help from the government if you are poor or in need.</p>

<p>Article 27 You have the right to a good enough standard of living. This means you should have food, clothes and a place to live.</p>	<p>Article 28 You have the right to education.</p>	<p>Article 29 You have the right to education which develops you and your personality as much as possible.</p>	<p>Article 30 If you come from a minority group, you have the right to enjoy your own culture, practise your own religion, and use your own language.</p>
<p>Article 31 You have the right to play and relax by doing things like sports, music and drama.</p>	<p>Article 32 You have the right to protection from work that is bad for your health or your education.</p>	<p>Article 33 You have the right to be protected from dangerous drugs.</p>	<p>Article 34 You have the right to be protected from sexual abuse.</p>
<p>Article 36 You have the right to protection from any kind of exploitation (being taken advantage of).</p>	<p>Article 37 You have the right not to be punished in a cruel or hurtful way.</p>	<p>Article 39 You have the right to help if you've been hurt, neglected or badly treated.</p>	

Inclusive Education in the International Context – 2

The educational rights of children

Indicators of achievement

By the end of this session, students will be able to:

1. Identify groups of children in Sierra Leone who are often excluded from education, and the reasons for their exclusion.
2. Identify the educational rights of children with disabilities, as outlined in Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD).
3. Assess the extent to which Article 24 has been implemented in Sierra Leone.
4. Understand the significance of Goal 4 of the Sustainable Development Goals (SDGs).

Time allocation

Introduction	5 minutes
Activity 1	20 minutes
Activity 2	50 minutes
Activity 3	10 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (see pages 18-19)

Session preparation

Photocopy **Handout 1** for your students.

Introduction 🕒 5 minutes

Ask the group to recap what they learned in the previous session. Tell the group you now want to focus on children's right to education. Explain that all children have a right to an education of good quality.

Activity 1: Out of school children 🕒 20 minutes

In plenary, ask your students to identify some group of children who are often denied their right to education, for example, children who have never gone to school or children who have dropped out of school. List these groups on the board or flipchart paper. (There are some examples of these children in the left-hand column of the table on the next page.)

Ask the students to explain why these groups are often denied their right to an education. Write their answers on the board or flipchart paper. (Some of the reasons can be found in the right-hand column of the table.)

You might need to provide some prompts for your students. However, don't provide prompts unless the students need them. It is much better if they think things out for themselves!

The table below may help you. It identifies some of the groups of children who are often excluded from school and provides some of the reasons for this.

At the end of this activity, point out to your students that some children belong to one or more of these groups. For instance, if a girl has a disability, she may experience 'double discrimination' and therefore be particularly likely to be out of school. Or she might be a refugee living on the street and therefore experience 'triple discrimination'.

Table 1: Groups of children particularly likely to be excluded from schools and some of the reasons for their exclusion

Examples of children	Examples of reasons they are not in school
Children with disabilities	<ul style="list-style-type: none"> Parental fears and concerns about their safety Difficulty travelling to school – for instance, if they are blind or have physical impairments Head teachers refuse to enrol them Other children bully and tease them They do not get the right support in school and fall behind the others
Girls	<ul style="list-style-type: none"> They are kept at home to do chores They are forced to leave school because of early pregnancies Early marriages Journeys to school are dangerous They are bullied and teased in school and may even experience sexual abuse
Street children	<ul style="list-style-type: none"> They experience abuse, violence and exploitation They cannot afford the costs of going to school
Refugees	<ul style="list-style-type: none"> They are discriminated against Their parents cannot afford to buy them uniforms and books and stationery They do not speak the language used in school
Children living in rural areas	<ul style="list-style-type: none"> They have to travel a long way to get to school There are few schools where they live Their schools have fewer resources than schools in urban areas They are expected to work in the fields

Activity 2: United Nations Convention on the Rights of Persons with Disabilities

🕒 50 minutes

In plenary, explain to your students that they will now be focusing on children with disabilities – a group particularly likely to be excluded from education. Tell them they will be discussing the UNCRPD. Explain that:

- 165 states have ratified the convention, including the Government of Sierra Leone.
- The UNCRPD describes the various rights of people with disabilities, including their rights to health, education, and employment.

Distribute **Handout 1** (see pages 18-19) to your students. This handout is Article 24 of the UNCRPD. Explain to your students that Article 24 of the UNCRPD says children with disabilities have a right to:

- Be educated in mainstream schools, alongside other children.
- Access a full course of “inclusive, quality and free” primary and education.
- Have the same access to secondary education as other children.
- Receive any necessary “individualised support” (in other words, one-to-one support from teachers and other education professionals).
- Be provided with “reasonable accommodation” (for instance, specialist equipment and materials, specialist training and tuition, adapted school infrastructure).
- Be provided with opportunities to learn and use “alternative modes and means of communication”, such as braille and sign language.



Teaching tip!

When asking groups to make presentations to the rest of the class, make sure female students have the same opportunities as male students to express their points of view.

Divide your students **into groups**. Ask each group to discuss if the UNCRPD has been implemented in Sierra Leone. Each group should consider the following questions:

1. Do children with disabilities receive good quality education provision which develops their full potential?
2. Are they able to study in mainstream schools, alongside non-disabled children?
3. Are they able to access both primary and secondary education?
4. When they go to school, do they benefit from ‘reasonable accommodation’ – for instance, are schools physically accessible for wheelchair-users, and are children with disabilities provided with necessary assistive technology?

5. Do they receive 'individualised support' in class – for instance, if they require one-to-one support from classroom assistants, do they receive it?
6. If they need to learn braille or sign language (for instance), are they able to do so?

After the groups have discussed these questions, ask them to report back **in plenary**.

Gender responsive approaches to child rights

All children have the right to education, whether they are girls or boys. Special measures may need to be taken to remove the barriers preventing girls from receiving good quality education. What are the barriers that are preventing girls from going to school in Sierra Leone, particularly girls with disabilities, and how can these barriers be removed?

Activity 3: The Sustainable Development Goals 🕒 10 minutes



In plenary, tell your students that they need to know about one more very important international agreement – the Sustainable Development Goals (SDGs). Ask your students if they have heard of the SDGs and, if they have, ask them to tell you what they are. Tell them that the SDGs are a collection of 17 goals to be achieved by 2030. Explain that 193 countries have adopted the SDGs, including Sierra Leone, and that SDG 4 commits governments around the world to **“ensure inclusive and quality education for and promote lifelong opportunities for all” by 2030**. Explain Goal 4 has ten targets, including **“equal access to quality pre-primary education”** (Target 4.2), **“free primary and secondary education”** (Target 4.1), **“eliminate all discrimination in education”** (Target 4.4), **“eliminate gender disparities in education”** (Target 4.5), and **“build and upgrade inclusive and safe schools”** (Target 4.A). Explain to your students what Goal 4 and its targets mean for children in Sierra Leone.

Wrap up 🕒 5 minutes

This is the **end of the session** and the lecturer should now check whether the learning outcomes have been achieved. Students should be able to:

- Identify groups of children in Sierra Leone often excluded from education, and the reasons for their exclusion.
- Identify the educational rights of children with disabilities as outlined in Article 24 of the UNCRPD.
- Assess the extent to which Article 24 has been implemented in Sierra Leone.
- Understand the significance of Goal 4 of the SDGs.

Extension activities: ideas for collaborative learning/self-study

1. Students can go away and find out more about key global agreements, for example, the Convention on the Elimination of all Forms of Discrimination Against Women (1979); the United Nations Convention on the Rights of Children (1989); the African Charter on the Rights and Welfare of the Child (1990); the United Nations Convention on the Rights of People with Disabilities (2006); and the Sustainable Development Goals – 2030 Agenda for Sustainable Development (2015). They can then report back to the other participants.
2. On their own or in groups, students should find out about inclusive education provision in another country. They can then present their findings to the other students.
3. You can invite someone from an international development agency working in the field of education to talk to your class and answer questions. It could be an organisation supporting the educational rights of girls, of street children, of children with disabilities, or another group experiencing educational disadvantage and discrimination.

Handout 1: Article 24 of Convention on the Rights of Persons with Disabilities

1. States Parties recognize the right of persons with disabilities to education. With a view to realizing this right without discrimination and on the basis of equal opportunity, States Parties shall ensure an inclusive education system at all levels and lifelong learning directed to:
 - a) The full development of human potential and sense of dignity and self-worth, and the strengthening of respect for human rights, fundamental freedoms and human diversity;
 - b) The development by persons with disabilities of their personality, talents and creativity, as well as their mental and physical abilities, to their fullest potential;
 - c) Enabling persons with disabilities to participate effectively in a free society.
2. In realizing this right, States Parties shall ensure that:
 - a) Persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability;
 - b) Persons with disabilities can access an inclusive, quality and free primary education and secondary education on an equal basis with others in the communities in which they live;
 - c) Reasonable accommodation of the individual's requirements is provided;
 - d) Persons with disabilities receive the support required, within the general education system, to facilitate their effective education;
 - e) Effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.
3. States Parties shall enable persons with disabilities to learn life and social development skills to facilitate their full and equal participation in education and as members of the community. To this end, States Parties shall take appropriate measures, including:
 - a) Facilitating the learning of Braille, alternative script, augmentative and alternative modes, means and formats of communication and orientation and mobility skills, and facilitating peer support and mentoring;
 - b) Facilitating the learning of sign language and the promotion of the linguistic identity of the deaf community;
 - c) Ensuring that the education of persons, and in particular children, who are blind, deaf or deafblind, is delivered in the most appropriate languages and modes and means of communication for the individual, and in environments which maximize academic and social development.

4. In order to help ensure the realization of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.
5. States Parties shall ensure that persons with disabilities are able to access general tertiary education, vocational training, adult education and lifelong learning without discrimination and on an equal basis with others. To this end, States Parties shall ensure that reasonable accommodation is provided to persons with disabilities.

