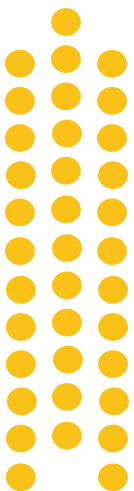


THE REPUBLIC OF UGANDA  
MINISTRY OF EDUCATION AND SPORTS



# NATIONAL CONTINUOUS PROFESSIONAL DEVELOPMENT PACKAGE ON INCLUSIVE EDUCATION

For Teachers in Uganda



## Facilitators' Guide

**NATIONAL CONTINUOUS PROFESSIONAL DEVELOPMENT  
PACKAGE ON INCLUSIVE EDUCATION  
FOR TEACHERS IN UGANDA  
FACILITATOR’S HANDBOOK**

**Introduction**

This guide is to support the facilitator through the delivery of content and activities in the CPD package. While it offers suggested strategies for delivering the topics, facilitators do have the flexibility to adapt their teaching according to the time available, environment, education level and class size.

The guide suggests a number of resources to be used in the delivery of the CPD package content. The facilitator is, however, encouraged to be creative and innovative in deciding which resources are to be used.

**List of topics**

Topic 1	Introduction to Inclusive Education and Disability
Topic 2	Legal Frameworks and Policy Provisions that Support Inclusive Education
Topic 3	Barriers to Presence, Participation and Achievement of Learners
Topic 4	Reflective Practice, Action Research, Mentoring and Coaching for Inclusive Education
Topic 5	Identification of Learning Needs
Topic 6	Inclusive Teaching Practices and Strategies
Topic 7	Education Technology
Topic 8	Introduction to Gender and Disability
Topic 9	Introduction to Braille
Topic 10	Introduction to Ugandan Sign Language
Topic 11	Collaboration for inclusive education

**TOPIC 1: Introduction to inclusive education and disability**

**Time:** 4 hours

**Learning outcome:** The teacher demonstrates an understanding of the basic concepts related to inclusive education.

**Sub-topics**

1.1. Inclusion in our communities

- 1.2. Understanding inclusive education
- 1.3. Practices that promote inclusive education and training
- 1.4. Concepts of impairment and disability
- 1.5. Disability models

## Competencies

The teacher:

- a. Illustrates the concepts of inclusion and inclusive education.
- b. Demonstrates practices that promote inclusive education in schools.
- c. Explores concepts of impairment and disability and the relation between them.
- d. Describes different disability models.

<b>TOPIC 1: Introduction to inclusive education and disability (4 hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>1.1. Inclusion in our communities</b>	
Introduce the topic, then ask participants to observe Picture 1 and do <b>Activity 1</b> .	25 mins
Ask participants to discuss their findings and make their presentations.	25 mins
<b>1.2. Understanding inclusive education</b>	
Guide participants to search the meaning of ‘inclusive education’ on the internet, then compare their findings with what is provided in the sub-topic.	15 mins
<b>Activity 3</b> – Facilitate asks participants to carry out the activity and respond to the questions provided.	30 mins
Ask participants to carry out <b>Activity 4</b> and respond to the questions provided.	30 mins
Ask participants to carry out <b>Activity 5</b> and respond to the questions provided.	20 mins
<b>1.3. Practices that promote inclusive education and training</b>	
Ask participants to discuss the case study in <b>Activity 6</b> in pairs and answer the questions. Allow time to hear back from some of the pairs about what their ideas are, and emphasise the need for respect.	25 mins
Explain the twin-track approach to including children with disabilities, then ask participants to carry out <b>Activity 7</b> .	25 mins
Ask participants to read the copy on reasonable accommodations and disability mainstreaming, then respond to the question in <b>Activity 8</b> .	25 mins
<b>1.4. Concepts of impairment and disability</b>	

Ask participants to do <b>Activity 9</b>	20 mins
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## TOPIC 2: Legal Frameworks and Policy Provisions that Support Inclusive Education

**Time:** 3 hours

**Learning outcomes:** The teacher demonstrates understanding of legal and policy frameworks that support inclusive education in Uganda.

