

Open Education Resource for Ugandan teacher educators
 Topic: Educational inclusion for disabled refugees
 To be used in conjunction with the accompanying slides

Slide reference	Topic	Student activities or discussion topics	Further resources
3	Migrants, refugees and asylum seekers	<ol style="list-style-type: none"> 1. Answer questions about who am I, how do I come to be here, what do I call 'home' and why, who belongs here, who doesn't, 2. Suitcase activity – what do you take if you have to move suddenly? What circumstances might you have encounter that would force you to leave your home? 3. Tell a story about a time when you were in a place that seemed unfamiliar to you (e.g. language, alphabet, food, customs, culture) 4. What stereotypes (common belief about what a group of people are like and what they can or can't do) are you aware of in your society about migrants, refugees and asylum seekers? 5. Visit the UNHCR's Refugee Population Statistics Database: https://www.unhcr.org/refugee-statistics/ - what surprises you? 	<p>UNHCR's Refugee Population Statistics Database: https://www.unhcr.org/refugee-statistics/</p> <p>The database contains information about forcibly displaced populations spanning more than 70 years of statistical activities. It covers displaced populations such as refugees, asylum seekers and internally displaced people, including their demographics. Stateless people are also included, most of who have never been displaced. The database also reflects the different types of solutions for displaced populations such as repatriation or resettlement.</p> <p>Convention and Protocol Relating to the Status of Refugees: https://www.unhcr.org/uk/3b66c2aa10</p>
5	Xenophobia and oppression of asylum-seekers and refugees	<p>Watch this UNHCR video #EveryoneCounts: https://www.youtube.com/watch?v=WvOs0SPKm6k</p> <p>In groups, discuss your answer to the question asked – what will you do?</p>	<p>World Conference against Racism, Racial Discrimination, Xenophobia and Related Intolerance: https://www.un.org/WCAR/durban.pdf</p>
6	Refugee education	<ol style="list-style-type: none"> 1. Discuss how schools and school systems exclude migrants, refugee and asylum seeker students make it difficult for them to learn. Think about things like language, culture. 	<p>The UNHCR site about education: https://www.unhcr.org/uk/education.html</p>

		2. Watch this video from the 2019 Global Education Monitoring Report https://youtu.be/LXeJLtEaNag and make notes of what you learn	Also see the Global Education Monitoring Report on Migration, displacement and education: https://en.unesco.org/gem-report/report/2019/migration
7	Disability	1. Discuss: Do you know anyone who is disabled? How does society prevent disabled people from participating fully in the life of the community? 2. Using smartphones, walk around the campus and take shots of places and spaces that are inaccessible to disabled people – discuss how the campus infrastructure creates barriers to participation 3. Tell a story about when you were excluded from something (like a meeting, a social event. How did you feel?	The United Nations Convention on the Rights of Persons with Disabilities can be accessed at this site: https://www.ohchr.org/en/instruments-mechanisms/instruments/convention-rights-persons-disabilities
8	Ableism and disablism	Think back on where you have been over the past few weeks and what you have done. Discuss with your peers examples of ableism that you have come across. For example: -Venues built or events planned with the assumption of being able to walk, climb stairs etc -Public transport without visual and verbal information -Graphics that assume a full range of colour vision -Counters, sinks and other facilities that assume 'normal' height or standing access -Legal or policy documents not available in Braille -Visuals presented with no explanation -No option of captions for those who are d/Deaf	
9	Disability-inclusive education	1. Discuss how schools and school systems exclude disabled students and make it difficult for them to learn.	Committee on the Rights of Persons with Disabilities: General comment No. 4 (2016), Article 24: Right to inclusive education: https://www.refworld.org/docid/57c977e34.html

		2. Watch this animation on inclusion and education and make notes about what you learn: https://youtu.be/kEyjlqixq9c	See also the Global Education Monitoring Report on Inclusion and Education: https://en.unesco.org/gem-report/report/2020/inclusion
10	Intersectionality	1. Draw your own identity map to show the different aspects of your identity, like gender, ethnicity, age, religion, sexuality, disability, socio-economic status. Which of these identities are more valued in your society and which are less valued? 2. In a group, create a scenario that demonstrates the impact of intersectional identities in schools	In this video https://www.youtube.com/watch?v=sWP92i7JLIQ Kimberlé Crenshaw explains the concept of intersectionality
10	Intersections of disability and refugee status in education	Discuss how racism and ableism combine to exclude disabled refugee students in schools and educational institutions	Compounded Exclusion: Education for Disabled Refugees in Sub-Saharan Africa: https://www.frontiersin.org/articles/10.3389/feduc.2020.00047/full
12	Implications for practice	1. Discuss how a school could learn about the lives and experiences of disabled refugees 2. Discuss what policies are needed to ensure that disabled refugee students are included in schools and other educational institutions	Embracing diversity: toolkit for creating inclusive, learning-friendly environments: https://unesdoc.unesco.org/ark:/48223/pf0000137522 Various resources for enabling inclusion in education can be found here: https://www.inclusive-education-in-action.org/
14	Migrants, refugees and asylum seekers in Uganda	Look up online the countries where refugees in Uganda are coming from. Why are they leaving their homes? Why are they coming to Uganda? Suitcase activity, if not already done (bring one item you can take with you, what is it?) Do some research about each country, how is life different in Uganda? What are some of the challenges they might face? Also consider xenophobia and oppression of asylum-seekers and refugees in Uganda. Discuss your answers to the following questions: What are some common negative stereotypes about refugees in Uganda? Why are they dangerous for refugees?	Hint: use the UNHCR