1.2: Inclusive Education in Sierra Leone – 1

Understanding inclusive education

Learning outcomes

By the end of this session, students will be able to:

1. Define inclusive education.
2. Identify the principles of inclusive education for Sierra Leone and explain what they mean in practice.

Time allocation

Introduction	5 minutes
Activity 1	40 minutes
Activity 2	40 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (see page 24)

Session preparation

Before the session, write the following on flipchart paper, but don't show it to your students until the right moment in the session:

.....
'Inclusive education means the presence, full participation and achievement of all learners in the general education system. It is directed to the full development of human potential, sense of dignity and self-worth. Inclusive education is every child's right and should be free, compulsory, of good quality and available in local communities.'
.....

Photocopy **Handout 1** for your students.

Introduction 🕒 5 minutes

Briefly question your students about the last session. Explain to them that in this session they will be learning more about inclusive education.

Activity 1: Defining inclusive education 🕒 40 minutes

In plenary, explain to participants that you would like them to turn to their neighbour and brainstorm what they think is meant by ‘inclusive education’. Allow a few minutes for participants, **working in pairs**, to generate ideas and encourage them to write down a few bullet points. Emphasise there are no wrong or right answers – we are just exploring the concept at this stage.

After the discussion, invite one male and one female participant to come to the front of the room and ask them to list onto the flipchart/board the answers that other participants call out. The facilitator should elicit feedback from the floor. Explain and clarify where needed.

Sample answers may include:

- Equality
- Education for all
- Accepting and respecting differences
- Involving marginalised children (girls, children with disabilities, children from ethnic minorities, street children)
- Recognising different abilities
- Making buildings accessible, with building ramps, for example
- Being child/learner friendly

Ask the students to work **in pairs** to come up with a definition of inclusive education. They can begin by writing down some key bullet points. Then ask them to work their ideas into a single sentence. Tell them their definition must not take up more than 20 words. Ask three groups of students to read out their definitions. Give them encouraging feedback.

In plenary, show the definition of inclusive education you wrote on the flipchart paper:

‘Inclusive education means the presence, full participation and achievement of all learners in the general education system. It is directed to the full development of human potential, sense of dignity and self-worth. Inclusive education is every child’s right and should be free, compulsory, of good quality and available in local communities.’

If you are not able to photocopy this definition, ask your students to write this definition in their notebooks. Explain to your students that this definition is adapted from Article 24 of the UNCRPD. Go through the key phrases in the definition:

“Presence, full participation and achievement” – children should not just be physically present in schools but participating and achieving.

“Full development of human potential” – schools should develop the abilities of children to the fullest extent.

“Sense of dignity and self-worth” – all children should be treated with respect.

“Every child’s right” – every child has a right to inclusive education.

“Free, compulsory, of good quality” – Education should be completely free, every child must go to school, and an excellent education should be provided for every child.

“Available in local communities” – children should be able to go to their local schools, along with the other children in their communities.

Gender responsive approaches to inclusive education

Inclusive education is always gender sensitive, aiming for the equal participation of girls and boys in learning. Teachers should think about whether they are providing opportunities for both boys and girls to participate actively in learning activities, inside and outside the classroom.

Activity 2: Principles of inclusive education for Sierra Leone 🕒 40 minutes

In plenary, explain to your students that they will now be discussing the principles of inclusive education for Sierra Leone that have been established by the Government of Sierra Leone. Distribute **Handout 1** that lists these principles. Alternatively, your students can copy these down:

1. All children have the right to access and participate in education.
2. All learners have the right to develop to their fullest potential.
3. All children have the ability to learn and the right to exercise their voice, choice and control in managing their own educational experience.
4. The needs of the individual learners are paramount in decisions relating to their education.
5. Parents/community members should play an active role in the school system.
6. Only in exceptional instances should a learner leave his/her home to access appropriate education elsewhere.

Tell your students that you will be dividing them **into groups** of four to five people and ask them to discuss what each of these principles means. Discuss the first principle with them so they understand what you want them to do.

“Let’s think about the meaning of the first principle – ‘All children have the right to access and participate in education’. What does that actually mean? It means all children have the right to go to school, not occasionally, but every day. It not only means they have the right to go to primary school, but also the right to go to secondary school. It also means they have the right to participate in education – in other words, they should be actively involved in everything that happens in school. No child should sit at the back of the classroom doing nothing. No child should be excluded from any subject. No child should be excluded from sports or games.”

Divide your students into groups. After they have discussed the principles in groups, ask selected students to come to the front and explain what the principles mean.

Wrap up 🕒 5 minutes

This is the end of the session and the lecturer should now check whether the learning outcomes have been achieved. Students should be able to:

- Define inclusive education.
- Identify the principles of inclusive education for Sierra Leone and explain what they mean in practice.

Handout 1: Principles of inclusive education for Sierra Leone

1. All children have the right to access and participate in education.
2. All learners have the right to develop to their fullest potential.
3. All children have the ability to learn and the right to exercise their voice, choice and control in managing their own educational experience.
4. The needs of the individual learners are paramount in decisions relating to their education.
5. Parents/community members should play an active role in the school system.
6. Only in exceptional instances should a learner leave his/her home to access appropriate education elsewhere.

Inclusive Education in Sierra Leone – 2

Laws and policies in Sierra Leone

Learning outcomes

By the end of this session, students will be able to:

1. Identify the key rules of national laws and policies relating to inclusive education.
2. Identify the benefits of inclusive education for Sierra Leone.

Time allocation

Introduction	5 minutes
Activity 1	40 minutes
Activity 2	40 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handouts 1 & 2** (see pages 29-31)

Session preparation

Photocopy **Handouts 1 & 2** for your students.

Before the session, write the five statements below on the board or on flipchart paper so your students can see them.

1. Educating children with disabilities in local schools is a new idea in Sierra Leone.
2. According to the Government of Sierra Leone, some children are too disabled to benefit from education.
3. All children with disabilities in Sierra Leone must be educated in their local schools.
4. All qualified teachers in Sierra Leone have been trained in inclusive education.
5. Girl students have the right to stay in school.

Introduction 🕒 5 minutes

In plenary, tell your students that they will be learning about national laws and policies relating to the education of children with disabilities in Sierra Leone. They will also be discussing the benefits of inclusive education for Sierra Leone.

Activity 1: Laws and policies in Sierra Leone 🕒 40 minutes

In plenary, read through the four statements you have written on the flipchart paper/the board.

Ask the students to form themselves **into pairs**. Once they have done this, tell them each pair will be expected to discuss the four statements. Tell them they need to discuss whether each statement is right or wrong and provide reasons for their decision.

Afterwards, in plenary, discuss the statements one by one. Once the students have had the chance to present their ideas, you can share the right answers with the participants:

Statement 1. Educating children with disabilities in local schools is a new idea in Sierra Leone.

This is **FALSE**. There have always been children with disabilities in local schools in Sierra Leone. Often, they are not identified as disabled, or their disabilities have been ignored. Ask the students for examples they remember from their own childhood. Although most children who are blind have traditionally been taught in special schools, some of these children have been educated in mainstream secondary schools in Freetown and other cities for over 60 years. The same is true of profoundly deaf children.

Statement 2. According to the government, some children are too disabled to benefit from education.

Statement 2 is **FALSE**. All children can benefit from education if it is relevant to their needs. The Child Rights Act (2007) says that education is a human right of every child in Sierra Leone. This includes all children – even the most severely disabled.

Statement 3. All children with disabilities in Sierra Leone must be educated in their local schools.

This is both **FALSE AND TRUE**. The Persons with Disability Act (2011) gives children with disabilities the right to equal access to schools and educational programmes. It does not say that all special schools should close. Some children with complex needs, such as children who are blind, will continue to attend special schools for at least some of their education. However, over time the Government of Sierra Leone wants to develop all schools so that they can include all children.

Statement 4. All qualified teachers in Sierra Leone have been trained in inclusive education.

This is **FALSE**. Not all qualified teachers have received training in inclusion. Sierra Leone has developed an in-service module to train practising teachers in schools, but most of these teachers have not had additional training in this module.

Statement 5. Girls who are pregnant have the right to stay in school.

This is **TRUE**. Sierra Leone's top court has overturned a five-year law barring pregnant girls from going to school. The ban was introduced in 2015 as schools reopened after the Ebola crisis, which saw a rise in pregnancies among school-age girls. At present, the Government of Sierra Leone is developing a 'radical inclusion policy' that will particularly focus on the rights of girls.

Distribute **Handout 1** to your students: **National legislation in the field of inclusive education**.

Activity 2: Benefits of inclusive education for Sierra Leone 🕒 40 minutes

In plenary, tell your students that they will now be discussing the benefit of making schools in Sierra Leone more inclusive for all children, including children with disabilities.

Divide your students **into groups**. Ask each group to identify at least four benefits. Give them 10-15 minutes to complete this activity.

Once they have written down their ideas, ask one group to write one of their benefits on the flipchart paper/board. Then ask another group to write one of their benefits on the flipchart paper/board. Keep going until you have up to 10 benefits written on the board. Tell your students that they can only write benefits that are not already on the board.

In plenary, distribute **Handout 2: Benefits of inclusive education**. These benefits are identified in General Comment 4 on Article 24 of the UN Convention on the Rights of Persons with Disabilities (UNCPRD).

Ask the students to compare their suggestions with the ones in the handout. Below are the benefits in the handout.

