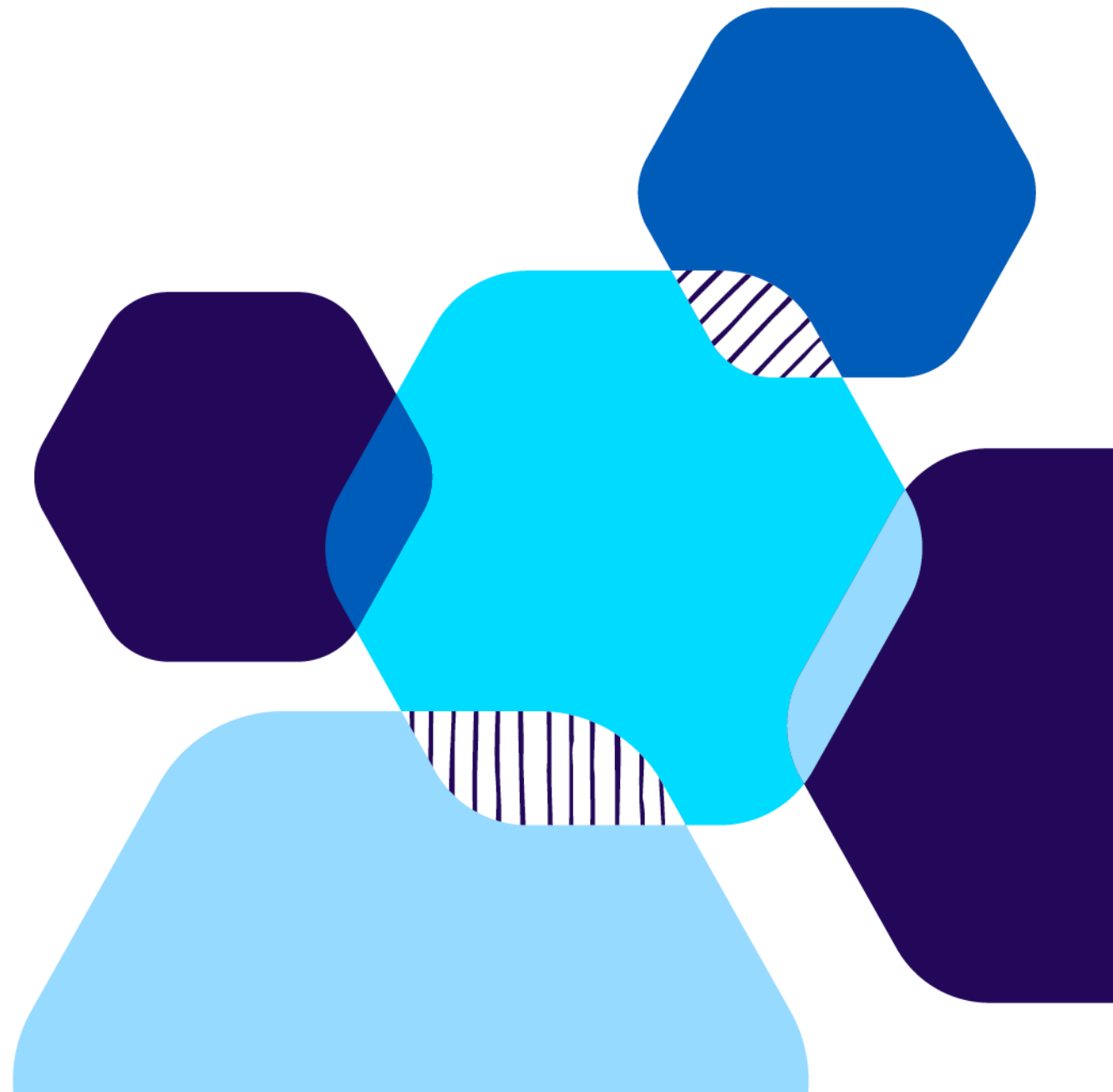


TeachingEnglish

Bridging Inclusion in Resource-Limited Classrooms

Bamukunda Hillary, UNELTA

Saturday 18 October 2025



Community poll

Which inclusive strategy are you most familiar with?

