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Inclusive education practical skills for teaching and learning

INTRODUCTION

Teachers need to believe all children have the right to attend mainstream education, and analyze their school and classroom settings and reflect on how to make them accessible and meaningful for all of their students. They will need to do this through an ongoing process.

At one point or another, teachers come across learners with various needs, abilities, interests and talents. These attributes are further influenced by the gender of the pupils. That is whether one is male or female since the socialization process in accordance with the social norms to a certain extent pre-determine opportunities, needs, abilities and interests of boys and girls in a given society. The failure to meet such learners' needs, nurture their abilities and model their interests and talents, usually leads to drop outs, unproductive individuals or poor performance in academic and social area. It is the responsibility of each and every teacher in a school setting to meet diverse needs of a variety of learners so that they can meaningfully participate in the social aspects of their lives and become productive citizens who can contribute to the economy of their country. The Lesotho Inclusive Education Policy obliges all teachers to take responsibility in providing quality education to all learners on equitable basis, including learners with disabilities.



Module Objective:

- To highlight the importance of gender sensitive inclusive education (for persons with disabilities, particularly children, on the basis of equality and non-discrimination based on gender and disability)
- To explore the barriers to inclusive education faced by learners with all types of disabilities; and to consider actions for removing them.
- To include and support learners with disabilities in classrooms and school settings,
- To provide teachers with practical inclusive education skills,
- To improve knowledge and understanding of teachers on strategies of inclusive education in a classroom and school setting.
- To contribute towards the implementation of Lesotho inclusive education policy implementation through provision of practical inclusive education best practices.

NB: This is not an academic manual but rather a guide that focuses more to give teachers practical inclusive education skills which they can use to reach children or learners with disabilities

Teacher training module



Outcomes: At the end of the session participants should be able to;

- Identify children with disabilities
- Identify gender and disability needs of boys and girls with disabilities
- Accommodate and support learners with disabilities
- Use inclusive methods and strategies in a classroom situation to accommodate learners with disabilities.
- Refer learners with disabilities

Suggested methodologies:

- Discussion
- Group work/ pair work



Duration: 5hrs



Materials required:

- + Flip charts
- + Markers
- + Note pad
- + Pen
- + Projector
- + Laura and Carlos' video
- + Activity sheets
- + Case study sheets

Important points to note

- a) Understanding the perspective of children helps support their learning and participation
- b) Learners with disabilities are individuals and must be treated as such
- c) Intersectional discrimination and exclusion pose significant barriers to the realization of the right to education for girls with disabilities, as thus teachers must identify and remove barriers, including gender-based violence and the lack of value placed on the education of girls with disabilities and lack of accessible sanitation facilities at schools to ensure hygienic menstrual management. Specific measures must be put in place to ensure that the right to education is not impeded by gender and/or disability discrimination, stigma or prejudice. Teachers should avoid examples or scenarios that may be offensive to both boys

and girls with disabilities in class. Harmful gender and/or disability stereotypes in textbooks and curricula must be eliminated.

Background

The present module focuses on access to gender sensitive inclusive education for boys and girls with disabilities, for whom marginalization within the education system often marks the beginning of a lifetime of marginalization in mainstream society, contributing also to the disproportionate representation of persons with disabilities among the poor.

The exclusion of children with disabilities from education has historically been rooted in false assumptions about their ability as boys and girls with disabilities to benefit from and effectively participate in education. Attitudinal barriers created by negative beliefs, including among teacher and school administrators, parents, and peers, persist in all societies and continue to hamper the effective inclusion of persons with disabilities in education on equal basis with others. These attitudinal barriers often result in concrete barriers in terms of accessibility of classrooms and classroom material.

Lesson 1 Policy and legal framework that claim the right to Education for learners with disabilities



Outcomes: teachers are able to explain the policy and legal framework supporting education of learners with disabilities.

(NB: The instruments could be discussed in small groups first then to the larger group followed by a brief clear explanation of each by the facilitator. The participants can thereafter share what new information they have gained)

There are a number of international and local instruments that claim the right to education for persons with disabilities.

i) International

United Nations Convention on the Rights of Persons with Disabilities (UNCRPD)

Article 24 of the UNCRPD stipulates clearly the obligation of state parties in realizing the right to education for persons with disabilities.

With a view to realizing this right without discrimination and on the basis of equal opportunity, State parties shall ensure an inclusive education system at all levels and lifelong learning directed to:

- a. the full development of human potential and a 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.

In realizing this right, State 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.

General Comment NO.3 on Article 6 of the UNCRPD highlights gender and disability stereotypes that combine to fuel discriminatory attitudes, policies and practices. These include:

- The higher valuing of education of boys over girls
- Educational material perpetuating wrongful gender and disability stereotypes
- Child marriage of girls with disabilities
- Gender-based family activities,
- Female caregiver roles
- Lack of accessible sanitation facilities at schools to ensure hygienic menstrual management.

All these in turn results in high rates of illiteracy, school failure, uneven daily attendance rates, absenteeism and dropping out of school entirely. Accordingly, General Recommendation NO. 4 on Article 24 of the UNCRPD urges State parties to:

- Combat harmful gender and/or disability stereotypes in textbooks and curricula including through recognizing the vital role education plays in combating traditional notions of gender that perpetuate patriarchal and paternalistic societal frameworks.
- Ensure the access and retention of girls and women with disabilities in education and rehabilitation services as instruments for their development, advancement and empowerment.