The benefits of inclusive education:

1. Inclusive education means all children are valued and respected. This is because inclusive education means all children are entitled to an education of good quality.
2. If children with disabilities attend the same schools as other children, it helps them to participate more fully in other community activities. For instance, at the end of the school day, they will play with the other children in their class and walk back with them to their homes.
3. If children access inclusive education, it will help them to achieve their other rights. For instance, once they have achieved their rights to education, it will be easier for them to participate in elections, to marry, to find work, and so on.
4. Inclusive education can break the cycle of poverty and exclusion. For instance, if children with disabilities receive a good quality education, they will develop skills and knowledge, acquire qualifications, and make a wide circle of friends – this in turn will help them to find employment when they leave school.
5. Inclusive education breaks down social barriers, as all children learn in the same educational environment.
6. Inclusive education fosters a culture of respect in which learners help one another and work cooperatively.
7. Inclusive education promotes broader social inclusion. This is because all students are valued and appreciated.
8. Inclusive education improves the quality of education for all learners. This is because teachers meet the needs of all students.

9. Inclusive education raises schools' expectations of all learners. All learners are expected to do well.
10. Inclusive education encourages parents and other community members to be involved in school activities.

Wrap up 🕒 5 minutes

This is the end of the session and the lecturer should now check whether the learning outcomes have been achieved. Students should be able to:

- Define inclusive education.
- Assess the extent to which children in Sierra Leone are able to access inclusive education.

Handout 1: National legislation in the field of inclusive education

Sierra Leone Constitution, 1991, Reinstated in 1996, with Amendments through 2008

Educational objectives. The government shall direct its policy towards ensuring that there are equal rights and adequate educational opportunities for all citizens at all levels by safeguarding the rights of vulnerable groups, such as children, women and the disabled, in securing educational facilities.

The Education Act, 2004

[The education system shall] rapidly enhance literacy in Sierra Leone and improve the educational opportunities for women and girls, rural areas dwellers, and those disadvantaged in the acquiring of formal education.

The Child Rights Act, 2007

26. (2) Every child has the right to life; dignity; respect; leisure; liberty; health, including immunisation against diseases; education; and shelter from their parents.

30. (1) No person shall treat a disabled child in an undignified manner. (2) A disabled child has a right to special care, education and training, wherever possible, to develop their maximum potential and be self-reliant.

The Persons with Disability Act, 2011

Part V – Rights and Privileges of Persons with Disability

14. (1) Every person with disability shall have a right to free education in tertiary institutions accredited by the Tertiary Education Commission and approved by the ministry responsible for education.

(2) The government shall ensure the structural adaptation of educational institutions to make them easily accessible to persons with disability.

(3) Every school shall provide facilities for learning by people with disability.

15. (1) A person with disability shall not be denied admission to or expelled from an educational institution by reason only of their disability. (2) Educational institutions shall take into account the special needs of persons with disability with respect to the use of school facilities, class schedules, physical education requirements and other similar considerations.

16. (1) Educational institutions shall endeavour to introduce in their institutions sign language and braille.

17. (1) Every person with disability shall be provided with free medical services in public health institutions. (2) Where disability is detected in the course of a medical examination, the attending medical practitioner shall submit to the medical board established under section 7, a preliminary certificate of disability showing the kind of disability the person is afflicted with or likely to be afflicted with.

18. Any child who visits a health centre for medical treatment shall be screened for the purpose of detecting early signs of disability.

Handout 2: The benefits of inclusive education for Sierra Leone

1. Inclusive education means all children are valued and respected. This is because inclusive education means all children are entitled to an education of good quality.
2. If children with disabilities attend the same schools as other children, it helps them to participate more fully in other community activities. For instance, at the end of the school day, they will play with the other children in their class and walk back with them to their homes.
3. If children with disabilities access inclusive education, it will help them to achieve their other rights. For instance, once they have achieved their rights to education, it will be easier for them to participate in elections, to marry, to find work, and so on.
4. Inclusive education can break the cycle of poverty and exclusion. For instance, if children with disabilities receive a good quality education, they will develop skills and knowledge, acquire qualifications, and make a wide circle of friends – this in turn will help them to find employment when they leave school.
5. Inclusive education breaks down social barriers, as all children learn in the same educational environment.
6. Inclusive education fosters a culture of respect in which learners help one another and work cooperatively.
7. Inclusive education promotes broader social inclusion. This is because all students are valued and appreciated.
8. Inclusive education improves the quality of education for all learners. This is because teachers meet the needs of all students.
9. Inclusive education raises schools' expectations of all learners. All learners are expected to do well.
10. Inclusive education encourages parents and other community members to be involved in school activities.

Unit descriptor: Unit 3 – The Principles of Inclusive Education 2

- 1.0 Introduction
- 2.0 Learning outcomes
- 3.0 Unit content
 - 3.1 The potential barriers to inclusive education
 - 3.2 The characteristics of inclusive schools
 - 3.3 The characteristics of inclusive classrooms
- 4.0 Summary and conclusion

1.0 Introduction

In Sierra Leone, schools are very important. They help children feel they belong to the community. They provide opportunities for children to develop skills that can lead to jobs and they help improve the life chances of all children. Children have rights to an education that meets their needs and allows them to succeed and develop.

However, there are barriers in schools and communities that are hard for many children to overcome. These barriers may have to do with the school buildings, with negative attitudes towards disability or with rules and ways of doing things that make it hard for children to succeed. Schools and classrooms that are inclusive seek to reduce these barriers.

2.0 Learning outcomes

By the end of this unit, learners will be able to:

- Identify the barriers to inclusive education
- Describe the characteristics of inclusive schools
- Describe the characteristics of inclusive classrooms

3.0 Unit content

3.1 The potential barriers to inclusive education

- Resource barriers refers to both physical resources – such as books, stationery, computers – and human resources, such as teachers and classroom assistance.
 - Environment barriers refers to both the physical environment in school and the physical environment around schools.
 - Attitude barriers refers to negative social attitudes towards people with disabilities, negative gender attitudes, and so on.
 - Practice barriers refers to practices in schools – the way things are done.
-

- System barriers refers to the challenges faced by ministries of education and their agencies and institutions – for instance, budgets may be inadequate or there may be inadequate numbers of government personnel.
- Policy barriers refers to the limitations of policies – for instance, policies may lack clarity or be contradictory,

3.2 The characteristics of inclusive schools

An inclusive school is where:

- All children in the community are welcomed and seen as equally important.
- Children go to school from an early age and complete a full course of primary and secondary education.
- All children feel safe and valued.
- Parents feel involved in their children's education.
- Changes are made in the environment and in education practices to include all children.
- Teachers change their teaching to include all children in lessons.
- Individual differences in children are recognised and respected.
- Children support each other's learning.
- There are enough teaching and learning resources of good quality.
- The curriculum is relevant and interesting.

3.3 The characteristics of inclusive classrooms

An inclusive classroom is where:

- The room is tidy and well organised. There are clear spaces between the desks so children can travel easily and safely around the classroom.
- Writing boards are kept clean and teachers write clearly on them.
- Rules, posters, and displays are in large and clear writing at the eye level of the children.
- Desks/chairs are arranged in groups for learning activities.
- Consideration is given to where children sit so that they can learn in the best way.
- Children are well behaved and are encouraged to look after the classroom and to keep it neat.
- The teacher respects the children and deals with all children fairly and equally according to their abilities. The children in turn respect the teacher.
- Children want to help each other and support other children to learn.
- Children have access to necessary equipment and materials.

- Classrooms are adequately illuminated so students can see clearly.
- Children are encouraged to ask and answer questions and to discuss and debate. At the same time, noise levels inside and outside classrooms are kept to a minimum.
- Clear, sensible classroom rules and routines have been established.

4.0 Summary and conclusion

In this unit, we have discussed the principles, barriers and characteristics of inclusive education. All children benefit from inclusive approaches to teaching and learning. Inclusion is a process that seeks to make schools accessible to all the children in the community.

Reading

Le Fanu G., Myers J., Stapleton R., Tambo, L., 2018. **Inclusive education for children with disabilities**. Sightsavers and Irish Aid.

United Nations, 2006. **Convention on the Rights of Persons with Disabilities and Optional Protocol**. United Nations, New York.

United Nations, 2016. **General Comment No.4. Article 24: Rights to Inclusive Education. Convention on the Rights of Persons with Disabilities**. United Nations, New York.

Unit 3: The Principles of Inclusive Education 2

3.1 The Barriers to Inclusive Education – 1

Identifying the barriers

Learning outcomes

By the end of this session, students will be able to:

1. Identify four types of barrier to inclusive education: resource barriers; environment barriers; attitude barriers; and practice barriers.
2. Provide examples of these different barriers.

Time allocation

Introduction	15 minutes
Activity 1	40 minutes
Activity 2	30 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (page 38)

Session preparation

Photocopy **Handout 1** for your students.

Before the session, you will need to write four headings in large capital letters, each on a separate piece of flipchart paper. These headings are:

1. Environment barriers
2. Attitude barriers
3. Resource barriers
4. Practice barriers

Put each sheet of flipchart paper on the wall.

Introduction 🕒 15 minutes

In plenary, tell your students

- Today, they will be learning about the barriers to inclusive education in schools.
- You have written the names of the different barriers on the flipchart paper: resource barriers; environment barriers; attitude barriers practice barriers.
- ‘Resource barriers’ refers to physical resources – for instance, books, stationery, computers – and human resources, such as teachers and classroom assistants.
- ‘Environment barriers’ refers to both school (classrooms, grounds) and the environments that are around them (roads, rivers, mountains, and so on).
- ‘Attitude barriers’ refers to social attitudes towards people with disabilities, such as gender attitudes.
- ‘Practice barriers’ refers to practices in schools – the way things are done, such as teaching and learning approaches.
- A good way to remember the names of the different types of barriers is through the acronym, **REAP** – **R**esource barriers; **E**nvironment barriers; **A**ttitude barriers; **P**ractice barriers.
- In the next session, they will be discussing ways of overcoming these barriers. They will also discuss two other types of barrier – system barriers and policy barriers.

Activity 1: Identifying the barriers to inclusive education 🕒 40 minutes

In plenary, provide one example of each barrier and write them on the flipchart paper (to save time, you could ask a student to write for you).