- A. Peer translation 14%
- B. Group differentiation 32%
- C. Use of local materials 14%
- D. Inclusive assessment 41%

What is the biggest barrier to inclusion in your context?

- A. Large class size 41%
- B. Limited resources 41%
- C. Diverse languages 14%
- D. Disabilities or gender bias 5%

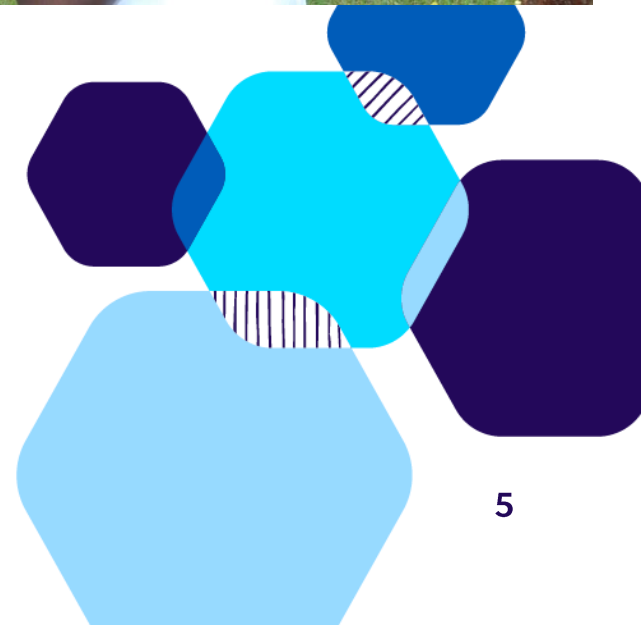


About the speaker

Bamukunda Hillary is the President of the Uganda National English Language Teachers' Association (UNELTA), where he leads national initiatives to enhance teacher capacity and promote inclusive, quality education across Uganda. Bamukunda is a dedicated British Council partner and teacher trainer, supporting educators in East Africa and beyond. Through British Council programs like Teaching English Connects and the PRELIM project, he has designed and delivered professional development for hundreds of teachers in Uganda, Kenya, Tanzania and Rwanda, focusing on Project-Based Learning, Social-Emotional Learning, and integrating environmental themes into the curriculum.

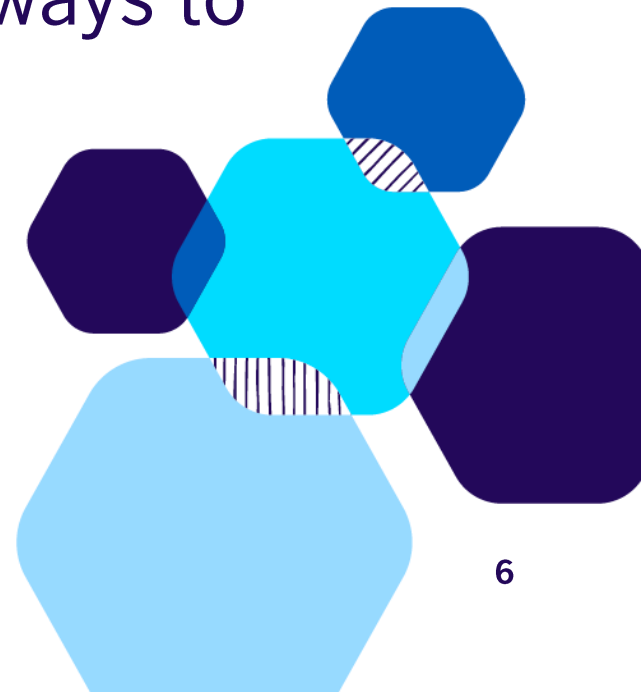
A Fulbright alumni, he has conducted international research on inclusive education and leveraging technology in low-resource classrooms. He has authored and contributed to numerous teacher training modules and resources, and regularly presents at national and international forums on educational leadership, climate education, and innovative pedagogy.