United Nations Convention on the Elimination of all Forms of Discrimination against Women (CEDAW)

Article 10

State parties shall take all appropriate measures to eliminate discrimination against women in order to ensure equal rights for men and women in the field



of education and in particular to ensure::

(a) The same conditions for career and vocational guidance, for access to studies and for the achievement of diplomas in educational establishments of all categories in rural as well as in urban areas; this equality shall be ensured in pre-school, general, technical, professional and higher technical education, as well as in all types of vocational training;

(b) Access to the same curricula, the same examinations, teaching staff with qualifications of the same standard and school premises and equipment of the same quality;

(c) The elimination of any stereotyped concept of the roles of men and women at all levels and in all forms of education by encouraging coeducation and other types of education which will help to achieve this aim and, in particular, by the revision of textbooks and school programmes and the adaptation of teaching methods;

(d) The same opportunities to benefit from scholarships and other study grants;

(e) The same opportunities for access to programmes of continuing education, including adult and functional literacy programmes, particularly those aimed at reducing, at the earliest possible time, any gap in education existing between men and women;

(f) The reduction of female student drop-out rates and the organization of programmes for girls and women who have left school prematurely;

(g) The same opportunities to actively participate in sports and physical education;

(h) Access to specific educational information to help to ensure the health and well-being of families, including information and advice on family planning.

This Article is equally applicable to women and girls with disabilities. General Recommendation NO. 36 of the Convention on the Right to Education under Paragraphs 43-44 specifically provides for women and girls with disabilities, highlighting major challenges to be that:

- Girls and women with disabilities are deprived of the right to education as a result of multiple discrimination based on gender and disability.
- Although many governments officially promote inclusive education, in practice, children with disabilities, especially girls, are either excluded or segregated in special schools.
- Low attendance rates of children with disabilities, particularly girls, have

similar causes: lack of physical accessibility, refusal of teachers or school principals to enroll such children.

- Lack of accommodation of their needs in school curricula and teaching materials, and more generally, stigma and lack of awareness among parents and communities that yield negative attitudes about the learning capacities of women and girls with disabilities.
- The number of teachers trained to address students with special needs, is often inadequate.

Under Paragraph 45, the same Committee recommends State parties to:

- Address stereotyping particularly of minority and indigenous girls and women, that put them at risk in accessing education, exposes them to violence in the school and the community and on their way to and from schools especially in remote areas;
- Eliminate all forms of discrimination against girls and women with disabilities by identifying and removing legal, physical, social, financial, attitudinal communication and language, barriers within educational institutions and the community;
- Take necessary measures to ensure non-discrimination against girls and women with disabilities at all levels of education by providing inclusive education in learning environments offering reasonable accommodation;
- Ensure physical accessibility to educational institutions and prevent principals from blocking the enrolment of students with disabilities, particularly girls, and ensure that curricula, teaching materials and pedagogical strategies are tailored to the unique needs of individuals affected by diverse forms of disability;
- In keeping with Article 4 on temporary special measures, institute incentives to attract and train special education teachers for all levels of education;

ii) Regional

At regional level the right to education is recognized in Article 11 of the African Charter on Human and Persons' Rights, which provides that every child has the right to education and requires States to take all appropriate measures to achieve the full realization of that right. Free and compulsory basic education is required. The African Charter on the Rights and Welfare of the Child (ACRWC) protects children from discrimination and addresses the right of the child to education (Art. 11), as well as the rights of children with disabilities (Art. 13).

The international and regional standards represent the ideal in terms of what Lesotho has to achieve to meet its legal obligations through domestic law and policy.

iii) Local

Lesotho Education Act 2010 provides for free and compulsory education at primary level for all.

Section 4 (2) (b) of the Lesotho Education Act obliges all the stakeholders involved in education to ensure that a learner who is physically, mentally or otherwise disabled is given the special treatment, education and care required by his or her condition, thereby implying either that there must be provision of accommodations for learners with special needs so that they can equally continue learning in mainstream schools or that they must be admitted to the special education schools due to the severity of the disability.

Lesotho's recently adopted inclusive education policy provides a framework for upholding the educational rights of children with disabilities. This policy aims to change the general education system into an inclusive one. It reflects the government commitment to provide quality and relevant education for all citizens of Lesotho as guided by ratified international protocols and conventions. The Lesotho inclusive education report produced by the World Bank (2020) revealed disability as one of the factors contributing to many children out of school. This is due to a number of barriers faced by children with disabilities such as environmental, attitudinal, institutional as well as policy barriers.

The guide is non-academic but rather a document intended for teachers of both primary and post primary, to acquire skills in order to effectively support learners with disabilities in classroom setting and school environment. ***If participants portray inactiveness at any time of the training, the facilitator may use energizer of their choice to keep the momentum.***

The manual is just a basic guide to help the facilitator cover important points in Inclusive education, the activities and scenarios could be changed to fit the context or to deliver the message more clearly for participants.

Lesson 1 (30min) Understanding Disability



Outcomes: to fully understand the difference between disability and impairment as well as appreciate the intersection between disability and gender.

- to have an increased knowledge on different types of impairments and to interact with learners with disabilities in a sensitive and appropriate manner taking into account intersecting themes such as gender, age as well as others. To understand the negative impact that intersectional discrimination on the basis of gender can have.

Teacher training module

The facilitator asks participants to explore the following terms:

Impairment vs Disability and the relationship between gender and disability

Participants brainstorm their understanding on the given terms. After gathering all the responses, the facilitator provides definitions of the terms with regard to the United Nations Convention on the Rights of Persons with Disabilities.

Impairment: refers to any weakening, loss or damage to a part of the body through an accident, disease, genetic factor or other causes.