For instance,

Under **Resource barriers**, you could write: “Lack of mobility aids (like wheelchairs) for children with physical disabilities.”

Under **Environment barriers**, you could write: “Schools are not wheelchair accessible.”

Under **Attitude barriers**, you could write: “Parents think it is more important to send boys than girls to school.”

Under **Practice barriers** you could write: “Teachers don’t provide one-to-one attention to children who are struggling in class.”

Next, divide your students **into pairs**. Ask them to identify at least one more example of each type of barrier. Given them five minutes to complete this task. Circulate around the class, helping the groups of students if necessary.

Activity 2: Plenary discussion 🕒 30 minutes

In plenary, ask your students to identify some examples of different types of barriers. As they provide their ideas, they can write them on the flipchart paper.

Finally, distribute **Handout 1** to your students. This lists some examples of the four types of barriers. Tell your students the lists are not comprehensive; they simply provide some illustrative examples of each barrier. Read through the list with your students. Encourage discussion and debate among your students.

Wrap up 🕒 5 minutes

This is the end of the session and the lecturer should now check whether the learning outcomes have been achieved. Students should be able to:

- Identify four types of barrier to inclusive education: resource barriers; environment barriers; attitude barriers; and practice barriers.
- Provide examples of these four types of barrier.

Handout 1: Barriers to inclusive education

1. Resource barriers

- i. Parents can't afford the cost of their children's education so don't send them to school – for instance, they cannot afford to buy their children school uniforms.
- ii. Girls are not provided with hygiene kits (including items like soap and sanitary towels).
- iii. Class sizes are very large which means teachers find it hard to provide one-to-one support for their students.
- iv. There are no mobility aids (such as wheelchairs) for children with physical impairments who require them.
- v. Children who have seeing difficulties are not provided with spectacles, so can't see what is written on the board.

2. Environment barriers

- i. Schools are not wheelchair accessible.
- ii. Students with disabilities can't get to school because the journeys are long and difficult.
- iii. Classrooms are noisy so children can't hear what the teacher is saying.
- iv. School grounds are full of obstacles (such as stones, rubbish, holes in the ground) which cause problems for children with physical disabilities and children with visual impairments.
- v. There is no electric lighting in the classrooms, which means children find seeing difficult – particularly children with low vision.

3. Attitude barriers

- i. Parents think it is more important to send their sons than their daughters to school.
- ii. Parents of children with disabilities don't send them to school because they fear these children will not be happy and successful in school.
- iii. Students with disabilities are bullied by other children.
- iv. Teachers don't want children with disabilities in their classes.
- v. Children from wealthier backgrounds look down on children from poorer backgrounds.

4. Practice barriers

- i. Teachers do not provide one-to-one support for struggling learners.
- ii. Teachers do not communicate effectively with their students – so students find it hard to understand what they are saying.
- iii. Students who are unhappy do not receive good-quality guidance and counselling.
- iv. Teachers don't know sign language so can't communicate with profoundly deaf children in their classes.
- v. Teachers can't read and write braille, so are not able to provide braille instruction for children who are blind.

The Barriers to Inclusive Education – 2

Overcoming the barriers to inclusive education

Learning outcomes

By the end of this session, students will be able to:

1. Identify strategies for overcoming the four types of barriers – resource barriers, environment barriers, attitude barriers, policy barriers.
2. Be able to identify two other types of barriers – system barriers and policy barriers.
3. Be able to provide examples of system barriers and policy barriers.

Time allocation

Introduction	10 minutes
Activity 1	50 minutes
Activity 2	25 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (see pages 42-43) and **Handout 2** (page 44)

Session preparation

Photocopy **Handout 1** and **Handout 2** for your students.

Introduction 🕒 10 minutes

Remind your students that in the last session they discussed barriers to inclusive education. Ask them to identify the different types of barriers and to provide examples of these. Tell them that in this session they will be identifying strategies for overcoming these barriers.

Activity 2: Overcoming barriers 🕒 50 minutes

In plenary, tell your students you want them to:

- Imagine they have left college and are now teachers in schools.
- Identify at least two strategies for overcoming each of the four types of barrier.
- Identify at least two strategies for each type of barrier.

Before putting them into groups, provide one example of a strategy for each type of barrier (see handout). This will help them to understand what you want from them.

Divide them **into groups of four to six people**. Give them 20 minutes to complete the task. Monitor the students as they work and provide any necessary support.

Afterwards, **in plenary**, ask selected students to provide examples of their strategies.

Then distribute **Handout 1** to your students and read it through with them. Emphasise that the handout provides just some examples of different types of strategies – it is not comprehensive.

Activity 3: System barriers and policy barriers ⌚ 25 minutes

In plenary, tell your students that there are two more types of barrier to inclusive education. They are broader and exist outside schools and communities. These are system and policy barriers.

System barriers refers to the challenges faced by government institutions. For instance:

- i. Budgets may be low – meaning ministries of education cannot supply schools with adequate funds.
- ii. There may not be enough inspectors – so ministries of education cannot adequately monitor what is happening in schools.
- iii. Teacher training colleges may lack staff and resources – so they struggle to provide good-quality pre-service training in inclusive education for student-teachers.

Policy barriers refers to policy limitations. For instance:

- i. Policies may not support inclusive education – for instance, policies may not sufficiently support girls' education or inclusive education for children with disabilities.
- ii. Policies may not be effectively disseminated. There may be government policies supporting inclusive education, but few people may have heard about them outside of national ministries of education.
- iii. Curricula may not be learner-centred – for instance, students may be required to study subjects that are not of relevance and interest to them.

In plenary, ask your students to identify some system barriers and policy barriers in Sierra Leone. Then ask them to identify some ways they think these barriers can be overcome. Distribute **Handout 2** – System and Policy Barriers to your students.

Wrap up ⌚ 5 minutes

This is the end of the session and the lecturer should now check whether the learning outcomes have been achieved. Students should be able to:

- Identify strategies for overcoming the four types of barriers – resource, environment, attitude, and policy.
- Be able to identify the two other types of barriers – system and policy.
- Be able to provide examples of system barriers and policy barriers.

Extension activities: ideas for collaborative learning/self-study

1. On their own or in pairs, students can visit local schools and write a report assessing the extent to which these schools are inclusive.
2. Students can interview teachers to identify some of the barriers to inclusive education in their schools. They can then write up their findings.
3. Students can interview the staff of national organisations campaigning for the rights of children experiencing stigma and discrimination – such as, girls, children with disabilities, and street children. They can then write a report on the work of these organisations. What are the challenges they face? How do they overcome these?

Handout 1: Overcoming the barriers to inclusive education (1)

1. Resource barriers

- i. Peer tutoring – they can ask students to help other students who are struggling in class.
- ii. They can contact hospitals and clinics to see if they can provide mobility aids for children with physical impairments, and glasses for children who have trouble seeing.
- iii. Community members can be classroom volunteers and assist children who are struggling to learn.
- iv. They can make their own resources – for instance, they can wrap a bandage around a pencil so it is easier for a child to hold; they can make their own large-print posters so children with visual impairments can read important information.
- v. They can make sure girl students in their school receive hygiene packs.

2. Environment barriers

- i. They can ask another child to accompany a child with a visual impairment to and from school – making the journey easier for the child with a visual impairment.
- ii. They can make sure that children with physical impairments have the necessary mobility aids (including crutches and wheelchairs) to make it easier for them to travel to and from school and navigate school environments.
- iii. They can ask students to remove stones and other obstacles from the school grounds.
- iv. They can ask students to tidy up the classroom so it is easy for children with physical impairments and children with visual impairments to move around.
- v. They can make sure school toilets are regularly cleaned, are private and secure, and adequately supplied with soap.

3. Attitude barriers

- i. They should treat all their students with respect, including children with disabilities, girls, and children from minority ethnic backgrounds. They should set a good example that their students can follow.
- ii. They can raise the awareness of their students – for instance, about disability and gender issues.
- iii. They can establish ‘buddy systems’ in their classes – for instance, they can ask a student to support another student who is facing difficulties.
- iv. They should provide plenty of ‘positive reinforcement’ by praising and rewarding students who treat other children with respect and consideration, particularly children with disabilities.
- v. They can speak to parents of children with disabilities to persuade them to send their children to school.

4. Practice barriers

- i. They should communicate clearly so all their students understand what they are saying.
- ii. They should provide one-to-one support for students who are facing difficulties with learning.
- iii. They should organise group work in their classes. This will provide opportunities for students to support one another, demonstrate their different talents, and share skills and knowledge.
- iv. They should relay what they have written on the board. This will particularly benefit those children who cannot see the board easily or who find reading difficult.
- v. They can ask someone with specialist expertise to come into their schools and provide in-service training for their staff; for example, someone who knows sign language or can read and write braille.

Handout 2: Overcoming the barriers to inclusive education (2)

5. **System barriers** refers to the challenges faced by government institutions. For instance:

- i. Budgets may be low – meaning ministries of education cannot supply schools with adequate funds.
- ii. There may not be enough inspectors – so ministries of education cannot adequately monitor what is happening in schools.
- iii. Teacher training colleges may lack staff and resources – so they struggle to provide good-quality pre-service training in inclusive education for student-teachers.

6. **Policy barriers** refers to policy limitations. For instance:

- i. Policies may not support inclusive education – for instance, policies may not sufficiently support girls' education or inclusive education for children with disabilities.
- ii. Policies may not be effectively disseminated. There may be government policies supporting inclusive education, but few people may have heard about them outside of national ministries of education.
- iii. Curricula may not be learner-centred – for instance, students may be required to study subjects that are not of relevance and interest to them.

3.2: The Characteristics of Inclusive Schools

Learning outcomes

By the end of this session, students will be able to:

1. Identify the characteristics of inclusive schools.
2. Identify ways in which the primary schools they attended were inclusive/non-inclusive.

