

PRACTICAL
OPEN SOURCE
EDUCATION
TOOLKIT FOR
INCLUSIVE
CLASSROOMS

SFIN-6009
Business and Design Thinking

SFIN-6010
The Human Factor

Fall 2021

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EMPATHIZE

DEFINE

IDEATE

PROTOTYPE

CHANGE

STRUGGLE

“

Refugee children in Canada, face various challenges which are intertwined & diverse in nature. As much as the situation is challenging for refugee students, it is also challenging for teachers whose responsibility is to ensure equitable learning for all students.

”

(Ladson-Billings, 2015)

EMPOWER

“

Canada renewed its commitments to ensure that the educational needs of children and youth are prioritized as part of Canada's response to the Syria crisis through its significant support of more than \$160 million to the No Lost Generation initiative.

”

(UNICEF, 2020)

ASPIRE

“

Refugees who arrived in Canada as children have a higher completion rate of high school, college, university and graduate degrees compared to children born in Canada.

”

(UNHCR, 2017)

GROW

“

Refugees report a higher sense of belonging to Canada than People born in Canada. Their strong sense of belonging to Canada demonstrates their commitment to integrate into Canadian society and to call this country home.

”

(UNHCR, 2017)

RESEARCH QUESTION

How might Canadian elementary schools create inclusive and equitable environments for recent refugee and existing students?

HOMOGENEOUS

“

There was an occasion before where we had crazy hair day and there was a refugee student who had their hair done in like little poofs and one of the teachers were saying, oh, I can see how crazy your whole is for crazy hair day. And that was just the student's regular hair and so although it was not intentional it affected the student negatively.

”

ESL & Special Education Teacher
Ontario

RIGID

“

Lots of research exists and schools know what need to be implemented, but there is a lack of resources which does not allow for implementation.

”

Inclusive Education Consultant & Teacher
Alberta

IMPRACTICAL

“

You spend a lot of time doing things that don't actually end up being used. Such as designing a curriculum or plan a lesson. But they don't actually spend that much time planning a lesson in real life. But in training, it's binders and binders of paper records of this. But you don't use any of this.

”

Developmental Psychologist & Teacher
British Columbia

RESEARCH SYNTHESIS

SEMI STRUCTURED INTERVIEW - RESPONDENTS

ESL & Special Education Teacher
Ontario

Inclusive Education Consultant & Teacher
Alberta

Developmental Psychologist & Teacher
British Columbia

PRIORITIZED LITERATURE REVIEWS

Foresight for Every Kid
Amy Satterthwaite (2015)

Syrian Refugee Children's Perspectives on School Integration
Yan Guo, Srabani Maitra, Shibo Guo (2019)

The Impact of Trauma and Refugees: Resources for Educators
Deanna Taylor (2017)

The Dilemma of Inclusive Education:
Ali Leijen, Francesco Arcidiacono and Aleksandar Baucal (2021)

Resource Guide for Supporting Children with Refugee Experience
Peta Schur (2014)

CULTURALLY RESPONSIVE PEDAGOGY

This grid contains 18 small text boxes with various quotes and insights. Key themes include:

- Importance of social studies and history in understanding cultural differences.
- Challenges of language barriers and social stigma.
- Value of festivals and community events for connection.
- Need for teacher training and professional development.
- Importance of trauma-informed practices.

PARADIGM SHIFT FOR TEACHERS -> EVOLVED EDUCATOR MINDSET

This grid contains 10 small text boxes discussing the paradigm shift for teachers. Key themes include:

- Teachers need to move beyond traditional methods.
- Importance of understanding student backgrounds.
- Need for ongoing professional development.
- Value of collaboration and shared resources.
- Importance of self-reflection and growth.

LACK OF PRACTICAL PATHWAYS FOR TEACHERS

This grid contains 10 small text boxes discussing the lack of practical pathways for teachers. Key themes include:

- Disparity in resources between schools.
- Lack of research-based evidence in practice.
- Need for more support and training.
- Importance of teacher voice and agency.
- Challenges of time and workload.

UNDERSTANDING & NAVIGATING TRAUMA

This grid contains 10 small text boxes discussing understanding and navigating trauma. Key themes include:

- Trauma impacts every student differently.
- Need for trauma-informed teaching practices.
- Importance of creating safe and supportive environments.
- Role of social-emotional learning (SEL).
- Need for teacher self-care and support.

UNDERSTANDING INCLUSION

This grid contains 10 small text boxes discussing understanding inclusion. Key themes include:

- Need for a shift in mindset from segregation to inclusion.
- Importance of universal design for learning (UDL).
- Value of diverse perspectives and experiences.
- Need for ongoing assessment and reflection.
- Role of family and community involvement.

FLEXIBLE MEDIUMS FOR EXPRESSION & LEARNING

This grid contains 10 small text boxes discussing flexible mediums for expression and learning. Key themes include:

- Need for multiple ways to engage and learn.
- Value of project-based learning and inquiry.
- Importance of student choice and voice.
- Role of technology and digital tools.
- Need for differentiated instruction.

