INCLUSIVE TRAINING:

ADAPTING CURRICULA, LESSON PLANS AND ASSESSMENTS TO THE NEEDS OF DIVERSE LEARNERS

Guidance document for inclusive training planning

You can use the following guidance for creating inclusive training sessions.

Supportive guidance document for inclusive training planning

Duration: ....minutes.

Previous training unit: ....

Date:

Title:

1. General information	
Class:	
Platform/teaching format:	

2. Training objective
What do you expect learners to learn from this session? Think about the knowledge, skills, and attitudes you want learners to acquire: •
How does the training content relate to everyday life and employment of the learners after the training? Why should the participants learn this?   •
How do learners show that they have learned the content?   •

3. Getting to know each other	

If possible, get to know the learners before the class. You can contact the learners directly or create an online questionnaire and send it to the learners.	Guiding Questions:
	
	1. How many people will attend the session?
	2. What basic information do we have about the group? How many men and women, younger or older people, more experienced or unexperienced people are in the session?
	3. From where do they participate (online/offline)?
	If online:
	  - Which device do they use for participation? If they do not have any device yet, how can we support?
	  - Are they used to online learning? If yes, which tools/platforms do they usually use? What difficulty do they face while using those platforms?
	4. Which assistive technologies do they use?
	5. Is there anyone with visual, auditory, mobility, learning, or other disabilities? If yes, how can we support them? Do we need to have a sign language interpreter?
	6. Is there anyone who does not speak Vietnamese or the designated language of the session fluently?
	7. What do the learners know about the training content beforehand?
	8. How does the training content relate to the learners' lives and hobbies?
	9. …

4. Training plan

Let us use…

- Diverse presentation methods:

- Diverse training activities and to show what has been learned:

- Diverse methods to encourage the participation of learners:

CONTENT	TEACHING AND LEARNING ACTIVITIES		POTENTIAL ACCOMMODATIONS (IF ANY)	DURATION
	TRAINER'S ACTIVITIES	LEARNERS' ACTIVITIES		

Review the training programme:

- Is there enough time for technical guidance (if needed) and getting to know each other at the beginning?

- Is there enough time to explain the exercises, repeat the guidance, review the content, ask questions, as well as give feedback?

- Are the break times sufficient?
- Are the tasks clear and small enough?

- Is there enough time for working group sessions? Are those working groups diverse?

- What will you do during working group sessions? It might be a good time to support those who need additional support.

5. Training material

Training materials for the learners:

-

Training equipment and supplies needed:

-

Guidance for participating in online sessions (if any)

-

How will you provide the training materials to learners beforehand?

-

6. Support needs

Are there any students which need reasonable accommodations going beyond the possibilities of UDL methods? If yes, please note them down here.

Barrier/learning difficulty	Which support or accommodation is needed?

7. Evaluation and feedback

Evaluation

What do you want to evaluate? The learning result or the learning process?

-

Which techniques do you use for evaluation?

-

Are those techniques diverse and flexible enough for all learners to have the opportunity to complete the evaluation and receive helpful information for their further development? If not, how can you adjust it?

-

How will you share the evaluation results with learners?

-

Feedback

How can learners provide feedback about the training session?

-

Which topics do you want learners to provide feedback on?

-

How can learners contact you for further consultancy and support?

-

How will you as a teacher provide feedback to learners?

-

Place, date

Trainer