 **Disability:** it is the result of interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others.

Gender: refers to socially constructed norms, roles, attributes and expectations ascribed to either boys and girls, men and women depending on whether one is born male or female in a given society.

Gender and Disability: these are socially constructed concepts predetermined by society based on the presence of impairment which is socially interpreted to mean disability and societal roles and or expectations which are often associated with a particular sex.

The facilitator should emphasize the importance of understanding the terms as they will immensely help participants understand the concept of gender-sensitive inclusive education throughout the module and apply it in the school context.

Examples of Impairments

1. Physical impairment: Physical impairment affects a person's body movement and/or appearance.

Potential causes: polio, muscular dystrophy, club foot, joined fingers and toes, cerebral palsy, spinal cord injury, loss of limb(s), tuberculosis of the backbone, spinal bifida, weak bones, etc.

2. Sensory impairment: Sensory Impairment affects a person's sight, hearing, speech, smell, taste, sensation/feeling and/or physical balance.

Potential causes: spinal cord injury, brain injury, trachoma, dry eyes, river blindness, measles, lack of iodine, meningitis, malaria, certain medicines, accident, etc.

3. Neurological impairment: Neurological impairment affects a person's nervous system, which affects a person's speech, motor skills, vision, memory, muscle actions and/ or learning abilities.

Examples may be cerebral palsy, Alzheimer, multiple sclerosis, meningitis.

Potential causes: epilepsy, brain injury, spinal cord injury, infections, etc.

- 4. Intellectual impairment:** intellectual impairment significantly affects a person's intellectual and cognitive functioning and adaptive behavior. → The impairment has to originate before the age of 18. → It can also be referred to as a learning disability. → An individual with a learning disability has difficulty with the messages to the brain becoming jumbled, thus making it difficult for the individual to learn in one or more of the academic areas. → People with learning disabilities do not have "mental retardation" nor are they "slow learners". → Learning disability is just a generic term that refers to a heterogeneous group of disorders manifested by significant difficulties in the acquisition and use of listening, speaking, reading, writing, reasoning, or mathematical abilities due to neurologic dysfunction.
- 5. Potential causes:** iodine deficiency, environmental conditions (e.g. lead poisoning), genetic or chromosomal abnormalities (e.g. Down's syndrome), diseases such as rubella and syphilis in pregnant mothers, or birth complications and early contraction of certain diseases. **Mental illness or psychiatric impairment:** mental illness or psychiatric impairment affects and profoundly disrupts a person's thinking, moods, ability to relate to others and capacity for coping with the demands of life. → Mental illness includes disorders such as schizophrenia, and major depressive disorder. It can affect persons of any age, race, religion or income and are not the result of personal weakness, lack of character or poor upbringing. → Stress may trigger the illness, but is not the cause. → Mental illness is treatable with medication, supportive counselling, self-help groups, etc. → People who have a mental illness are amongst the most stigmatised and discriminated against.
- 6. Multi-impairments:** Multi-impairments is when a person has more than one impairment → A person may have Down's syndrome (learning disability) may have hearing and/or visual impairment. → Or a person who has cerebral palsy may have difficulty walking, speaking and learning. → Or a person may be deafblind.

Provide 'A re Amohelaneng hand outs'

Interacting with people with physical disabilities

- When speaking with a person who uses a wheelchair or crutches, place yourself at eye level in front of them to facilitate the conversation.
- Just as you wouldn't lean on a person you are talking to, don't lean on someone's wheelchair or other mobility appliance. The wheelchair is part of the personal body space of the person who uses it.
- Do not assume an individual in a wheelchair wants to be pushed - ask first.
- When introduced to a person with a disability, feel free to offer to shake hands like you might with any non-disabled person. People with limited hand use or



who wear an artificial limb can usually shake hands, but shaking with the left hand is also an acceptable greeting.

- Be considerate about the pace in which you walk; don't leave someone behind by walking off too quickly.
- If you are walking with a person with a physical disability and come across an obstacle, try to move whatever is in their way rather than the person themselves.
- If you are asked to carry someone, check with them where you should hold them (or their wheelchair/appliance).
- Consider a suitable place that is comfortable for you and the physically disabled to talk to.

The following may be signs of a learning disorders:

- Lack of enthusiasm for reading or writing
- Trouble memorizing things
- Working at a slow pace
- Trouble following directions
- Trouble staying focused on a task
- Difficulty understanding abstract ideas
- Lack of attention to detail, or too much attention to detail
- Poor social skills.
- Problems reading and/or writing
- Problems with math
- Poor memory
- Problems paying attention
- Trouble following directions
- Clumsiness
- Trouble telling time
- Problems staying organized¹

A child with a learning disability also may have one or more of the following¹:

- Acting without really thinking about possible outcomes (impulsiveness)
- "Acting out" in school or social situations
- Difficulty staying focused; being easily distracted
- Difficulty saying a word correctly out loud or expressing thoughts
- Problems with school performance from week to week or day to day
- Speaking like a younger child; using short, simple phrases; or leaving out words in sentences
- Having a hard time listening
- Problems dealing with changes in schedule or situations
- Problems understanding words or concepts

These signs alone are not enough to determine that a person has a learning disability. Only a professional can diagnose a learning disability.