### Sub-topics

- 2.1. International policy provisions that support inclusive education
- 2.2. National frameworks that support inclusive education

### Competencies

The teacher:

- a. Demonstrates understanding of key international and national policy provisions that support inclusive education in Uganda.
- b. Applies the knowledge of the existing policy and legal provisions in the implementation of inclusive education.

TOPIC 2: Legal Frameworks and Policy Provisions that Support Inclusive Education (3hours)	
Sub-topic/Activity	Time
<b>2.1. International policy provisions that support inclusive education</b>	
<b>Orientation activity</b> in which participants: <ol style="list-style-type: none"> <li>1. Discuss the concept of policy and legislation</li> <li>2. Reflect on the importance of policy, legislation and frameworks in promoting inclusive education</li> </ol>	20 mins
Introduce key policies, naming each one. As an opening question to stimulate interest, ask participants which policies they have heard of, and why they think disability was not a key focus in such policies until the Salamanca Statement of 1994. For <b>Activity 1</b> , ask participants to select two of the key policies and discuss the implications of the policy for their school. Ask for feedback from three to four pairs.	30 mins

<b>2.2. National frameworks that support inclusive education</b>	
Bring up key points on the main national policies on special needs and inclusive education. For <b>Activity 2</b> , ask participants to discuss in pairs how their school or district has implemented the government White Paper on Education 1992.	35 mins
Introduce the key points of the Persons with Disabilities Act 2020. For <b>Activity 3</b> , ask participants in pairs to read the case study and answer the questions that follow.	35 mins
For <b>Activity 4</b> , ask participants to draft an article that will address challenges faced by learners with disabilities in their schools/institutions.	60mins

### **TOPIC 3: Barriers to Presence, Participation and Achievement of Learners**

**Time:** 2 hours

**Learning outcome:** The teacher identifies different barriers to learner presence, participation and achievement.

#### **Sub-topics**

3.1. Introduction to barriers that affect learner presence, participation and achievement

3.2. Types of barriers to presence, participation and achievement

#### **Competencies**

The teacher:

- a. Illustrates the concept of a barrier.
- b. Identifies the barrier to presence, participation and achievements of learners in their classroom.

<b>TOPIC 3: Barriers to Presence, Participation and Achievement of Learners (2 hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>3.1. Introduction to barriers that affect learner presence, participation and achievement</b>	
Introduce the topic. Explain the concept of barriers and why they may contribute to some children being excluded or marginalised. Ask participants to do <b>Activity 1</b> , discussing in pairs for ten minutes any barriers they can think of in their schools or classrooms. Asks for a few responses back to the plenary.	20 mins

<b>3.2. Types of barriers to presence, participation and achievement</b>	
Explain the different types of barriers, starting with physical barriers in schools and classrooms. Ask participants to look at the picture in <b>Activity 2</b> and identify three physical barriers. Discuss in pairs and feed back to the group.	20 mins
Ask participants to look at the picture in <b>Activity 3</b> and explain the barriers that may affect learning. Take a couple of responses on this.	20 mins
Ask participants to read through the case study of Nambia in <b>Activity 4</b> and then identify the cultural, economic and attitudinal barriers which may affect Nambia’s learning. In the table provided, ask them to write down both the barriers and how they can support the learner. Here are some ideas that you may like to mention if these are not mentioned by participants: <ul style="list-style-type: none"> <li>• Use positive and respectful language when talking to and about Nambia, ensuring she has dignity and respect at all times.</li> <li>• Encourage all peers, teachers and support staff to use appropriate language and use the child’s real name.</li> <li>• Encourage the other learners to think about how they could help Nambia to participate in classroom activities. You might set up a buddy system so that other learners can help her.</li> <li>• As a teacher, you can liaise with an NGO to provide a hearing aid for Nambia to aid her hearing.</li> </ul>	30 mins
Ask participants to work in pairs on <b>Activity 5</b> to discuss the case study about Agatha and answer the questions that follow. Ask participants to present their ideas to the group.	30mins

#### **TOPIC 4: Reflective Practice, Action Research, Mentoring and Coaching for Inclusive Education**

**Time:** 3hours

**Learning outcome:** The teacher applies skills of reflective practice, action research and mentoring to enhance learning for all learners.