		Make a list and have a discussion. How can you disprove them?	
16	Refugee education in Uganda	In groups research and prepare to debate the following topic: How does Refugee education in Uganda compare to host communities? The debate will take the form of a panel discussion, delegates representing different groups will present and defend their views. Follow this by group discussions, and then come back to the panel for final comments. Remember to make sure that your representatives on the panel are representative and inclusive!	http://www.education.go.ug/wp-content/uploads/2020/08/ERP-Overview-1.pdf
17	Disability in Uganda	Describe some of the challenges you observe for people with disabilities in Uganda. Why do you think they face these challenges? Are they necessary? Could they be avoided? How?	UNCRPD General Comment 4: https://www.ohchr.org/en/documents/general-comments-and-recommendations/general-comment-no-4-article-24-right-inclusive Data learners with disabilities in Uganda: https://www.worldbank.org/en/news/factsheet/2020/02/07/special-needs-education-in-uganda-sustainable-development-goal-sdg-4-concerns-quality-and-inclusive-education
18	Ableism and disablism in Uganda	In small groups, draw a map of a community (e.g. school, town neighbourhood, home, classroom) Mark spaces and places that make it more difficult for people with disabilities to access and participate. Make a list of what could be done to improve inclusiveness.	Tremain, S. (2001). On the Government of Disability. <i>Social Theory and Practice</i> , 27(4), 617–636. http://www.jstor.org/stable/23559193 Barnes, E. (2009). DISABILITY AND ADAPTIVE PREFERENCE. <i>Philosophical Perspectives</i> , 23, 1–22. http://www.jstor.org/stable/40658392
19	Disability-inclusive education in Uganda	Discuss some of the barriers in schools that create learning disadvantages for students with disability. Don't forget the hidden curriculum.	Government of Uganda inclusive education website https://www.education.go.ug/special-needs-inclusive-education/

		<p>Read the MoES handbook for teachers and look through the inclusive education website. What are the mission and goals?</p> <p>Make a list of inclusive teaching methods and school practices that you think will create equal learning opportunities and pathways to success. In your list, include two practices that are not inclusive.</p> <p>Share with your colleagues. Ask them to figure out which ones are not inclusive and which ones are and why or why not.</p> <p>What you can do to improve equal learning opportunities for students with disabilities.</p>	<p>Ministry of education and sports Policy handbook https://www.education.go.ug/wp-content/uploads/2019/07/Policy-Handbook-FINAL.pdf</p> <p>Uganda Society for disabled children https://african.org/wp-content/uploads/2017/11/Inclusive-Education-in-Uganda-examples-of-best-practice-March-2017..pdf</p> <p>A free online course on disability and inclusion: https://olc.worldbank.org/content/collecting-data-disability-inclusion</p>
20	Intersections of disability and refugee status in education in Uganda	<p>From the examples in the slide, work in groups and consider some of the challenges associated with one of the points. How do they connect to education?</p> <p>Pretend you are policy makers in the government. Have a panel discussion about improving the lives (including education) of refugees in Uganda. Have representatives from different ministries represented on your panel. record you panel presentation and share the video with the class. Each group look at another groups video and comment.</p> <p>Or</p> <p>Form groups. Each group represents a different ministry (make sure that diverse ministries are represented). Research and prepare solutions for improving the lives of refugees. Consider what other ministries need to do, and how you need to connect to other ministries. Have one person from each</p>	

		group come to the front and have a panel presentation.	
21	Implications for practice in Uganda	<p>Make a list of everything that education systems and actors within it could do to impair the learning of refugees with disabilities.</p> <p>Choose one angle (classroom, administration, exams, community) and make a short theatre production that shows the bad practice.</p> <p>Act out your scenario for the rest of the class (no interruptions).</p> <p>Act out your scenario again, but this time have students in the class interrupt what you are doing, and make suggestions on how to change the bad practice into good practice.</p>	https://www.backupuganda.org/learning/ (series of podcasts on teaching and diagnosing disabilities for educators)

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