Each learning disability has its own signs. A person with a particular disability may not have all of the signs of that disability. (If a teacher suspects a certain child might have a disability, the special education unit office in their district should be informed)

Lesson 1.1 Understanding Inclusive education

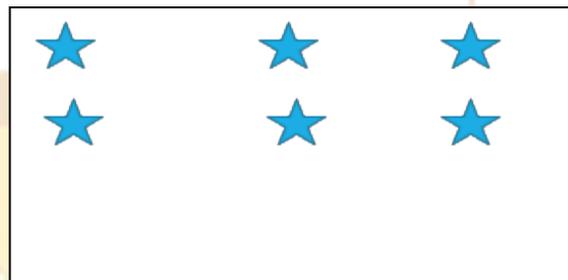


Outcomes: - to understand fully difference between Special and Inclusive education

- to understand the concept of integration
- to have a full comprehension of gender sensitive inclusive education and its relevance in a classroom context.
- to apply the practical skills in the classroom situation.

Resources: Pictures and illustrations

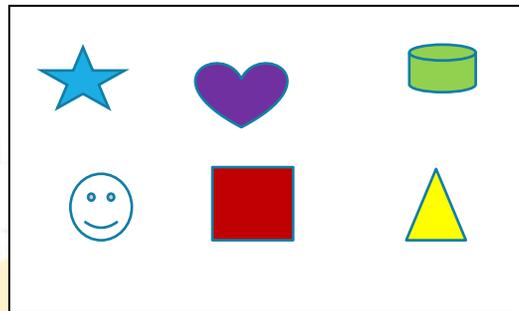
Special Education: Special education is the practice of educating students in a way that addresses their individual differences and special needs. Ideally, this process involves the individually planned and systematically monitored arrangement of teaching procedures, adapted equipment and materials, and accessible settings. this is done in a segregated setting.



The picture above shows shapes with the same color shape and designs, this could mean that in the context of a classroom the same intervention could work for all. However in practice this is highly unlikely.

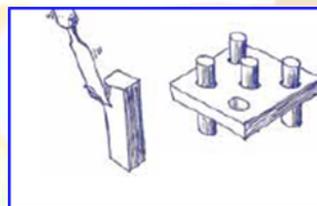
Inclusive education refers to “a process of addressing and responding to diverse needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. It aspires for the conducive environment that best corresponds to learners’ requirements and preferences which can maximise academic and social development. It involves changes and

modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children" (Lesotho inclusive education policy,2018). Inclusive education is about creating the best possible educational outcomes for all children regardless of existing differences among them



The image above show different shapes with different colors, which simple portrays an inclusive classroom. Despite their differences, each shape is unique and beautiful in its own way, similarly children with disabilities and those without disabilities have their own potential and abilities as thus they should be viewed and supported as they require.

Integration: refers to the process of placing persons with disabilities in existing mainstream educational institutions with the understanding that they can adjust to the standardized requirements of such institutions including existing contextual arrangements as well the curricula provision and educational facilities.



The picture above portrays a scenario of shaping the square wood to be an oval shape as the rest of the others so that it may fit into the system.



Practical skills activity

Provide teachers with a picture of various items representing learners and ask them the following questions: (10min)

1. What is your view as a teacher of learner's differences (variety of learners in a classroom)?
2. How do you promote the academic, social, practical and emotional learning of all learners?
3. How do you engage parents and families in education of their children?
4. How do you collaborate with other education professionals? *(the answers may be referred to at a later stage)*

Watch the video of Laura and Carlos: (To be downloaded for presentation)

https://www.youtube.com/watch?v=Bp5dHoEk0_w

Reflective questions: (10min)

- What is the difference between integration and inclusive education?
- What can teachers do to support the learning of Laura and Carlos?
- How do the values and attitudes of Laura's and Carlos's teachers affect their learning process?
- What do you think are the essential knowledge, skills and attitudes for the teachers of Laura and Carlos?

Lesson 1.2 Definition of terms supporting Inclusive education (10min)



Outcomes: - At the end, participants should be able to define and differentiate between reasonable accommodation, universal design and communication, so as to be able to make adjustments in the curriculum and assessment of learners with disabilities.

(Suggestion: the question-and-answer method could be used here to brainstorm participant's perception on the terms or they could brainstorm in small groups.)

Reasonable Accommodation

? What is reasonable accommodation?

“Reasonable accommodation” means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms (UNCRPD,2006).



Universal design

“Universal design” means the design of products, environments, programmes and services to be usable by all people, to the greatest extent possible, without the need for adaptation or specialized design. “Universal design” shall not exclude assistive devices for particular groups of persons with disabilities where this is needed.

Communication

“Communication” includes languages, display of text, Braille, tactile communication, large print, accessible multimedia as well as written, audio, plain-language, human-reader and augmentative and alternative modes, means and formats of communication, including accessible information and communication technology

Lesson 1.3 Principles of Education

There are four principles guiding an inclusive education, namely

- a. **Availability:** Public and private educational institutions and programmes must be available in sufficient quantity and quality. State parties must guarantee a broad availability of educational places for learners with disabilities at all levels throughout the community
- b. **Accessibility:** Consistent with Article 9 of the Convention on the Rights of Persons with Disabilities and with the Committee's General Comment No. 2 (2014) on accessibility, educational institutions and programmes must be accessible to everyone, without discrimination. The entire education system must be accessible, including buildings, information and communications tools (comprising ambient or frequency modulation assistive systems), the curriculum, educational materials, teaching methods, assessments and language and support services. The environment of students with disabilities must be designed to foster inclusion and guarantee their equality throughout their education.
- c. **Acceptability:** Acceptability is the obligation to design and implement all education-related facilities, goods and services taking fully into account and respecting the requirements, cultures, views and languages of persons with disabilities. The form and substance of education provided must be acceptable to all. States parties must adopt affirmative action measures to ensure that education is of good quality for all.¹ Inclusion and quality are reciprocal: an inclusive approach can make a significant contribution to the quality of education.
- d. **Adaptability:** In accordance with Article 24 (2) (b) of the Convention on the Rights of Persons with Disabilities, persons with disabilities must be able to attend primary and secondary schools in the communities where they live. Students should not be sent away from home. The educational environment must be within safe physical reach for persons with disabilities and include safe and

¹ Committee on Economic, Social and Cultural Rights, general comment No. 13.