##### **Sub-topics**

- 4.1. Reflecting on teaching and learning
- 4.2. Reflective journal and action research in teaching and learning
- 4.3. Mentoring in inclusive education

#### 4.4. Coaching in inclusive education

##### Competencies

The teacher:

- a. Demonstrates understanding of reflection, action research, mentoring and coaching in relation to inclusive education.
- b. Applies skills of reflective practice, action research, mentoring and coaching to enhance teaching and learning processes for learners with disabilities and other special needs.

<b>TOPIC 4: Reflective Practice, Action Research, Mentoring and Coaching for Inclusive Education (3hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>4.1. Reflecting on teaching and learning</b>	
Introduce the concept of reflective teaching. For <b>Activity 1</b> , ask participants in pairs to reflect on the current inclusive teaching and learning methodologies used in their school/classroom.	20 mins
Spend this section explaining the merits of writing a reflective journal.	25 mins
<b>4.2. Reflective journal and action research in teaching and learning</b>	
Introduce and explain what a reflective journal is and show how to write one. For <b>Activity 2</b> , ask participants to reflect on the lesson they have recently taught and ask them to write a short entry in a reflective journal. Participants can then reflect on the questions in the activity and provide appropriate answers in a plenary. Explain what ‘action research’ is and what it is for, then outline procedures for helpful peer-to-peer observation. For <b>Activity 3</b> , ask participants to work in pairs to identify an issue they have each faced and then to discuss how they would conduct an inquiry into this to improve the issue.	30 mins
<b>4.3. Mentoring in inclusive education</b>	
Explain the concept of mentoring. For <b>Activity 4</b> , ask participants to briefly discuss in pairs their experience(s) of mentoring or of being mentored, encouraging them to read information in the links provided for each type.	10 mins

The facilitator asks participants to reflect on their own strengths and weaknesses as a mentor in <b>Activity 5</b> , and to think of ways to compensate their mentoring weaknesses.	10 mins
Go through the different types of mentoring. For <b>Activity 6</b> , ask participants to model any two and discuss lessons learnt.	60 mins
<b>4.4. Coaching in inclusive education</b>	
Explain the concept of coaching in inclusive schools and different models of coaching. For <b>Activity 7</b> , ask participants to discuss how such an inclusive coach could help teachers and learners in their school. Wrap up by discussing the qualities of an inclusive coach.	25 mins

## TOPIC 5: Identification of Learning Needs

**Time:** 3 hours

**Learning outcome:** The teacher identifies learners with disabilities and other special needs.

### Sub-topics

- 5.1. Concepts: identification, screening and assessment
- 5.2. Using the MoES National Learning Needs Identification Tool
- 5.3. Multi-disciplinary teams
- 5.4. Keeping identification and screening records
- 5.5. Using identification and screening information
- 5.6. Guidance/counselling for learners with disabilities and other special needs

### Competencies

The teacher:

- a. Illustrates the concepts of identification, screening and assessment.
- b. Uses the MoES National Learning Needs Identification Tool to identify learners' learning needs.
- c. Works with multi-disciplinary teams to carry out identification.
- d. Keeps records of identified learners for appropriate action.
- e. Uses identification and screening information for appropriate intervention.
- f. Guides and counsels learners with disabilities and other special needs.

