



Reigniting the vision of outstanding education for every child, by every teacher in every school.



SUSTAINABLE
DEVELOPMENT
GOALS

4 QUALITY
EDUCATION



ENSURE INCLUSIVE AND
EQUITABLE QUALITY
EDUCATION AND PROMOTE
LIFELONG LEARNING
OPPORTUNITIES FOR ALL



The Education Hub comprises of 3 key elements:

The aim of Kyaninga Education Hub is to reignite progress towards high quality basic education for all primary children, by effectively equipping teachers with the necessary child-centred pedagogy to meet the learning needs of all children, including those with disabilities.

Kyaninga Education Hub is partnered with Kyaninga Child Development Centre (KCDC), which was set up in 2013 to support children with disabilities in Western Uganda.



KYANINGA PROFESSIONAL DEVELOPMENT CENTRE

Kyaninga Professional Development Centre will serve as a hub for the continued professional development of local Ugandan teachers, who work in Fort Portal and 5 surrounding rural districts.

The Hub will develop training and mentoring programmes that will equip local teachers with, not only the skills to use more adaptive, engaging and challenging methods to improve learning for all children in their class, but also to become leaders and champions for inclusive and learner centred education within their school and beyond.

The training courses are completely free to Ugandan government run schools. Schools and colleges will initially be selected to attend the training courses through liaison with the District Education Officers and the Core Teacher Training College's Coordinating Tutors in order to identify potential participating schools. Additionally, schools recommended by the outreach team of our sister organisation, Kyaninga Child Development Centre, will be considered because they have a number of children with disabilities and are demonstrating an interest in becoming more inclusive.

The Education Hub is led by two internationally qualified and experienced educationalists and Head Teachers, Chris Gibbon and Jane O'Leary. They have designed the professional development programmes offered by the Hub; including the pivotal 'Inclusive and Interactive Teaching and Learning Leadership Programme'. The programmes offered are a mixture of Hub based workshops and school based training held in participating schools. Training is scheduled to begin in February 2021 to coincide with the beginning of the Ugandan academic year. If the Government decides to further delay school opening, we are still proposing to commence workshops.

EDUCATION HUB IN ACTION

The 'Excellence and Inclusion Programme' comprises seven modules and it is projected that the whole programme will necessitate approximately 608 hours of training spread over two years. Participants can reach four levels of attainment - Foundation, Bronze, Silver and Gold - within each module. At Foundation and Bronze level, changes in attitudes and practices will positively impact the children's learning within their own classrooms. Successful teachers achieving a Silver award will be equipped to deliver Professional Development on this theme within their own school and teachers achieving Gold award will become Lead Teachers and change makers within a wider community of schools.

The Hub also offers bespoke training packages for educationalists and practitioners at all levels, from classroom assistants to Head Teachers and those in Higher Education establishments or at District level who are responsible for putting policies for improvement into practice.



EXCELLENCE AND INCLUSION PROGRAMME

Leaving no child behind

1

THE PHYSICAL ENVIRONMENT

- Creating an interactive learning environment - introduction
- Learner centered practices
- The physical environment – internal and external teaching space
- Making learning aids and resources using local materials
- Resources organization and time management
- Health and Safety
- Recycling and reusing

2

THE EMOTIONAL ENVIRONMENT

- Creating a positive learning environment
- Classroom ethos
- Pupil motivation
- Behaviour management - rules, rewards systems and positive praise
- Growth mindset
- Relationships and routines
- Pupil voice

3

DEVELOPING AN INCLUSIVE CLASSROOM

- Understanding disability
- Developing an inclusive School, incorporating gender equity
- Special Educational Needs and how to teach for progression (ILP)
- Using learner centre practices to engage all learners, particularly girls and CwDs
- Differentiation

4

PLANNING AND TEACHING THE UGANDAN THEMATIC CURRICULUM

- Planning cross curricular topics
- Putting learning in a meaningful context.
- Developing skills for future learning
- Assessment for learning and planning
- Preparing children for future employment and life long learning
- Developing responsible citizens in a local and global context including care for the environment