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secure means of transportation; alternatively, it must be accessible through information and communications technologies. In accordance with Article 24 (2) (c), State parties must provide reasonable accommodation to enable individual students to have access to education on an equal basis with others. "Reasonableness" is understood as the result of a contextual test that involves an analysis of the relevance and the effectiveness of the accommodation and the expected goal of countering discrimination, gender-based discrimination included.

Lesson 2

Social vs medical model



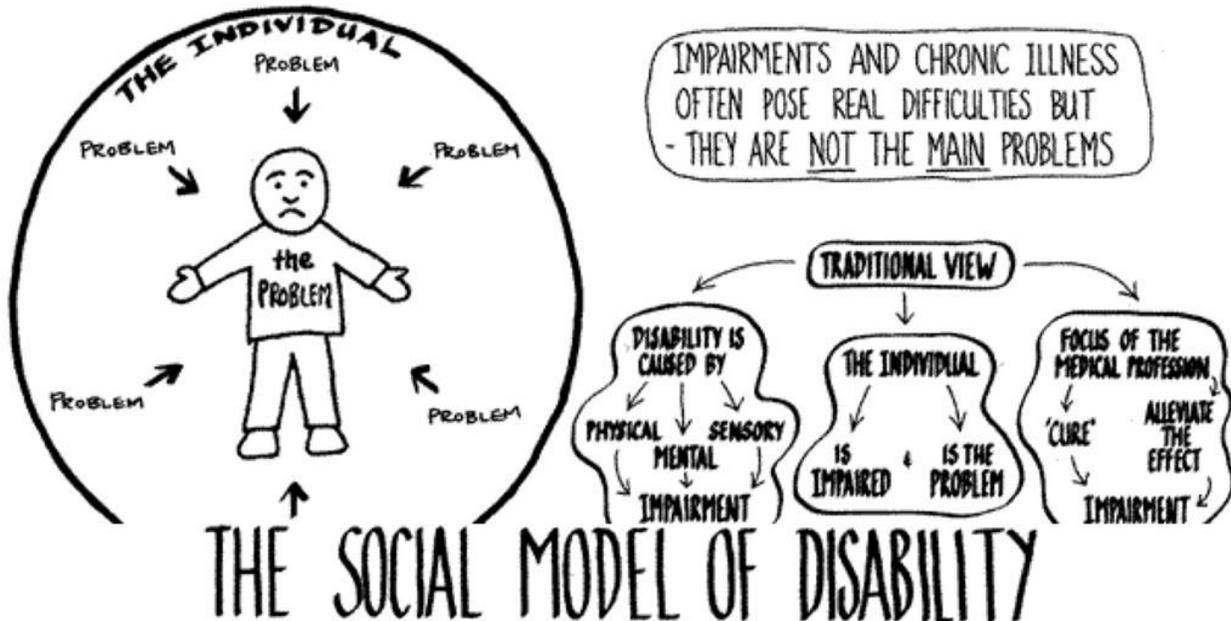
Outcomes: - be able to distinguish between social and medical model, so as to understand evolution of disability

- to also differentiate the social and medical practices
- to apply the social model of disability in the implementation of inclusive education in a classroom context