<b>Topic 5: Identification of Learning Needs (4hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>5.1. Concepts: identification, screening and assessment</b>	
Introduce Topic 3 and explain what will be covered	5 mins
For <b>Activity 1</b> , you will need six groups of about four (or 12 groups if there are lots of teachers). Allocate one key concept to each group. Ask the groups to define their concept and come up with an example, sharing it with the whole group. Distribute the handout with the definitions of key concepts after the activity.	20 mins
<b>Activity 2</b> is an individual activity for participants to reflect on learners in their classes who have an impairment. Ask them to consider the challenges these learners face, but also to identify their strengths, as they may have overlooked the strengths that children with disabilities also bring to the classroom.	10 mins
<b>5.2. Using the MoES National Learning Needs Identification Tool</b>	
Both you and the participants must use the link provided to access a copy of the MoES Identification Tool and accompanying guide online. Take participants through the tool and explain how to use it in the classroom.	30 mins
Ask participants to work in pairs on <b>Activity 3</b> to identify one condition that they would like to explore before identifying its key indicators. You can suggest some conditions if the participants are unsure.	25 mins
<b>Activity 4</b> is to be carried out by teachers in their respective schools and classes, who will report back during the next session.	40Mins
<b>5.3. Multi-disciplinary teams</b>	
Explain what a multi-disciplinary team is, then ask participants to list possible professionals who should be involved in these multi-disciplinary teams. Explain how working as a team will help and support the learner.	10 mins
Ask participants to read the case study about Moses in <b>Activity 5</b> . In pairs, ask them to create a plan of action to support the child.	15 mins
<b>5.4. Keeping identification and screening records</b>	
In the same pairs, ask the participants to complete the individual record for Moses in <b>Activity 6</b> .	15 mins
<b>5.5. Using identification and screening information</b>	

Ask participants to make groups of four to go through the case study about Dennis in <b>Activity 7</b> and answer the questions.	20 mins
<b>5.6. Guidance/counselling for learners with disabilities and other special needs</b>	
Go through the situations in this sub-topic that may bring about the need for guidance and counselling. Now move onto <b>Activity 8</b> . Ask participants to read the case study about Mary, then discuss the questions.	15 mins
Guide participants to search the internet for more information about the guidance and counselling of learners with special needs.	35 Mins

**Additional resources required:** participants must have access to the MoES National Learning Needs Identification Tool in order to be able to understand this topic fully.

## **TOPIC 6: Inclusive Teaching Practices and Strategies**

**Time:** 8 hours

**Learning outcome:** The teacher applies inclusive teaching practices and strategies to address the learning needs of all learners in their class.

### **Sub-topics**

- 6.1 Creation of an inclusive learning environment
- 6.2 Inclusive scheming and lesson planning
- 6.3 Inclusive classroom management
- 6.4 Inclusive teaching practices and strategies
- 6.5 Developing and using teaching/learning materials for inclusive classes
- 6.6 Assessment of learning outcomes
- 6.7 Inclusive leisure and recreation activities

### **Competencies**

The teacher:

- a. Creates an inclusive learning environment.
- b. Prepares inclusive schemes of work and lesson plans.
- c. Adapts teaching/learning materials to meet the learning needs of all learners.
- d. Demonstrates use of inclusive teaching practices and strategies.
- e. Assesses learning outcomes of all learners.
- f. Implements safe leisure and recreation activities for all learners.

<b>TOPIC 6: Inclusive teaching practices and strategies (8 hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>6.1. Creation of an inclusive learning environment</b>	
<b>Activity 1:</b> Using Table 1 as a prompt, ask participants to discuss any barriers to inclusion of learners with special needs.	25 mins
<b>Activity 2:</b> Ask participants individually to draw a detailed vision of an <u>ideal</u> inclusive classroom. In pairs, participants look at each other's drawings to explain, question and discuss.	25 mins
Ask participants to search the internet for the characteristics of a good inclusive classroom.	25 mins
<b>Activity 3:</b> Ask participants to discuss how they meet the needs of learners and the challenges they face. In this activity, refer to notes on how teachers meet the needs of learners with disabilities and challenges in sub-topic 6.1.	30 mins
<b>Activity 4:</b> Ask participants to write positive and negative words used to describe learners with disabilities on a flipchart divided in the middle or on the wall (word wall) using different coloured pens or on different coloured stick-on labels. Discuss together why it is important to use positive words only. Tear up or rub out the negative words.	25 mins
<b>6.2. Inclusive scheming and lesson planning</b>	
<b>Activity 5:</b> Lead participants through the notes on curricula differentiation in Table 3 (you do not need to read the table aloud). Ask participants to discuss in pairs and add a further example of classroom differentiation in each aspect in the row. Ask the pairs to share with another pair.	50 mins
<b>Activity 6:</b> Introduce the importance of scheming and lesson planning for learners with disabilities in mind. Lead participants to discuss the example of a scheme of work and lesson plan in Activity 6 in pairs. Discuss key points with whole class.	50 mins
<b>6.3. Inclusive classroom management</b>	
<b>Activity 7:</b> Ask participants in pairs to carry out the activity on routines and transitions, then discuss their findings with a colleague.	30 mins
<b>Activity 8:</b> Ask participants to design a visual reinforcer to support learners with intellectual impairment with routines or transitions identified in Table 4.	40 mins