Time allocation

Introduction	5 minutes
Activity 1	25 minutes
Activity 2	55 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (page 47)

Session preparation

Photocopy **Handout 1** for your students.

Introduction ⌚ 5 minutes

In plenary, tell your students that in this session:

- they will be discussing the characteristics of inclusive schools.
- they will be reflecting on their own educational experiences.

Activity 1: Characteristics of an inclusive school ⌚ 25 minutes

Distribute **Handout 1**. This describes the characteristics of inclusive schools. It says an inclusive school is where:

1. All children in the community are welcomed and seen as equally important.
 2. Children go to school from an early age and complete a full course of primary and secondary education.
 3. All children feel safe and valued.
 4. Parents feel involved in their children's education.
 5. Changes are made in the environment and in education practices to include all children.
 6. Teachers change their teaching to include all children in lessons.
-

7. Individual differences in children are recognised and respected.
8. Children support each other's learning.
9. There are enough teaching and learning resources of good quality.
10. The curriculum is relevant and interesting.

In plenary, read through the list with the students, explaining any difficult concepts (such as “individual differences”) and answering any questions the students may have.

Ask the students if there is anything which needs to be added to the list (the list is not comprehensive).

Activity 2: Group discussion and feedback 🕒 55 minutes

Divide the students into **groups of four to six people**. Tell the groups they will be:

- Discussing the primary schools they attended
- Identifying the ways these schools were inclusive and the ways they were not inclusive.

Give the students 30 minutes to discuss their schools. Someone in each group should take notes. During their discussions, they should refer back to **Handout 1**.

After 30 minutes, bring the students together. **In plenary**, ask representatives from the groups to report back on their findings. Encourage them to discuss and debate with each other.

Wrap up 🕒 5 minutes

This is the end of the session and the lecturer should now check whether the learning outcomes have been achieved. Students should be able to:

- Identify the characteristics of inclusive schools.
- Identify ways in which the primary schools they attended were inclusive/non-inclusive.

Extension activities: ideas for collaborative learning/self-study

Working in groups, students can design an inclusive school. They can draw pictures of the school and add captions and comments to the picture. They can then deliver presentations to the other students.

Handout 1: Inclusive schools

1. All children in the community are welcomed and seen as equally important.
2. Children go to school from an early age and complete a full course of primary and secondary education.
3. All children feel safe and valued.
4. Parents feel involved in their children's education.
5. Changes are made in the environment and in education practices to include all children.
6. Teachers change their teaching to include all children in lessons.
7. Individual differences in children are recognised and respected.
8. Children support each other's learning.
9. There are sufficient teaching and learning resources of good quality.
10. The curriculum is relevant and interesting.

3.3: The Characteristics of Inclusive Classrooms

Learning outcomes

By the end of this session, students will be able to:

1. Identify the characteristics of inclusive classrooms.
2. Identify ways in which they can make classrooms more inclusive for their students.

Time allocation

Introduction	10 minutes
Activity 1	25 minutes
Activity 2	50 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handouts 1 & 2** (pages 51-52)

Session preparation

Photocopy **Handouts 1 & 2** for your students.

Write case studies on the board or flipchart paper.

Introduction 🕒 10 minutes

Remind your students that in the last session they discussed inclusive schools. Tell them that in this session they will be discussing inclusive classrooms.

Distribute **Handout 1**. This identifies some of the key characteristics of inclusive classrooms. **In plenary**, read through the list with your students, answering any questions. Ask your students if there is anything they think should be added to the list (it is not comprehensive).

Activity 2: Is this an inclusive classroom? 🕒 25 minutes

Divide your students into **groups of four to six people**.

Distribute **Handout 2**. This is a picture of a classroom in Sierra Leone. Ask your students to discuss the picture. Is the classroom inclusive or non-inclusive? In what ways is the classroom inclusive? In what ways is the classroom non-inclusive? Give them 15 minutes to discuss the picture.

After 15 minutes, bring the students together. **In plenary**, ask selected students from each group to report back. Encourage discussion and debate.

Activity 3: Practical strategies for making classrooms more inclusive 🌐 50 minutes

In plenary, read through the five case studies with your students.

1. You have a girl called Lucee in your class who has difficulty with hearing. When there is too much noise in the classroom, she cannot hear what people are saying. How could you help Lucee?
2. You have a boy called Kossi in your class. He has difficulty with seeing. He finds it difficult to see the writing on the board. He also finds it difficult to see the print in his textbook. How could you help Kossi?
3. You have a girl called Fatmata in your class. Fatmata uses a wheelchair. How would you organise your classroom so Fatmata can travel easily and safely around the classroom? How else could you help her?
4. You have a boy called Yusuf in your class. He is new to the class. His family has recently moved to the district. How would you make sure he is happy and settled in his new class?
5. You have a girl called Favour in your class. Favour is very intelligent and popular, but she is not very well organised. She is always losing things. She is often late for class. She forgets her homework. How could you help Favour with her organisation problems?

In plenary, ask your students to identify ways in which they could help Lucee. Below are some possible strategies:

- i. The teacher should make sure the other students are quiet during lessons.
- ii. The teacher should speak clearly and not cover their face when they talk.
- iii. Lucee should sit reasonably close to the teacher in the classroom (but not right in front of the teacher).
- iv. From time to time, the teacher should check that Lucee has understood what the teacher has said – but not in an obvious way that embarrasses Lucee.
- v. Lucee may need to lip-read. If so, the teacher should make sure Lucee can see the teacher's face clearly.
- vi. The teacher should make sure that the other students treat Lucee kindly and with respect.
- vii. It may be a good idea for the teacher to identify another student – or other students – who can be 'buddies' for Lucee.
- viii. The teacher should encourage Lucee to come and see her whenever she has a problem.
- ix. The teacher should speak to Lucee's parents to find out more about the situation and to ensure that the parent and the teacher adopt a coordinated approach.
- x. The teacher should try to make sure Lucee has an audiological assessment, as this will identify her problem and the support she needs.

Divide your class into **groups of four to six people**. Each group should discuss the other four case studies and identify strategies for helping the children. Give them 20 minutes for the task and then ask them to report back **in plenary**.

Afterwards, tell your students that later in their course they will be learning more about helping children who face various barriers to learning.

Wrap Up 🕒 5 minutes

This is the end of the session and the lecturer should now check whether the learning outcomes have been achieved. Students should be able to:

- Identify the characteristics of inclusive classrooms.
- Identify ways in which they can make classrooms more inclusive for their students.

Extension activities: ideas for collaborative learning/self-study

Working in groups, students can design an inclusive classroom. They can draw pictures of the school and add captions and comments to the picture. They can then deliver presentations to the other students.

Handout 1: Inclusive classrooms

1. The room is tidy and well organised. There are clear spaces between the desks so children can travel easily and safely around the classroom.
2. Writing boards are kept clean and teachers write clearly on them.
3. Rules, posters, and displays are in large and clear writing at the eye level of the children.
4. Desks/chairs are arranged in groups for learning activities.
5. Consideration is given to where children sit so they can learn best.
6. Children are well behaved and encouraged to look after the classroom and keep it neat.
7. The teacher respects the children and deals with all children fairly and equally according to their abilities. The children in turn respect the teacher.
8. Children want to help each other and support other children to learn.
9. Children have access to necessary equipment and materials.
10. Classrooms are adequately illuminated so students can see clearly.
11. Classrooms are quiet. Noise levels inside and outside classrooms are kept to a minimum.
12. Clear, sensible classroom rules and routines have been established.

Handout 2: Picture of a classroom in Sierra Leone



Unit descriptor: Unit 5 – Inclusive Teaching and Learning

1.0 Introduction

2.0 Learning Outcomes

3.0 Unit Content

3.1 The characteristics of the inclusive teacher and inclusive teaching

3.3 Inclusive teaching: effective whole class approaches

3.4 Inclusive teaching: effective classroom management

4.0 Summary and Conclusion

5.0 References

1.0 Introduction

Teachers have a key role in promoting an inclusive society. By adopting inclusive values in their behaviour, their classroom teaching and their interactions with children they can lay the foundations of a society where all can participate and contribute to the best of their ability.

2.0 Learning Outcomes

By the end of this unit, learners will be able to identify explain in their own words, the following:

- The characteristics of the inclusive teacher and inclusive teaching
- Effective whole class teaching approaches
- Effective management of the behaviour of all children in the classroom.

3.0 Unit Contents

3.1 The characteristics of the inclusive teacher and teaching

- An inclusive teacher meets the needs of all the pupils in their class. An inclusive teacher creates the conditions and provides the support that enables all children to learn and to be happy and successful in school.
- An inclusive teacher has the following characteristics. S/he believes in their pupils, respects difference and diversity among his/her students, and is highly professional at all times. S/he is committed, creative, organised, and learning-focused. S/he establishes and maintains excellent, mutually respectful relationships with his/her pupils, their parents and caregivers, and fellow teachers.