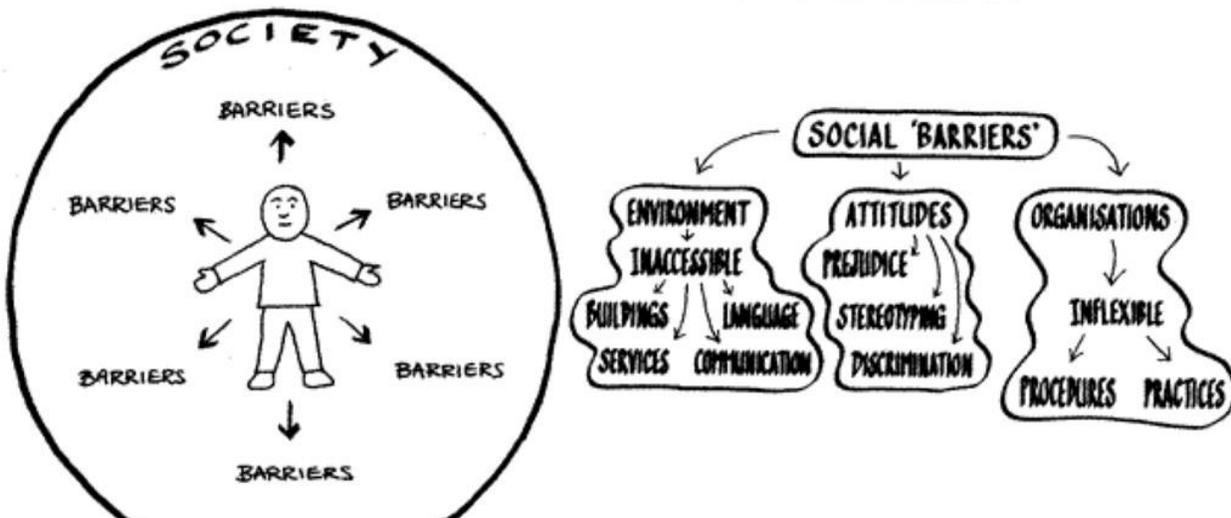
Key Points

- There are two ways of conceptualizing the educational needs of children with disabilities:
 - The individual view places the 'problem' inside the child with disabilities (**Medical model**), which leads to labelling the child as being 'special'. This is problematic for a number of reasons: labelling lowers the teacher's expectations towards children with disabilities; teachers may feel as if they are not responsible or capable of teaching children with disabilities; and opportunities are missed to make changes in the teaching style, class and school environment which would benefit all children.
 - The curriculum view problematizes the educational system instead of the child with disabilities (**Social Model**). It is based on the assumption that all children may experience difficulties at school and that these difficulties point to ways in which teaching and learning can be improved for all children.
- Not all children with disabilities share the same learning needs and it is not possible to identify special teaching strategies for children with disabilities that are significantly different from general teaching strategies.
- Since there are no specific teaching strategies for children with disabilities, inclusive teachers use and adapt a child-centered pedagogy to meet the needs of all children.

THE MEDICAL MODEL OF DISABILITY



THE SOCIAL MODEL OF DISABILITY



Point to Ponder: What bearing does the medical model and the social model have on access to education either for girls and or boys with disabilities?

Lesson 3 Are the Educational Needs of Children with Disabilities different or special and are these in any way impacted by gender? (30 min)



Outcomes: - to understand and distinguish different learning styles

Teacher training module

- To change traditional teachings and develop more gender sensitive and inclusive pedagogy

To answer this question, it is important to first examine the ways in which children can learn. All children – without exception – can learn, but how they learn at different points in their lives may change, and may differ due to different topics. Some children learn from listening to the teacher, while others might prefer doing exercises, using visual aids or having group discussions. Either way it is necessary and essential for the teacher to create a safe space for learning and sharing for all learners with disabilities including through enforcing a culture of equality and non-discrimination in the classroom. All genders should be equally embraced to enhance various learning pathways free from cultural and disability-based stereotypes and biases. Seven different pathways of learning can be distinguished (Teachers, Inclusive, Child-Centred Teaching and Pedagogy, 2014):

Logical or
Mathematical

Children think and learn through reasoning and calculating. They can easily use numbers, recognize abstract patterns and take precise measurements

Verbal or linguistic

Children think and learn through written and spoken words, memory and recall

Visual or spatial

Children think and learn through visual aids. They like arts, can easily read maps, diagrams and charts

Body or kinaesthetic

Children learn and think through movement, games and drama

Music or rhythmic

Children learn through sounds, rhyme, rhythm and repetition

Interpersonal

Children learn in groups through cooperative work. They easily understand social situations and develop easily relationships

Intro-personal

Children learn through personal concentration and self-reflection. They can work alone and are aware of their own feelings, strengths and weaknesses.

In a class situation where the teacher uses only rote learning, repeating the teaching content over and over again, the teaching approach will probably only accommodate a small group of learners (those who prefer verbal learning). Other children might have more difficulties in following the lessons. This does not necessarily mean that these children have a learning disability.

Interventions Appropriate for Specific Type of Disability:

Type of disability	Intervention
Low vision	Provide large print
Hard of hearing	Repeat several times Face the learner
Blind	Provide assistive devices including audio aids and braille
Deaf	Provide Sign Language interpretation and visual aids
Intellectually impaired	Provide simplified content, visual aids including concrete material
Physically impaired	Provide fine motor skills practical and flexible mobility to those who may need it

NB: all learners with disabilities require support in terms of accessing environment, receive positive attitudes from both teachers and other learners.

Child-Centred Pedagogy

As explained in the previous sections, all teachers will meet children with very diverse backgrounds, abilities, interests and learning needs in their schools. As there is not a special pedagogy to teach children with disabilities, teachers in inclusive settings use a child-centred pedagogy to meet the needs of all the children. In many parts of the world education is very traditional (rote learning) and within many cultures the respect for the teacher is very important. When implementing a child-centered pedagogy the local conditions and culture should be respected and taken into account. However harmful cultural practices which can inhibit equal participation of girls and boys thereby affecting equal access to education between boys and girls with disabilities must be eliminated at all cost. It is still more possible to implement elements of child-centered pedagogy in a more traditional set-up.

NB: The teacher should take note of how often girls and how often boys speak up during lessons and trying to facilitate equal participation and speaking time (who speaks for how long, who's opinion is heard and why as a means of reflecting.

The key point we need to remember is that in order for teachers to develop a more inclusive pedagogy, they often need to begin to change their classroom behaviour.

This means, where they stand, how they use resources, the way they speak to and interact with the children, the way they assess the children's learning as well as their inherent gender biases. This can be seen in the case study from the Laos Inclusive Education Project in the further reading activity, (Refer to the Inclusive Case Study attached).

Teacher training module

Activity 40min

In groups or however way possible, the facilitator provides the case study to participants and ask them to explore ways in which they may include variety of learners in a classroom setting. (20 min) after completing this task, responses may be shared to the larger group.

Next, the facilitator shares with participants the strategies used in Laos Inclusive Education Project. (20min)

Think about the following questions: (5min)

- How has the teacher changed her teaching behavior, compared to traditional rote learning approaches?
- In what ways is this teacher engaging all the children in the class and supporting their learning?
- How is she able to assess children's learning more effectively?

NB: There are two main positions in debate on whether teaching children with disabilities require specific teaching approaches, or whether teachers can use regular teaching approaches.

The assumption that children with disabilities have special needs, and need specific teaching methodologies, can lead regular teachers to think they are not capable of, or responsible for, teaching all children in their classrooms.