Display these designs up on the walls and ask participants to take a gallery walk around to see them and critically comment on them.	
<b>6.4. Inclusive teaching practices and strategies</b>	
Introduce the concept of IEPs. For <b>Activity 9</b> , ask participants to individually consider a learner with learning needs who they already teach and add a few words under each element of the IEP template in the activity.	35 mins
Point out teaching strategies that can be used to support learners with specific impairments, as presented in Table 6. Then, for <b>Activity 10</b> , ask participants to select three different learners with different needs and identify three strategies for teaching each learner.	40 mins
<b>6.5. Developing and using teaching/learning materials for inclusive classes</b>	
<b>Activity 11</b> asks participants to carry out the activity on using teaching and learning materials to support learners with specific needs.	25 mins
<b>Activity 12:</b> In groups of five, participants read the case study about a specific lesson and discuss the questions that follow.	30 mins
<b>6.6. Assessment of learning outcomes</b>	
For <b>Activity 13</b> , ask participants to consider what formative and summative modes of assessment they already use and how they have adapted these for specific learners. Do this as a whole group, asking three to four examples.	20 mins
<b>6.7. Inclusive leisure and recreation activities</b>	
Introduce the concept of leisure activities for all, then move onto <b>Activity 14</b> . Ask participants to list inclusive leisure and recreational activities in their schools, role-play some of them and explain how they can adapt them to benefit learners with disabilities.	15 mins
<b>Activity 15</b> asks participants to work in pairs to think of how they can promote inclusive leisure activities and which stakeholders might be helpful in promoting the activities in their communities.	15mins
<b>Activity 16:</b> Ask participants to work in pairs to discuss examples of bullying and abuse of learners with disabilities in schools and how they can prevent them. Participants share their ideas in the plenary and facilitator wraps up the discussion.	25 mins

## TOPIC 7: Educational Technology

**Time:** 1.5 hours

**Learning outcome:** The teacher uses educational technology to facilitate learning for learners with disabilities and other special needs.

### Sub-topics

- 7.1. Categories of educational technologies and their importance in teaching and learning.
- 7.2. Assistive technologies for learners with specific impairments

### Competences

The teacher:

- a. Demonstrates awareness of the different types of educational technologies and their importance in teaching and learning for learners with disabilities and other special needs.
- b. Uses assistive technologies to facilitate learning for learners with specific impairments.

TOPIC 7: Educational technology 2 hours)	
Sub-topic/Activity	Time
<b>7.1. Categories of educational technologies and their importance in teaching and learning</b>	
Introduce the concept of educational technology and why it is important in inclusive education. Ask participants to search the internet for different categories of educational technology and how they are used.	10 mins
Guide participants to read through Table 1 on educational technology and then do <b>Activity 1</b> . Encourage participants to search the internet for more information.	30 mins
<b>7.2. Assistive technologies for learners with specific impairments</b>	
Organise participants into groups of four for <b>Activity 2</b> and allocate an impairment as their focus. Ask the groups to consider how they could use assistive technology to support the learning of a child with that impairment, then ask them to present their findings to the whole group.	20 mins
Ask participants to read the case study of Sanyu and then answer the questions in <b>Activity 3</b> .	20 mins

<b>Activity 4:</b> As a whole group, ask participants what technologies they think can work best for learners with communication difficulties in their schools.	20 mins
Ask participants to read <b>Activity 5</b> and answer the questions that follow.	20 mins
<b>Activity 6</b> – Guide participants to practice using the available technologies to support learners with impairments.	180 mins

**Additional resources required:** For this module it is important that participants can at least see the images of the different technologies available. It would be even better if the facilitator can take in any additional technology or demonstrate it to the participants.