3.2 Effective whole class approaches

- Effective whole class approaches include:
 - i. Communicating effectively
 - ii. Managing behaviour effectively

- iii. Planning lessons carefully
 - iv. Setting appropriate tasks (that are accessible, relevant, and interesting for all students)
 - v. Differentiating (in terms of content and process)
 - vi. Adapting classroom environments
 - vii. Monitoring and assessing inclusively
 - viii. Encouraging collaborative learning
 - ix. Counselling and supporting students
 - x. Providing necessary learning resources.
- Effective classroom communication requires teachers to:
 1. Be clearly seen by all their pupils – they should therefore stand rather than sit at their desks
 2. Talk clearly and project their voices
 3. Keep their words simple and their sentences short
 4. Speak for short periods of time – e.g. not more than ten minutes at any one time
 5. Alert pupils to important messages – for instance, through saying “listen carefully”
 6. Where appropriate, provide specific examples in order to make their meaning clear and tell stories if this helps to make a point
 7. Build on students’ existing knowledge as much as possible
 8. Make eye contact with their students if this is culturally appropriate
 9. Repeat important messages
 10. Use gestures and facial expressions alongside language to convey their meaning
 11. Use humour where appropriate
 12. Check that their pupils have understood what has been communicated to them – for instance, by observing their facial expressions and asking them questions to check for understanding
 13. Encourage the pupils to indicate if they are puzzled/confused by raising their hands and asking you to repeat/clarify what you have just said
 14. ‘Code switch’ – for instance, if teachers are expected to use English in the classroom, they should also use local languages to make their meaning clear
 15. Learn sign language if they have a deaf child in your class who communicates through sign language
 16. Enhance verbal communication with pictures, drawings and writing
 17. Write clearly on the board and read out what they have written on the board
 18. Always speak respectfully and politely to their students
 19. Ensure students are seated in the right place in the classroom – for instance, some students may need to sit near the front of the class in order to hear the teacher or see the board
 20. Minimise noise inside and outside the classroom so the students can hear as well as possible.

3.3 Inclusive teaching - classroom management

- Effective classroom management can take the form of:
 - a) Proactive classroom management – creating classroom conditions which encourage good behaviour and discourage bad behaviour
 - b) Reactive classroom management – dealing with bad behaviour when it happens.

- The five key principles for proactive classroom management are:
 - i. Have clear expectations. Make it clear what you will accept and not accept in terms of classroom behaviour.
 - ii. Establish daily routines. These create a sense of stability, structure and security.
 - iii. Engage learners. If pupils are motivated and interested, they will learn more effectively.
 - iv. Positively reinforce. Positive reinforcement recognises and encourages good behaviour
 - v. Strengthen social networks. Create a caring classroom environment. This will ensure that pupils feel happy and ‘cared for’.
- Effective reactive classroom management involves:
 - i. ‘Catching’ bad behaviour before it happens (for instance, patrolling the class and keeping an eye on the learners)
 - ii. Keeping calm
 - iii. Speaking clearly and concisely to the child
 - iv. Behaving respectfully towards the child
 - v. Being fair and consistent when issuing sanctions
 - vi. Disapproving of the behaviour, not the child
 - vii. Not over-reacting to minor misdemeanours
 - viii. Praising and rewarding good behaviour
 - ix. Keeping responses clear and concise
 - x. Avoiding corporal punishment completely
- Ineffective reactive management happens when teachers:
 - i. Allow difficult situations to develop
 - ii. Lose control of the situation
 - iii. Lose their tempers
 - iv. Raise their voices unnecessarily
 - v. Are sarcastic
 - vi. Make offensive remarks about the child and the child’s background
 - vii. Use bad language
 - viii. Punish the child if the child makes a mistake
 - ix. Become over-excited about small matters
 - x. Ignore good behaviour
 - xi. Make threats or promises they can’t keep
 - xii. Tear up a child’s work
 - xiii. Hit a child

4.0 Summary and Conclusion

In this unit, we have looked at how an inclusive teacher behaves, organizes his/her classroom, and interacts with pupils. We have looked at how teachers communicate and how they teach in ways that include all children and enable all children to learn to the best of their abilities. Finally, we have identified ways inclusive teachers effectively manage classroom behaviour.

5.0 References

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Unit 5: Inclusive Teaching and Learning

5.1: The Characteristics of the Inclusive Teacher and Inclusive Teaching

Learning outcomes

By the end of this session, students will be able to identify:

1. The characteristics of an inclusive teacher
2. The characteristics of inclusive teaching and learning approaches.

Time allocation

Introduction	10 minutes
Activity 1	55 minutes
Activity 2	20 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handouts 1 & 2** (pages 60-61)

Session preparation

Photocopy **Handouts 1 & 2** for your students.

Write the definition of an inclusive teacher (see top of page 58) in large, clear letters on the board or a sheet of flipchart paper.

Introduction 🕒 10 minutes

In plenary, remind the students that in Unit 3 they discussed the characteristics of inclusive schools and classrooms. Ask them to identify these characteristics, as this will indicate what they have remembered and prepare them for this new topic.

Tell them in that in this session that they will be discussing the characteristics of an inclusive teacher.

Show your students the following definition of an inclusive teacher:

.....
‘An inclusive teacher meets the needs of all the pupils in their class. An inclusive teacher creates the conditions and provides the support that enables all children to learn and to be happy and successful in school.’
.....

Activity 1: Characteristics of an inclusive teacher ⌚ 55 minutes

.....

Teaching tip!

When dividing your students into groups, make sure they do not sit in the same groups all the time. It is also generally best if there is mixture of male and female students in each group. However, students may be more comfortable working in single sex groups when discussing sensitive issues – and you should respect this.

Divide your students into **groups of four to six**.

First, ask each student to think of the best teacher they had when they were at school. Ask them to write down in their notebooks some of the best things the teacher did. For instance, they might write down “The teacher always encouraged me”. ⌚ **5 minutes**

When each person has written down their ideas, ask the students in each group to compare their ideas and ask them to come up with a group list of five things that all the good teachers had in common. For instance, the group might decide that all the good teachers communicated effectively or made their lessons enjoyable and interesting. ⌚ **20 minutes**

In plenary, ask the groups to provide their ideas. Write the ideas down on the flipchart paper or board. (Only write down an idea if it has not already been suggested by another group.) ⌚ **15 minutes**

Distribute **Handout 1**. This identifies the characteristics of an inclusive teacher. Read through the table with your students. Ask your students to comment on the table. Do they agree with what is in the table? If not, why? Does anything else need to be added to the table? (It is important that the students critically engage with the table as new ideas can be added to it.) ⌚ **15 minutes**

Activity 2: Characteristics of inclusive teaching ⌚ 20 minutes

In plenary, explain to your class that, having discussed the characteristics of inclusive teacher, they are now going to discuss the characteristics of inclusive teaching.

Distribute **Handout 2** and read it through with your students. This lists ten inclusive teaching approaches:

1. Communicate effectively
2. Manage behaviour effectively
3. Plan lessons carefully
4. Set appropriate tasks
5. Differentiate
6. Adapt classroom environments
7. Monitor and assess inclusively
8. Encourage collaborative learning
9. Counsel and support students

10. Provide necessary learning resources

Teaching tip!

It is often best if you demonstrate to students what you want them to do, as well as tell them what you want them to do. Otherwise, they may be confused about what is required of them.

Divide your students into **ten groups**. (Ideally, there should be no more than **two or three students** in each group.) Tell each group that they will be expected to deliver a short presentation on **one** of these approaches at the next session. They will need to explain why their selected approach is important and what it involves. Tell your students that they will be expected to speak for *two minutes only* on their selected approach, so they will need to be very succinct. Make sure each group discusses a different approach. It is recommended you say, “**Group 1 will discuss Communicating Effectively (Teaching Approach 1), Group 2 will discuss Managing Behaviour Effectively (Teaching Approach 2)**”, etc, etc.

It may be helpful for you to demonstrate to your students what you want them to do. For instance, you could deliver a two minutes presentation to your students on *Effective Communication – What It is and Why It is Important*.

Wrap Up 🕒 5 minutes

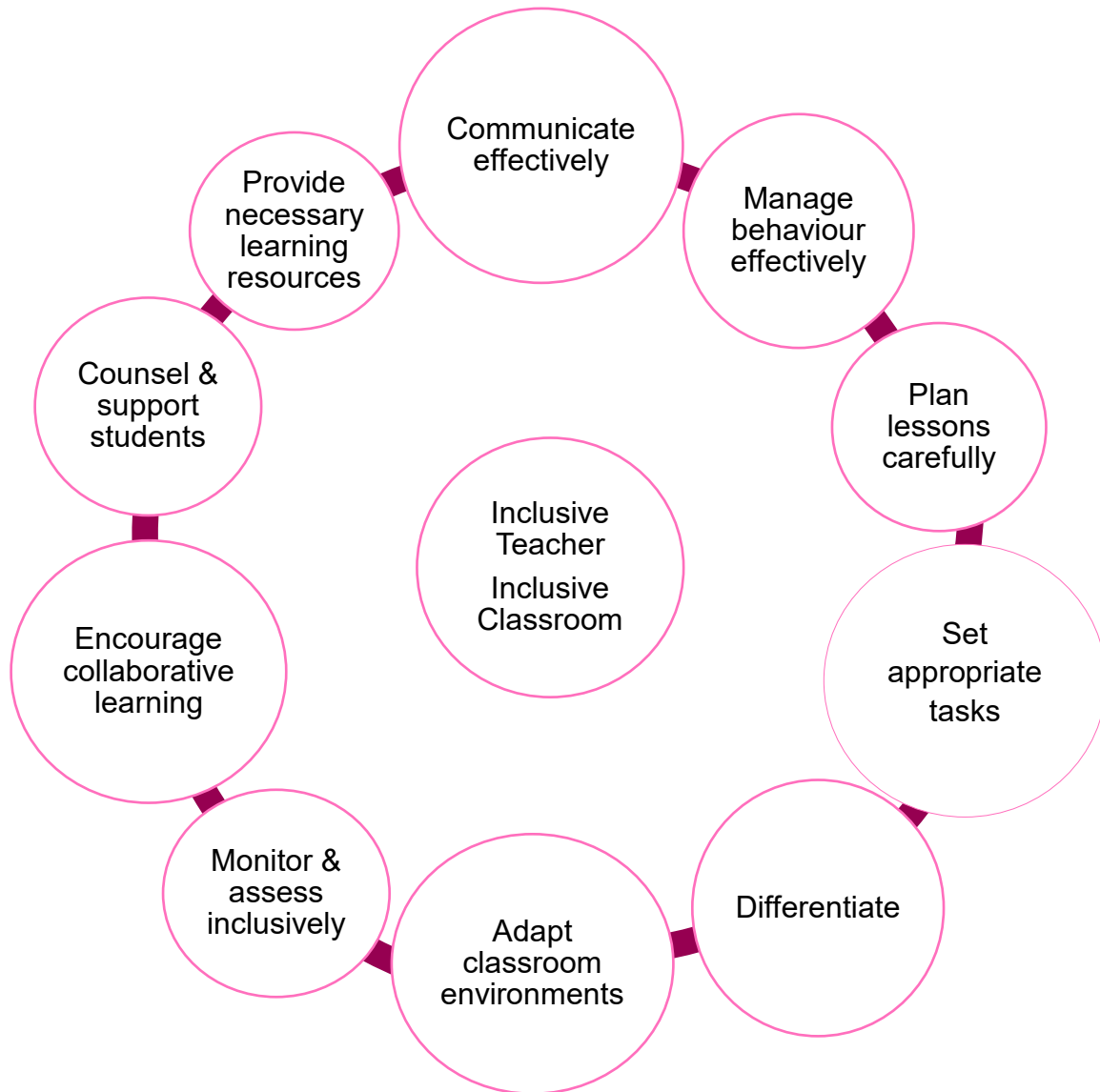
This is the end of the session and the lecturer should now check whether the learning outcomes have been achieved. Students should be able to identify:

- The characteristics of an inclusive teacher
- The characteristics of inclusive teaching and learning approaches.