5

EARLY READING AND WRITING SKILLS

- Phonics and early reading (ILPs)
- Speaking, vocabulary and listening (Makaton)(EAL) (ILP)
- English as an additional language
- Phonics/early writing

6

EARLY MATHEMATICAL UNDERSTANDING

- Number sense/active maths (ILP)
- Developing mental maths
- Progression of mathematical skills
- Problem solving

7

EARLY CHILDHOOD EDUCATION

- Child development
- Play-based learning
- Creating an Early Years play based learning environment
- Child-led learning
- Assessment for learning and planning in Early Years

EXCELLENCE AND INCLUSION
Leaving no child behind



THE EDUCATION HUB, PART OF THE SOLUTION...

Although 96% of children in Uganda enrol in primary school, only one sixth of all children complete their primary education with the required minimum standards in literacy and numeracy. As is the case elsewhere around the world, Children with Disabilities (CwDs) remain one of the principal groups currently excluded from education provision, with only approximately 9% of Ugandan school-age CwDs attending primary school.

The right to a high-quality education for children marginalised by disability and poverty is an urgent issue. Inclusive education can break the link between disability, family income and lack of educational achievement. Therefore, there is a moral imperative to support teachers to raise attainment and close the disadvantage gap.

A fundamental reason for the poor quality of education and exclusion of CwDs is the severe shortage of well-trained teachers who are adequately prepared for working in diverse classrooms, or equipped with the confidence, knowledge and skills to effectively support learners with disabilities.

The key to the solution lies in training teachers in effective inclusive, learner-centred practices.

The Hub opened in January 2021 and has already begun training 2 cohorts of 20 Teacher Training College Tutors and CCTs - Core Coordinating Tutors (education advisors.) A further cohort of 20 teachers **will begin** training in April; this number will increase to **48** in Year 2 and **88** in Year 3 as more of our *trainees* become *trainers*.

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PREDICTED OUTCOMES IN SCHOOLS PARTICIPATING IN THE EXCELLENCE AND INCLUSION PROGRAMMES

CRITERIA EXPLANATION	AFTER YEAR 1	AFTER YEAR 3
Increase in numbers of teachers demonstrating engaging and inclusive teaching strategies	50	200
Increase in numbers of children impacted by engaging and inclusive teaching and learning	3,500	14,000
Increase in numbers of children reaching expected standards	10%	25%
Increase in enrolment and retention of CwD	10%	40%
Increase in levels of engagement and participation of CwDs	25%	35%
Positive change in attitudes of parents and expectations for their children with disabilities	50%	70%
Increase in teacher morale and job satisfaction	20%	50%

KYANINGA INCLUSIVE MODEL SCHOOL

The Kyaninga Inclusive Model School (KIMS), was established as a centre of excellence for teachers from across the region to observe and experience the very best teachers and an inspirational learning environment, normally seen only in the best international schools across the world. Our staff are all educational innovators, who are exceptionally skilled and passionate about their work, possessing a deep affection and respect for the children they teach. As an organisation that offers staff training and professional development, KIMS has committed and ambitious teachers who are trained in cutting edge, research-based teaching techniques.



OUR SCHOOL VISION

Our vision is of a joyful place where children are empowered to explore their potential through educational excellence, within an environment of growth and well-being.



Inclusive learning

The children who are selected to attend KIMS have a range of different interests, needs and life's experiences. We take time to understand their unique situations so we can provide tailored support by identifying gaps in their learning and development, as well as areas of particular strength in which they might excel. KIMS provides an inspirational example of personalised learning; outstanding teaching; fine-grained assessment and consistent high expectations; all of which lead to rapid and continuous progress.

A Special Support Centre established within the model school allows for students with disabilities to be taught alongside their nondisabled peers. We actively celebrate diversity within our own community, in the knowledge that it widens horizons, promotes understanding and develops empathy in all children. By learning together, expectations are increased and learning outcomes improved, for everyone.

Our Curriculum

The school is committed to providing a rich and diverse curriculum for all our children. We are proud of our bespoke curriculum, which is based on the Ugandan Curriculum themes but incorporates the rigorous standards of the National Curriculum for England. The curriculum has been designed to reflect the diversity of the children in the school as well as the Ugandan environment in which we operate.