## TOPIC 8: Introduction to Gender and Disability

**Time:** 2 hours

**Learning outcome:** The teacher applies gender and disability responsive pedagogies.

### Sub-topics

- 8.1. Gender and disability considerations in education
- 8.2. Gender responsive pedagogy

### Competencies

The teacher:

- a. Demonstrates an understanding of the relationship between gender and disability in education.
- b. Uses gender responsive pedagogy.

<b>TOPIC 8: Introduction to gender and disability (2 hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>8.1. Gender and disability considerations in education</b>	
Introduce Topic 6 and explain the concept of gender. Ask participants to read and analyse the statistics extract from FAWE 2018 in the blue box.	10 mins
<b>Activity 1:</b> Ask participants to discuss in pairs some of the stereotypes of girls or boys that they have come across in their family, community or school. Ask them to present their ideas in a plenary.	15 mins
Staying in the same pairs for <b>Activity 2</b> , ask participants to look at the image on ‘Five barriers to girls’ education in Uganda’ before addressing question 1 and task 2 in the activity.	15mins

Get feedback from the groups, then read out the bullet points of gender-related issues underneath the activity box.	10 mins
Ask participants to read through the case study about Mr Kasozi in <b>Activity 3</b> , answer the questions, then present their ideas in a plenary.	15 mins
<b>8.2. Gender responsive pedagogy</b>	
Ask participants to read the gender responsive pedagogy bullet points which explain the methods that might allow girls to participate more.	15 mins
Ask participants to reflect on their own experiences in the classroom and answer the questions listed in <b>Activity 4</b> . Ask for feedback about how they might use their experiences to inform their own lesson planning.	20 mins
Ask participants to read the section on gender responsive teaching and learning resources, then answer the questions in <b>Activity 5</b> .	20 mins

**Additional resources required:** For Topic 6, participants should be asked to bring some teaching resources from their classrooms to use when thinking about gender responsive resources. The facilitator could also have some resources or images available for them to look at.

## **TOPIC 9: Introduction to Braille**

**Time:** 8 hours

**Learning outcome:** The teacher reads and writes basic Braille.

### **Sub-topics**

- 9.1 Braille and its components
- 9.2 Braille-producing devices and software
- 9.3 Basic Braille reading and writing
- 9.4 Basic Braille mathematics

### **Competencies**

The teacher:

- a. Demonstrates an understanding of Braille and its components.
- b. Uses basic Braille-producing equipment and software.
- c. Applies basic Braille skills in teaching and learning.

<b>TOPIC 9: Introduction to Braille (8 hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>Activity 1- Guide participants to carry out the activity.</b>	<b>20mins</b>
<b>9.1. Braille and its components</b>	
Explain to the participants the Braille system and its historical development	20 mins
Introduce the concept of Braille cells to the participants	20mins
<b>9.2. Braille-producing devices and software</b>	
Introduce and explain different devices used for producing Braille	30 mins
<b>9.3. Basic Braille reading and writing</b>	
Discuss with participants the pre-Braille skills and ask them to carry out <b>Activity 2.</b>	30mins
Demonstrate the formation of letters using Braille cells, then ask participants to complete <b>Activities 3, 4, 5 and 6.</b>	180 mins
<b>9.4. Basic Braille mathematics</b>	
Introduce and explain the Braille numeral signs and operation symbols, then ask participants to complete <b>Activities 7, 8, 9 and 10.</b>	180 mins

## **TOPIC 10: Introduction to Ugandan Sign Language**

**Time:** 8hours

**Learning outcomes:** The teacher uses Ugandan Sign Language (UgSL) to communicate with learners who are deaf.

### **Sub-topics**

- 10.1. Introduction to Ugandan Sign language
- 10.2. The five parameters of Ugandan Sign Language
- 10.3. What to consider when communicating using Ugandan Sign Language
- 10.4. Using Ugandan Sign Language

### **Competencies**

The teacher:

- a. Demonstrates an understanding of Ugandan Sign Language.
- b. Uses Ugandan Sign Language to communicate with learners.