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Objectives:

- **Identify barriers** Recognise challenges including class size, resources, abilities, disabilities and gender.
- **Explore strategies** Leverage local materials, peer support and creative practices
- **Develop assessment** Look at fair and flexible ways to gauge learning for everyone



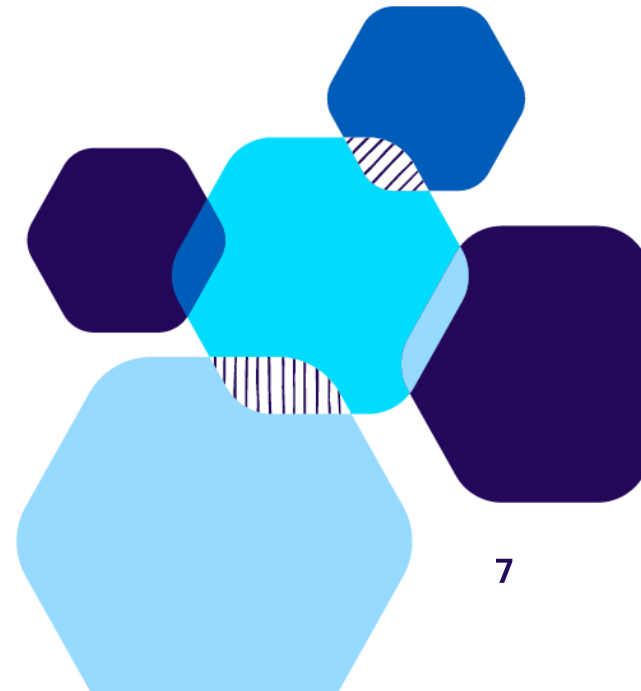
Reflecting on Our Inclusive Practices

**What teaching resources do you currently
HAVE and USE most often?**

*(e.g., textbook, chalkboard, local materials,
mobile phone)*

**What resources do you most urgently
NEED?**

*(e.g., visual aids, audio devices, training,
specific tools)*



Please share your answers in the chat!

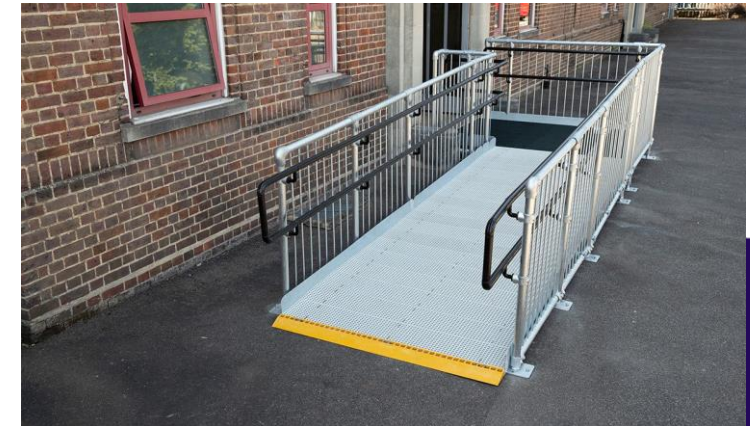
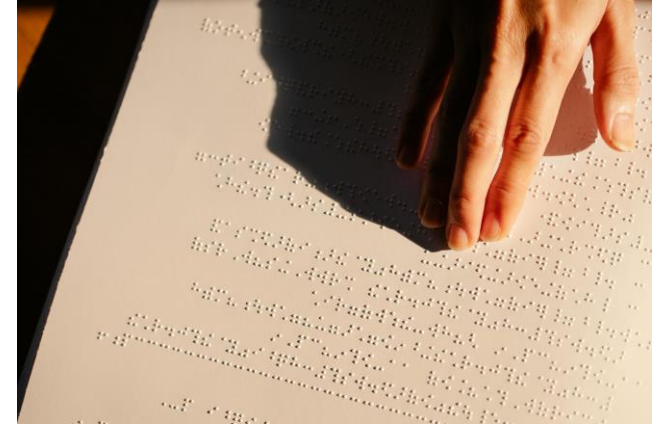
Strategy ☒ I have used this ☐ I've heard of it ☐ Not familiar

A. Braille materials for visually impaired learners

B. Classroom ramps or wheelchair accessibility

C. Buddy systems & peer support

D. One-on-one support for invisible disabilities (e.g., autism, selective mutism)



Reality of our classrooms

'Fostering an inclusive classroom is not an ideal – it's a necessity.'



Large classes

Overcrowded rooms restrict individual attention.