The unique differences position.

All learners have needs that are common to all and needs that are unique to them as individuals. Instead of assuming there is a special pedagogy for children with disabilities, teachers use the child-centered pedagogy to respond to the needs of all learners. Some call it 'children-friendly' pedagogy, to emphasize that teachers do not always need to respond to children individually, but can sometimes respond to their common needs.

The general differences position.

Additional to the needs, common to all learners and unique individual needs, learners have needs that are specific to their subgroup. Children, however, do not fall neatly into subgroups (which are often impairment-related: for example, children with multiple disabilities). Researchers have been unable to identify any evidence which supports the argument that all learners in a subgroup have the same needs. Similarly, there is no clear evidence base which supports the argument that specific teaching strategies are required for subgroups which are significantly different from general teaching strategies.

Lesson 4 Education barriers facing full participation and inclusion of learners with disabilities



Outcomes: - teachers are able to explain the barriers facing learners with disabilities and the perceptions about gender sensitive inclusive education.

- **teachers are able to identify barriers to access to education for children and other learners with disabilities**

- Teachers are able to deal with the perceptions about gender sensitive inclusive education and support learners with disabilities.

What does the term barrier mean?

ACTIVITY

In small discussion groups discuss the following questions. Consider them as they may apply to boys and girls with different kinds of disability (for example, physical, sensory, intellectual, or psycho-social). (40min)

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In your own local context what disability barriers and gender barriers exist in exercising rights to education for boys and girls with disabilities?

- ▶ In getting to school?
- ▶ In staying at and finishing school?
- ▶ In accessing the curriculum?
- ▶ In feeling that school is a safe place to learn?
- ▶ In having accommodation needs met?
- ▶ In addressing sexual and reproductive health?

NB

What are the barriers faced by teachers teaching learners with disabilities?

What are the barriers faced by learners with disabilities?

How can barriers be removed?

- Create a conducive environment by changing attitudes of both learners and teachers
- Engage other stakeholders such as parents and communities
- Develop an Individualized gender sensitive educational plan (IEP)
- Develop intervention strategies and class accommodation tools to support learner's learning
- Bullying behaviors must be eradicated in all forms and deliberate action needs to be taken to identify them as early as possible since they come in different forms.
- Barriers can be removed through an integral approach to education including human rights, sexual and reproductive health information must be seen as an integral aspect of gender sensitive inclusive education.

Lesson 5 Inclusive Education Principles (60 min)

Group/pair work: however way possible participants may be divided to explore different ways in which children may learn. Each pair or group be given an approach to discuss and thoroughly explain, drawings may be considered.



Outcomes: at the end of this section participants should be able

- to facilitate different pathways by using different teaching approaches

- to explain cooperative learning

Multiple Learning Pathways

Children learn in different ways. Most children use all of the different pathways to learning throughout their learning process. Teachers need to be able to facilitate these multiple pathways of learning by using different teaching approaches to ensure all children participate and learn together.

Teachers become 'reflective practitioners' within the child-centered pedagogy. They are encouraged to constantly reflect upon:

- Which pathways of learning the children in their class are most comfortable with.
- The reasons why some children are not progressing at the same pace as others.
- The strategies and techniques to use to enable all children to learn and achieve.
- How to make adjustments in resources, activities and/or access to make them accessible for all.
- The motivation and engagement of the children and how it is influenced by their specific background and experiences.
 - How the cultural-bound assumptions on disability and gender shape the interaction with and between children, other teachers and parents.

Depending on many factors – such as the topic of the lesson, the specific learning pathways of the students, the context, and the skills of the teachers, etc. – the teacher will use a variety of teaching approaches, such as:

- Giving opportunities for exploring, expressing, learning and consolidating knowledge.
- Providing freedom to children to use their own research and problem-solving skills, and guiding children to make the best use of their natural talents.

Many teachers are very familiar with rote learning. They often experienced this traditional teaching style when they were children themselves and during pre-service teacher training. Teachers need to be encouraged to provide opportunities for children to explore and experience (for example, through field trips and educational games), to facilitate group discussions and group work and to use a wide variety of teaching and learning aids. The principles of 'Universal Design for Learning' can be used to accommodate the different needs and learning styles among the children. Key principles of the universal design for learning include:

- Provide multiple ways of representation. Children differ in the way they perceive and comprehend information. Children with sensory disabilities, learning disabilities or those from a different cultural background, for example, will approach the content differently. Using different ways of representation allows all students to make

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connections within and between concepts. Using different ways of representation will increase the quality of learning for all children. Teachers can alternate between visual and auditory information, customize display areas, clarify symbols and vocabulary, illustrate through multiple media, and highlight patterns, etc.

* Provide multiple ways of action and expression. Children differ in how they express what they know. For example, children with speech impairments may want to express themselves through written texts rather than orally. All children use different expression styles throughout their learning process. Teachers can, for example, use assistive devices and tools for alternative communication, encourage children to explore different ways of communication and expression, and allow children to express what they learned in different ways (written, verbal, drawings, etc.) at different times.

*Provide multiple ways of engagement. Children have different motivations for learning. Some children might be engaged by novelty and spontaneity, while this may frighten others who might prefer structure and routine. Some children prefer to work individually, while others like to work in groups. Teachers can offer choice and autonomy, minimize threats and distractions, facilitate coping skills, and develop self-assessment and reflection.

Cooperative Learning



Within cooperative learning, students share responsibilities and resources in working towards common goals. Cooperative group work can be powerful in increasing children's understanding of concepts and positive attitudes towards the work and each other. When implemented well in an environment that is gender responsive, group work allows teachers to spend more time with individuals and small groups.