<b>TOPIC 10: Introduction to Ugandan Sign Language (4 hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>10.1. Introduction to Ugandan Sign Language</b>	
Lead participants to carry out the <b>Orientation Activity 1</b>	20 mins
<b>10.2. The five parameters of Ugandan Sign Language</b>	
Explain the five parameters of Ugandan Sign Language, then lead participants to discuss and complete <b>Activities 2, 3 and 4</b> in groups.	35 mins
<b>10.3. What to consider when communicating using Ugandan Sign Language</b>	
Explain what to consider when communicating using Ugandan Sign Language.	15 mins
<b>10.4. Using Ugandan Sign Language</b>	
<b>Activity 5:</b> practise signing the alphabet	60Mins
Carry out <b>Activity 6</b> on fingerspelling.	60Mins
Lead participants to practise the one-handed alphabet, number signs and family signs as in <b>Activities 7 and 8</b> .	120 mins
Ask participants to practise signing as presented in <b>Activities 9,10,11 and 12</b> with help of the links provided.	120 mins

**For further practicals, use the links below**

<https://www.youtube.com/watch?v=t4Q4kWs6zI>

<https://www.youtube.com/watch?v=8W-7dN3M5Yk>

<https://www.youtube.com/watch?v=YyRQH6AhaPw>

<https://www.youtube.com/watch?v=fK48wvwKdLI>

<https://www.youtube.com/watch?v=HwI7A6gI96A>

<https://www.youtube.com/watch?v=RcMNMGEKAIU>

<https://www.youtube.com/watch?v=EAfLZ-BgK60>

## **TOPIC 11: Collaboration for inclusive education**

**Time:** 2 hours

**Learning outcomes:** The teacher collaborates with other stakeholders to implement programmes that facilitate inclusive education in their school.

### **Sub-topics**

- 11.1. The need for collaboration with stakeholders
- 11.2. Identification of stakeholders for inclusive education
- 11.3. Roles of stakeholders in supporting inclusive education

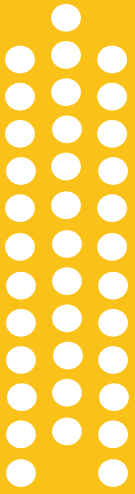
## Competencies

The teacher:

- a. Illustrates awareness of the need for collaboration with stakeholders in inclusive education.
- b. Identifies key stakeholders for collaboration in his/her environment that can support inclusive education.
- c. Develops strategies for collaboration with stakeholders to facilitate inclusive education in their schools.

<b>TOPIC 11: Collaboration for inclusive education (2 hours)</b>	
<b>Sub-topic/Activity</b>	<b>Time</b>
<b>11.1. The need for collaboration with stakeholders</b>	
Introduce the topic and discuss the need for collaboration with stakeholders. Participants can compare their ideas with what is presented in the sub-topic.	25 mins
<b>11.2. Identification of stakeholders for collaboration</b>	
Participants examine the diagram of stakeholders provided in <b>Activity 1</b> and in groups of three or four, identify examples of stakeholders for each group. Guide participants to fill in the table on specific groups of stakeholders in their schools or communities.	30 mins
<b>11.3. Roles of stakeholders in supporting inclusive education</b>	
In groups of six, participants read and role-play the case study in <b>Activity 2</b> , then answer questions.	70 mins

National CPD on Inclusive Education  
*For Teachers in Uganda*



**Kyambogo University**

Knowledge and skills for service