Limited resources

Few textbooks and low-tech tools hinder variety.

Diverse abilities & languages

Learners progress at different paces and speak multiple languages.

Disabilities & difficulties

Learning, sensory or physical needs require adaptation.

Gender bias

Stereotypes and imbalance can exclude learners.

Socio-economic factors

Poverty and lack of support at home impact learning.

In the chat: Which barrier do you face most often?

Ingenuity, not income

In resource-limited settings, the most valuable assets are already present: our learners, their environment and our creativity.

Learners themselves

Peer support and collaboration empower learners to teach each other.

Local materials

Repurpose stones, bottle caps, leaves and newspapers as teaching aids.

Teacher creativity

Adapt, innovate and differentiate to bridge inclusion gaps.

Community languages

Encourage translation and multilingual tasks to validate identities.



In the chat: Name one local resource you can use in your next lesson.

Differentiation & multilingualism

Emerging

Draw or act out concepts; label with words from a bank.

Vocabulary translation

Ask learners to say the word in their home language.

Developing

Write simple sentences or dialogues to describe concepts.

Peer translation

Invite learners to explain tasks to a partner in a shared language.

Excelling

Compare and contrast ideas in a paragraph or mini-project.

Story comparison

Read a story in English and discuss its moral in local languages.

Matching task: Type the group (Emerging/Developing/Excelling) with the corresponding activity (Vocabulary/Peer/Story).

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Inclusive assessment

Fair and flexible assessment focuses on the learning process, not just the product.

Observation

Capture participation and interactions through anecdotal notes.

Portfolios

Collect samples of work over time to reveal growth.

Peer assessment

Use 'two stars and a wish' to foster constructive feedback.

Self-assessment

Thumbs up/down or exit tickets let learners reflect on their learning.

Which technique would you like to try? Share in the chat!



Apply what you've learned

Case study

Primary 5 class with 45 students
5 struggling readers
10 learners dominant in Luo
Only 10 shared textbooks
Topic: Weather

What barrier will you address?

Identify a specific challenge from the case study.

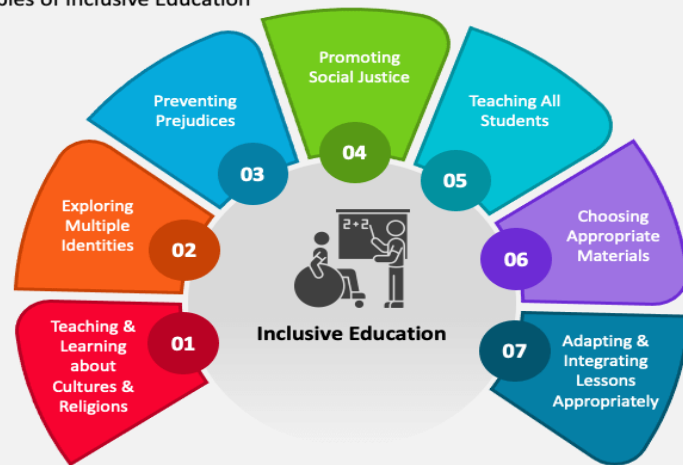
Which resource or peer strategy?

Propose a low-cost solution such as grouping or local materials.

How will you check understanding?

Choose a fair technique such as observation or self-assessment.

INCLUSIVE EDUCATION Principles of Inclusive Education



Uganda National English Language Teacher's Association UNELTA

Centring ELT in my Local Community: Teachers Blogging Gender- Just Climate Action BC ENGLISH Connects Project - 2024-2025

- Trained 200 teachers physically in 4 regions in Uganda on themes of Climate, Gender, Inclusion and assessment
- Collaborated with ELPK on the project virtually reaching more 300 teachers through Webinars
- Currently building on the past project to run Expanding Membership & Impact: Strengthening UNELTA Regional Chapters through Communities of Practice on Inclusion, Climate, Gender, and Assessment project

Inclusion beyond language & level

Disabilities & difficulties

- Use multi-sensory instruction and visual aids
- Offer extra time and flexible grouping

Gender & identity

- Use gender-neutral language and examples
- Ensure equal participation and challenge stereotypes

Socio-economic status

- Provide no-cost materials and homework
- Pair learners for mutual support



Try these before our discussion on Friday on Telegram

- Use a quick thumbs up / thumbs down check-in at the end of your lesson.
- Assign roles in group work to empower learners with disabilities or shy students.
- Invite learners to translate key vocabulary into their home languages.
- Repurpose local objects (stones, bottle caps) to teach counting or sorting.