There are many different approaches to cooperative learning and group work. It is important for teachers to consider how to divide children into groups. To ensure group work is effective in gender responsive and disability inclusive classes, especially when teaching children with disabilities, it is best to avoid making groups based on ability

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levels or sex. Placing all children with disabilities in one group can be very stigmatizing and offers children little opportunity for collaboration and learning. The same goes for all boys groups and all girls segregated groups which are likely to enforce cultural stereotypes about girls and boys, which for example depict boys as more intelligent than girls. Creating groups of children with a variety of backgrounds provides most learning opportunities for all.

Teachers have to create an environment in which children feel valued and are supported to take learning risks and contribute. Group work needs to be planned carefully to ensure the activity is meaningful for all, and teachers need to be available during the tasks to give support where needed. The children will need to learn and practice skills to make group work successful (understanding the assignment, dividing the tasks and resources, taking turns, valuing each other's contributions, expressing ideas, and active listening, etc.). The children can each perform a role. Make sure that the roles rotate and everyone gets to be the team leader, for example. **It is important also that children with disabilities, especially girls with disabilities receive valuable and crucial roles in the group work.** It might often be necessary to make ground rules with the children before starting group work.

The facilitator highlights that:

To be meaningful, group work needs to go beyond situations where children complete tasks individually and assist others when needed. Most interesting learning experiences derive from situations where children depend on each other and have to collaborate to complete an assignment. The different forms of interdependence during group work include:

- Goal interdependence: the group has a single goal.
- Reward interdependence: the whole group receives recognition for achieving the goal.
- Resource interdependence: each child has different resources (materials and knowledge) that need to be combined in order to complete the assignment.
- Role interdependence: each child has a different role, which is needed to complete the assignment (time-keeper, reporter, etc.).

Attractive and Accessible Learning Settings (30 min)



The class and school environment can support child-centered learning and teaching. Child-centered learning spaces are welcoming for all children, are safe for all, promote gender equality through enabling equal participation of all learners and focus on self-

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discovery for all boys and girls despite their differences as a result of disability and or gender.

Although it is important to create attractive and accessible learning spaces for all, this is not the end goal, but rather a means to implement child-centered learning approaches in which the right of all children to access quality education is valued and addressed. Some features of child-centered learning spaces include:

- Physical space: ensure all children can move around freely in the class and school, work individually and in groups, and access learning resources when needed.
- Learning corners: set up different learning corners in your class in which children can learn independently or in small groups through self-directed learning irrespective of gender. In each corner, resources and instructions are presented. The corners give the students the opportunity to enrich what they have previously learned, to practice new skills and to explore new concepts. Students can participate in planning, organizing and managing the learning corners. This can strengthen the link between home and school.
- Display areas: make a display board in the class in which you can show the work of (all) children and provide feedback on activities. Change the display board frequently and use it as a teaching aid.
- Class library: books are very effective teaching aids which help children to learn new concepts, develop language and understand messages. Local books or books made by children can be just as effective as expensive children's books.

Lesson 6 cross cutting issue

Intersectional discrimination and exclusion pose significant barriers to the realization of the right to education for especially for girls with disabilities who often drop out of school due to being subject to multiple discrimination as a result of the interplay between factors like disability, gender and even age. As thus teachers must identify and remove gender related -barriers, including gender-based violence and the lack of value placed on the education of girls, and put in place specific measures to ensure that the right to education is not impeded by gender and/or disability discrimination, stigma or prejudice. Teachers should avoid examples or scenarios that may be offensive to both boys and girls with disabilities in class. Harmful gender and/or disability stereotypes in textbooks and curricula must be eliminated or in case they cannot be avoided critically addressed discussing why they are harmful. It is also important to discuss these harmful stereotypes with lead learners and older learners.

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Way forward where do we start (30min)

Developing Inclusive Cultures

Inclusive gender-sensitive education is more than placing all children with disabilities in mainstream schools; it is more than making in-classroom adaptations; and it is even more than changing pedagogy. Inclusive schools share a culture of inclusion, equality and non-discrimination based on disability, gender or other status that affects how the school operates, policies are developed and implemented, problems are solved, teachers are supported and communities are involved.

Common characteristics of gender sensitive inclusive school cultures include:

- Seeing differences among students and staff as resources.
- Organizational features that supported teaming among staff.
- A collaborative interactional and problem-solving style among staff and children.
- A reflective attitude, leading to changes in programmes and strategies among school staff.
- Leadership that is shared and distributed among formal leaders, learners and staff.
- A willingness to struggle to sustain gender inclusive practices.
- An understanding of the social/political nature of inclusion and equality.
- The use of language and symbols to communicate ideals and spread commitments across the school and into the community.
- A focus on the learners instead of on the content when planning teaching and learning activities.
- An uncompromising commitment and belief in gender sensitive inclusive education.

Strategies to develop inclusive cultures in schools:

Strategies to develop inclusive cultures in schools

- Translate national inclusive education policies into school-based policies. These school-based policies should include a commitment to non-discrimination, gender equality and inclusion, the development of a child-centred school framework, school self-assessments and school development plans.
- Ensure that such policies are reflected in all aspects of the life of the school: classroom teaching and relationships, school and board meetings, teacher



Resources:

United Nations Convention on the Rights of Persons with Disabilities, 2006

Inclusive Education policy, 2018

Education sector analysis report, 2020

UNICEF Teachers, Inclusive, Child-Centred Teaching and Pedagogy

National Disability Situation Analysis, 2019

living conditions study 2011

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