Handout 1: Characteristics of an Inclusive Teacher

Values	1. Believes in their students. An inclusive teacher believes all students can learn.	2. Respects differences. An inclusive teacher respects difference and diversity among their students.	3. Professional. An inclusive teacher is hard-working and dedicated.	
Qualities	4. Committed. An inclusive teacher is committed to their duties.	5. Creative. An inclusive teacher is creative and imaginative. S/he make lessons interesting and stimulating for all students.	6. Organised. An inclusive teacher is well-organised. Schemes of work are carefully prepared and systematically delivered.	7. Learning-focused. An inclusive teacher always wants to learn more in order to become a better teacher. S/he also focuses on maximising the learning of their students.
Relationships	8. Children. An inclusive teacher always treats children with respect and consideration, irrespective of their sex, disability, ethnicity, family background, and any other distinguishing factor.	9. Parents. An inclusive teacher works closely with parents. S/he shares information with the parents. Together, teachers and parents identify ways they can support students with disabilities in the school and at home.	10. Fellow-teachers. An inclusive teacher works closely with their fellow teachers. Together, the teachers share ideas about inclusion and identify ways they can teach inclusively.	

Handout 2: Ten characteristics of inclusive teaching



5.2: Inclusive Teaching: Effective Whole Class Approaches – 1

Inclusive communication

Learning outcomes

By the end of this session, students will be able to:

1. Explain why certain whole class approaches are inclusive
2. Identify the principles of effective classroom communication.

Time allocation

Introduction	5 minutes
Activity 1	40 minutes
Activity 2	40 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (page 65)

Session preparation

Photocopy **Handout 1** for your students.

Introduction 🕒 5 minutes

In plenary, remind your students that in the last session they discussed inclusive whole class approaches and today, in groups, they will be delivering short, two-minute presentations on this subject. Tell them that later in the session, they will be looking in particular detail at classroom communication as it is so important

Activity 1: Inclusive whole class approaches 🕒 40 minutes

Teaching tip!

When providing feedback to your students, be positive and encouraging. Any criticism should be as constructive as possible.

In plenary, ask each group to come up to the front one by one to give their presentations on inclusive whole class approaches. After each presentation, the other groups should be provided with opportunities to ask questions or make comments. If the groups miss out some important points or provide misleading information, you may need provide some additional explanation/clarification.

At the end of the presentations, ask the students to identify some of the key things they have learned from their peers.

Activity 2: Inclusive classroom communication 🕒 40 minutes

In plenary, tell your students that they will now be looking at a key whole class approach in more detail – inclusive classroom communication. Tell them that inclusive communication involves communicating in ways that enable everyone in a class to understand what is being communicated. Tell your class that you are going to communicate with them in a very non-inclusive way. Tell them that they need to make a note of all the different ways you are communicating non-inclusively.

You should now deliver a very non-inclusive presentation to you class.

For instance, you could:

- Use very long words that your class will not understand
- Sometimes speak very quietly or unclearly so students will not understand what you are saying
- Cover your mouth when speaking
- Turn your back to the students from time to time so your voice is muffled
- Speak without any expression so your voice is boring
- Suddenly raise your voice – which will shock, even alarm, your students
- Not use any gestures
- Repeat yourself a lot
- Discuss irrelevant subjects or wander from one subject to another – so your presentation lacks focus
- Show your students a poster with very small print and illustrations on it – so the class cannot see it properly
- Write in very small letters on the blackboard or stand in front of what you have written
- Wander around the classroom while speaking

After you have delivered your presentation, ask your students **in plenary** to identify all the ways in which you communicated non-inclusively.

Still in plenary, distribute **Handout 1** to your class. This identifies twenty key principles of inclusive communication. After you have discussed them with your class, ask them if any additional principles need to be added to the list.

Wrap up 🕒 5 minutes

This is the end of the session and students should be able to identify:

- Explain why certain whole class approaches are inclusive
- Identify the principles of effective classroom communication.

Extension activities: ideas for collaborative learning/self-study

1. Ask your students to prepare and deliver five-minute presentations on selected topics to the other students in the class. Ask the other students to assess the extent to which the presenters have communicated inclusively. For instance, have the presenters used simple and clear language, have they kept to the point, have they made the presentations enjoyable and interesting, have they used visual aids effectively, and have they spoken with plenty of expression?
2. Ask your students to select a whole class approach (see **Handout 2** on page 61) and write a detailed analysis of what it involves and why it is important.

Handout 1: Key principles of inclusive communication

Teachers should:

1. Be clearly seen by all their pupils – they should therefore stand rather than sit at their desks
2. Talk clearly and project their voices
3. Keep their words simple and their sentences short
4. Speak for short periods of time – e.g. not more than ten minutes at any one time
5. Alert pupils to important messages – for instance, through saying “listen carefully”
6. Where appropriate, provide specific examples in order to make their meaning clear and tell stories if this helps to make a point
7. Build on students’ existing knowledge as much as possible
8. Make eye contact with their students if this is culturally appropriate
9. Repeat important messages
10. Use gestures and facial expressions alongside language to convey their meaning
11. Use humour where appropriate
12. Check that their pupils have understood what has been communicated to them – for instance, by observing their facial expressions and asking them questions to check for understanding
13. Encourage the pupils to indicate if they are puzzled/confused by raising their hands and asking you to repeat/clarify what you have just said
14. ‘Code switch’ – for instance, if teachers are expected to use English in the classroom, they should also use local languages to make their meaning clear
15. Learn sign language if they have a deaf child in your class who communicates through sign language
16. Enhance verbal communication with pictures, drawings and writing
17. Write clearly on the board and read out what they have written on the board
18. Always speak respectfully and politely to their students
19. Ensure students are seated in the right place in the classroom – for instance, some students may need to sit near the front of the class in order to hear the teacher or see the board
20. Minimise noise inside and outside the classroom so the students can hear as well as possible.

5.2: Inclusive Teaching: Effective Whole Class Approaches – 2

Inclusive task-setting

Learning outcomes

By the end of this session, students will be able to:

1. Identify ways in which classroom tasks can be accessible for all students
2. Define differentiation.

Time allocation

Introduction	5 minutes
Activity 1	50 minutes
Activity 2	30 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (page 70)

Session preparation

Photocopy **Handout 1** for your students.

Introduction 🕒 5 minutes

In plenary, refer back to the previous session (in which the students discussed inclusive communication). Tell your students that in this session they will be looking at another very important whole class teaching and learning approach – inclusive task-setting.

Activity 1: Inclusive task-setting 🕒 50 minutes

In plenary, explain to your students that it is very important teachers set tasks which

- a) are relevant and interesting for all students
- b) can be carried out by all students – in other words, are accessible.

Divide your students **into groups of four to six**. Ask your students to imagine they are setting a task for the pupils in their class. Explain that the pupils in the class have different backgrounds, abilities and interests. Ask them in their groups to discuss six questions:

1. How can you make sure that your pupils understand the task you are setting them?
2. How can you make the task as interesting as possible?
3. How can you make the task accessible as possible for children who find learning difficult?
4. What resources would help students to understand/complete the task?
5. How can you support the pupils while they are carrying out the task?
6. How can you check that all your pupils are 'on task' – i.e. are actively involved in the task?

After twenty minutes, bring your students together **in plenary**. One group should come to the front to provide their answers to the first question, another group should then provide their answers to the second question, etc, etc. Encourage discussion and debate among your students. Remember there is no single right 'answer' to each of these questions.

After your students have provided their answers, distribute **Handout 1**. This provides some selected answers to the questions. Emphasise to your students that **Handout 1** is not comprehensive.

Activity 2: Differentiation 🕒 30 minutes

Tell your students that a key element of inclusive teaching is differentiation. Differentiation is adapting teaching and learning in response to the needs and interests of different pupils.

Differentiation is applied to two different aspects of teaching:

1. **Content** – what is taught
2. **Process** – how the content is taught.

You can differentiate for individual pupils or for groups of pupils in your class.

Tell your students that you will be putting them into groups and asking them to play a game called *I Went to the Market*. Tell them that this is an alphabet game in which the group builds a long list of things they bought at a market. The items must follow in alphabetical order. At his or her turn, each person in the group adds a new item to the list of things bought after repeating everything that has been bought so far. For instance:

- Person 1 says, "I went to market and bought an apple".
- Person 2 says "I went to market and bought an apple and a banana".
- Person 3 says "I went to market and bought an apple, a banana, and some cheese".

The game continues until all the letters of the alphabet (all the way to A to Z) have been used.