And / or these TeachingEnglish resources

Using inclusive practices

<https://www.teachingenglish.org.uk/professional-development/teachers/inclusive-practices>

English in the multilingual classroom

<https://www.teachingenglish.org.uk/professional-development/teachers/multilingual-practices>

Inclusive assessment webinars

Practical recorded sessions on making assessment inclusive and creative

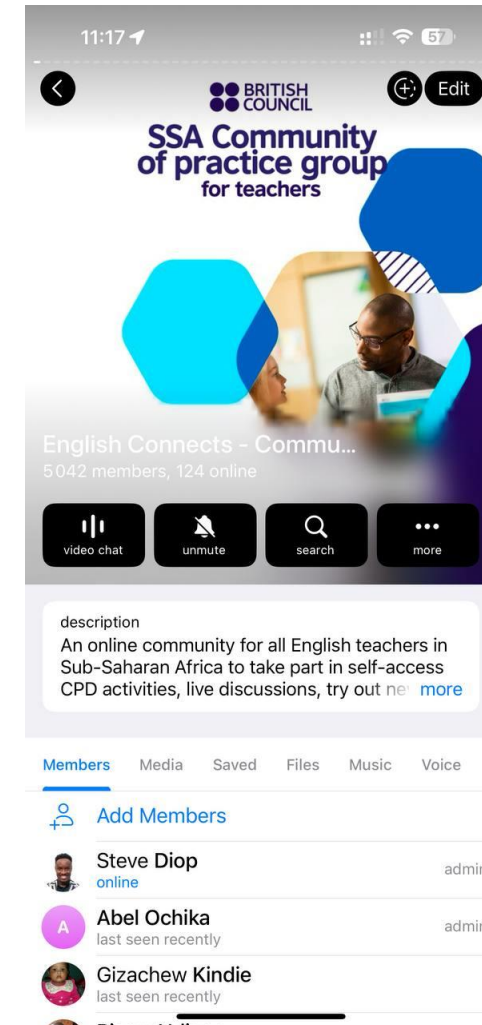
<https://www.teachingenglish.org.uk/news-and-events/webinars/webinars-teachers/assessing-learning-webinars>



Unlock your professional growth with the English Connects Community of Practice

Join our lively community of English language professionals on **Telegram**, where collaboration, inspiration, and ongoing learning thrive.

Be part of this dynamic network dedicated to advancing English language education. Join us today: <https://bit.ly/4lgZMm8>



Register for our next webinar:

Integrating formative assessment into lesson plans for improved student learning

Join ELTAN to learn practical ways to use formative assessment in your lessons, improve student motivation, and manage large classes even with limited resources.

Date: Saturday 8 November 2025

<https://bit.ly/4qkQ84o>



The poster is for a webinar titled "Integrating formative assessment into lesson plans for improved student learning". It features the British Council logo and the TeachingEnglish brand. The text provides details about the webinar on Saturday 8 November 2025, including the topics of formative assessment, student motivation, and managing large classes. It includes a registration link, a QR code, and a list of times for different locations. Three circular portraits of speakers are also shown.

BRITISH COUNCIL TeachingEnglish

Integrating formative assessment into lesson plans for improved student learning

Join ELTAN on Saturday 8 November 2025 to learn practical ways to use formative assessment in your lessons, improve student motivation, and manage large classes even with limited resources.

You need to register to attend. Please check your email including junk email after registering for the confirmation email including the Zoom link and password. Participants who fill in the feedback form up to 3 hours after the webinar will receive a certificate.

Click on this link to register:
<https://bit.ly/4qkQ84o>

Unable to connect via Zoom?
The webinar is also backed up via the Telegram app.
To join our Regional Community of Practice on Telegram, apply here:
<https://bit.ly/4lgZMm8>

16.00 GMT
17:00 Lagos
18:00 Khartoum
18:00 Pretoria
19:00 Addis

Scan the QR code to register

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