

199th CICE Open Seminar

Retooling Teachers for Enhancement of Inclusive Classrooms in Uganda: A Case of Mugongo Primary School, Uganda.

January 12 (Thursday)
16:30-18:00

Venue: CICE Seminar Room (IDEC 6F),
Hiroshima University

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Abstract:

The study explored practices essential for inclusive classrooms, the impact of retooling teachers on inclusive education in ensuring inclusive classrooms and the challenges in the realization of inclusive education. The study was guided by Vygotsky's social constructionist theory on disability which states that defects should not be perceived as an abnormality but need to be brought into social context. Data was largely collected through focus group discussions with teachers and an interview with the Head Teacher. This was supplemented by classroom observation of teachers in practice and post-observation interviews. Analysis largely revealed that certain teacher, pupil, and classroom practices are crucial for inclusive classrooms. The analysis also revealed a number of benefits accrued from training teachers on IE practices on ensuring inclusive classrooms and Inclusive education. Findings, however, revealed obstacles in realizing inclusive classrooms. The study recommended for in-service (SBCPD) programs to equip teachers with the knowledge, skills, and values concerning inclusive education, initial teacher education programs to expose trainees to appropriate and practical experiences in inclusive environments, need for a clear policy and guidelines on implementation of inclusive education, national curriculum and examinations system to conform to individualizing education delivery.

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Everyone is Welcome!