We strive to bring education to life for our children and make learning irresistible by creating engaging, challenging and fun activities that put learning into a meaningful context. We are fortunate to have extensive grounds including a horticultural area, woodland and playing fields where you will often find children practically solving maths problems, learning about science or gaining skills in sports and a love of nature.

KIMS AT A GLANCE

How old are the children at KIMS?

We have 2 mixed aged classes of up to 20 children comprising children from both Key Stage 1 (4 – 8 years) and Key Stage 2 (8 – 10 years.) We also have provision for a number of preschool children.

Where is the school located?

The school is located within the beautiful grounds of Kyaninga Lodge, which is 10km from Fort Portal town. The lodge's large events facility has been converted into a school, whilst the new purpose-built Education Hub is under construction at the KCDC site in Kitumba, just 4km from Fort Portal town.



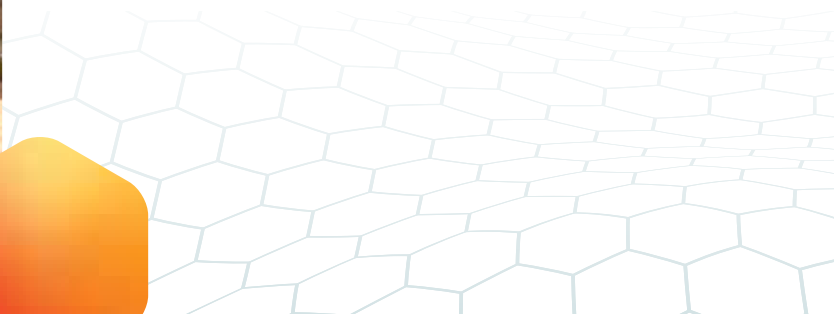




OUTREACH IN LOCAL SCHOOLS

Our capacity building approach creates teams of expert teachers, who provide long term, school based, continuous professional development to our partnership schools across the Western region and beyond.

These experts work in close partnership with the Kyaninga Child Development Centres team of therapists and SEN teachers who have already rehabilitated over **8,000** children back into their communities and enabled many of them to attend school.



WHO WE ARE

Our directors, Jane O'Leary and Chris Gibbon, together take responsibility for the training at Kyaninga Education Hub as well as the leadership of Kyaninga Inclusive Model School. They bring a wealth of expertise and an understanding of how schools can become outstanding places of learning. Both have been Headteachers in international schools around the world, including Uganda, and have developed expertise in special education needs and inclusive education.

It was whilst working in Uganda that Chris and Jane, along with Special Needs Advisor Jeanette Brady, were inspired to bring their knowledge of transformational professional development to local Ugandan schools. Their recent experience of setting up and working in local schools has equipped them with an understanding of the challenges Ugandan teachers face including limited undergraduate and in-service training, large classes, limited resources and an exam driven curriculum. It is their belief that all the children of Uganda, without exception, deserve the very best education possible, if they are to be the change makers of tomorrow and improve the world they inhabit.





CHRIS GIBBON
DIRECTOR / HEAD TEACHER



DANIEL MURUNGI
LEAD KEY STAGE 1 TEACHER



JANE O'LEARY
DIRECTOR / HEAD TEACHER



BRENDA KUKUNDA
LEAD SPECIAL SUPPORT CENTRE TEACHER



STEVE WILLIAMS
DIRECTOR



JESSICA KABASOMI
SPECIAL SUPPORT CENTRE TEACHER



JEANETTE BRADY
SPECIAL NEEDS ADVISOR



RUTH KOBUGABE
SPECIAL SUPPORT CENTRE TEACHER



SVEN KROGER
PE & OUTDOOR ACTIVITIES TEACHER

HOW TO GET IN TOUCH

If you are interested in visiting the Kyaninga Education Hub, or finding out more about the support we provide, please call

Jane on +256 779 437590 or
Chris on +256 778 504212

or email enquiries to
jane@kyanigaedhub.com
or chris@kyanigaedhub.com





in partnership with