Once you have explained the game, divide the students into **groups of four to six**. Ask each group to play the game. Give them ten minutes to the play game. If they don't get all

the way from A to Z, it doesn't matter. The point of the exercise is to ensure that they understand the game.

After ten minutes, bring the students together **in plenary**. Ask them, the following question:

.....
If you played this game with a class of children, which children would find this game difficult?
.....

Possible answers might include children who have difficulty remembering, children who have difficulty concentrating, children who have learning difficulties, children who don't know the alphabet, children who lack confidence.

Still in plenary, ask your students to identify some ways the game could be changed so it was easier for these children can participate in the game. If your students struggle to come up with ideas, you can provide them with some examples:

1. **The game could be made more collaborative.** Rather than working on their own, the children could work in pairs – a child who finds the game difficult could work alongside another child who finds the game easier.
2. **The game could be made simpler.** Rather than asking the children to go all the way through the alphabet (ending with the letter Z), the game could end with the letter E (if there were five children in each group) or F (if there were six children in each group).
3. **The game could be made easier.** If a child is likely to find the game difficult, they could start the game (by identifying something beginning with the letter A) as it will then be easier for them to participate.
4. **The game could be made less pressurised.** For instance, if children play the game with a group of their best friends, they may feel less pressure to succeed.
5. **Another game could be used instead which is easier and more enjoyable for the children to play.**

Explain that the principle of differentiation is important. With a little thought any learning task can be changed so it gives all children a chance to take part.

Wrap Up 🕒 5 minutes

.....

This is the end of the session and students should be able to:

- Identify ways in which classroom tasks can be accessible for all students
- Define differentiation.

Extension activities: ideas for collaborative learning/self-study

1. Ask your students to identify a task – for instance, writing a story, adding and subtracting numbers, or gardening. Ask them to think of ways they can make the task more accessible for pupils in their classes who would otherwise find one of these tasks difficult or even impossible. Your students can then deliver presentations to the other students, with the other students providing feedback.
2. Your students can reflect on the tasks they set during their practicums. Which tasks proved fully accessible for all their pupils and which were not? Why were some tasks more accessible than other tasks? What would they do different next time to make sure that their classroom tasks were fully accessible for all their pupils?

Handout 1: Selected answers to questions on inclusive task-setting

1. How can you make sure that your pupils understand the task you are setting them?
 - a) Provide clear instructions.
 - b) Ask your students questions in order to check for understanding.
 - c) Ask your students to explain the task in their own words.
 - d) Work through one or two examples with them first.
 - e) Break big tasks into smaller, simpler tasks.
 - f) Ensure the task builds on students' prior learning.
 - g) Observe your students when they start carrying out the task – are they confident or do they seem confused and uncertain?

2. How can you make the task as interesting as possible?
 - a) Where possible, provide children with opportunities to carry out practical activities, including field work outside the classroom.
 - b) Provide them with a variety of different tasks, not the same type of task all the time. As well as reading and writing, pupils should listen, discuss, present, role play, draw, paint, model, dance, sing, participate in physical activities (including sports), and explore the world outside the classroom.
 - c) Relate activities to children's interests.
 - d) Break tasks into sections.

3. How can you make the task accessible for children who find learning difficult?
 - a) Select tasks that all students can carry out or can carry out with minimum support.
 - b) Allow children to work in pairs/small groups so they can help one another.
 - c) Provide simplified/alternative tasks to students if they need them.
 - d) Provide them with a choice of tasks or allow them to choose their own tasks.

4. What resources would help students to understand/complete the task?
 - e) Concrete objects can help children to carry out tasks – for instance, beans for counting, addition and subtraction.
 - f) Wall charts on the wall can provide valuable information.
 - g) Practical activities can help children to master concepts – e.g. children can measure one another.
 - h) You can provide pupils with diagrams and pictures to explain a task.

5. How would you support the pupils while they are carrying out the task?
 - a) The teacher can patrol the classroom, supporting individual pupils or groups of pupils.
 - b) The teacher should also encourage pupils to help one another.

6. How would you check that all your pupils were 'on task' – i.e. were actively involved in the task?
 - a) The teacher should carefully observe the pupils in their class.
 - b) If a pupil appears to be having difficulties, the teacher should check they know what to do and provide necessary support.

Final tip! If you are asking children to carry out a difficult and complicated task, it is often better if they carry out the task in the morning when they are still fresh and alert.

5.3: Inclusive Teaching: Effective Classroom Management

Learning outcomes

By the end of this session participants will be able to:

1. Explain the difference between proactive and reactive classroom management
2. Identify proactive and reactive classroom management practices.

Time allocation

Introduction	10 minutes
Activity 1	30 minutes
Activity 2	45 minutes
Wrap up	5 minutes
Total	1 hour 30 minutes

Required teaching and learning materials

- Flipchart paper and marker pen/board and chalk
- **Handout 1** (page 74) and **Handout 2** (page 75)

Session preparation

Photocopy **Handout 1** and **Handout 2** for your students.

Introduction 🕒 10 minutes

In plenary, tell your students that in this session they will be discussing effective classroom management. Tell them that there are two aspects of classroom management:

- a) Proactive classroom management
- b) Reactive classroom management.

Proactive classroom management is about creating classroom conditions which encourage good behaviour and discourage bad behaviour.

Reactive classroom management is about dealing with bad behaviour when it happens.

Explain there are five key principles for proactive classroom management:

1. **Have clear expectations.** Make it clear what you will accept and not accept in terms of classroom behaviour.
2. **Establish daily routines.** These create a sense of stability, structure and security.
3. **Engage learners.** If pupils are motivated and interested, they will learn more effectively.
4. **Positively reinforce.** Positive reinforcement recognises and encourages good behaviour

5. **Strengthen social networks.** Create a caring classroom environment. This will ensure that pupils feel happy and ‘cared for’.

Activity 1: Applying the five principles 🕒 30 minutes

Still in plenary, distribute **Handout 1** to participants. This lists the principles and practices of proactive classroom management. Read through **Handout 1** with participants. Ask them if there are any practices they would like to add to the list. Write the additional practices on a piece of flipchart paper divided into five columns (see below).

Have clear expectations	Establish daily routines	Engage learners	Positively reinforce	Strengthening social networks
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•
•	•	•	•	•

Activity 2: Reactive classroom management 🕒 45 minutes

In plenary, explain that even when teachers practise proactive behaviour management in their classrooms, some pupils will sometimes misbehave. In these cases, the teachers will need to engage in reactive classroom management – i.e. manage bad behaviour effectively.

Distribute **Handout 2** to the participants (‘Do’s and Don’ts of Reactive Classroom Management’).

Divide your students into groups of three to five. In each group, one participant will play the part of a misbehaving pupil, the second participant will play the part of the teacher dealing with the misbehaviour, and the other participant/s will observe. Ask the participants to prepare two short role-plays (no longer than one or two minutes each). In the first role-play, the teacher responds inappropriately to the pupil’s misbehaviour. In the second role-play, the teacher responds appropriately to the pupil’s misbehaviour.

In plenary, ask selected groups to perform their role-plays in front of the others. After each pair has performed, the other participants should identify what was good and bad in terms of the teacher’s behaviour management.

Wrap Up 🕒 5 minutes

This is the end of the session and students should be able to:

- Explain the difference between proactive and reactive classroom management
- Identify proactive and reactive classroom management practices.

Extension activities: ideas for collaborative learning/self-study

1. Participants can re-read Handout 1: 'Principles and practices of proactive classroom management'.
2. Participants can analyse some of the practices they employed in their practicums to promote proactive and reactive classroom management. Which practices were effective/less effective, and why?

Handout 1: Principles and practices of proactive classroom management

HAVE CLEAR EXPECTATIONS

- Make a list of class rules with your learners
- Provide clear instructions when setting tasks
- Check learners understand these instructions

ESTABLISH DAILY ROUTINES

Examples of routines and procedures:

- Starting class
- Ending class
- Passing out books in class
- Asking questions in class
- Grouping learners

ENGAGE PUPILS

- Address learners by their first names
- Consider learners' abilities and interests when planning lessons
- Be aware of:
 - Learners' backgrounds (particularly if they have experienced trauma)
 - Learners' disabilities and specific educational needs
 - Learners' cultural and linguistic differences
 - Organise activities which allow learners to work in groups

Make classroom activities enjoyable

POSITIVELY REINFORCE

- Give learners consistent and positive feedback
- Have a seating chart.
- Make sure that learners are comfortable and work well with the learners they are sitting next to.
- Display pupils' work on the wall.
- State your expectations clearly and make sure these expectations are consistent
- Praise good behaviour
- When you set a task, patrol the classroom to check the pupils are fully involved in the task

STRENGTHEN SOCIAL SUPPORT NETWORKS

- Establish buddy schemes (in which children look after and help one another)
- Organise child-to-child learning activities in your lessons
- Establish all-age Girls' Clubs where girls (supervised by a female teacher) can discuss subjects of importance to them
- Provide guidance and counselling for vulnerable children

Handout 2: Do's and Don't's of Reactive Behaviour Management

DO:	DON'T:
<ul style="list-style-type: none">• 'Catch' bad behaviour before it happens (for instance, patrolling the class and keeping an eye on the learners)• Keep calm• Speak clearly and concisely to the child• Behave respectfully towards the child• Be fair and consistent when issuing sanctions• Disapprove of the behaviour, not the child• Over-react to minor misdemeanours• Praise and reward good behaviour• Keep responses clear and concise• Avoid corporal punishment completely•••	<ul style="list-style-type: none">• Allow difficult situations to develop• Lose control of the situation• Lose your temper• Raise your voice unnecessarily• Be sarcastic• Make offensive remarks about the child and the child's background• Use bad language• Punish the child if the child makes a mistake• Become over-excited about small matters• Ignore good behaviour• Make threats or promises you can't keep• Tear up a child's work• Hit a child••••

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