GOAL ORIENTED EDUCATION

This grid contains 10 small text boxes discussing goal-oriented education. Key themes include:

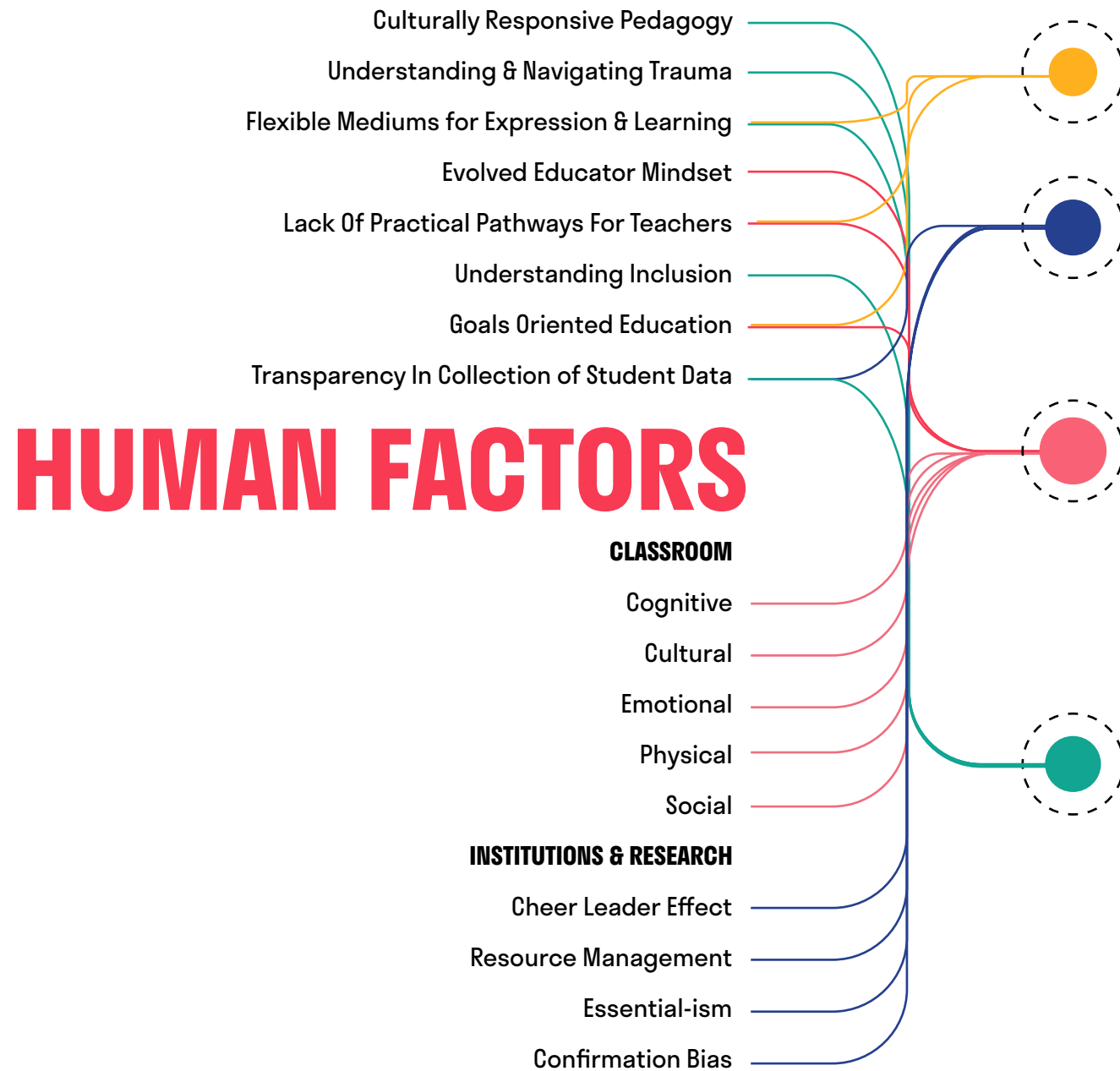
- Need for clear, measurable learning objectives.
- Importance of formative and summative assessment.
- Value of data-driven decision making.
- Role of teacher reflection and peer observation.
- Need for alignment across the curriculum.

TRANSPARENCY IN COLLECTION OF STUDENT DATA

This grid contains 10 small text boxes discussing transparency in collection of student data. Key themes include:

- Need for clear communication about data collection.
- Importance of student and family consent.
- Value of data privacy and security.
- Role of data in improving student outcomes.
- Need for ongoing review and evaluation.

RESEARCH CONCLUSION



PRACTICAL OPEN SOURCE EDUCATION TOOLKIT FOR INCLUSIVE CLASSROOMS

DEFINE

EXISTING FRAMEWORKS



The Futurized Teaching Process Framework (Satterthwaite, 2015)

- Better integrate low-socioeconomic status students
- Interdisciplinary approach to teaching and learning
- Involves the engagement of foresight practices
- Builds long-term time perspective



Holistic Framework for Building Inclusive Schools (Guo-Brennan, 2019)

- To provide meaningful educational experiences to refugee students
- Epistemically sound and ethical strategies
- Teacher's leadership and engagement
- Open and Inclusive processes

Inferences

- Frameworks are theoretical in nature
- Overarching theme, lacking specifics
- Upper management and district level execution
- Execution needs involvement of external agencies

CRITERIA FOR FINAL SOLUTION

1. Should be longitudinal in nature, that is be valid for all refugee students alike.
2. Should be geography-agnostic, that is, the solution can be adopted all across Canada.
3. Should be holistic in nature. Should take into consideration all factors and needs related to refugee students.
4. Should be easy to comprehend and executable for teachers in every school, regardless of school district.

NEEDS INFORMED THROUGH RESEARCH

ACADEMIC

- Goals oriented learning
- Language learning
- Individual flexible learning styles
- Technology readiness

SOCIAL

- Sense of belonging
- Sense of self and individuality
- Adaptability
- Language proficiency
- Team spirit

EMOTIONAL

- Safe space to express and emote
- Normalizing vulnerability
- Building resilience
- Dealing with trauma
- Connectedness and intimacy

CULTURAL

- Cultural acceptance
- Culturally responsive education and schools
- Diverse classroom environments
- Celebration of diverse festivals and holidays

COGNITIVE

- Engaging homework (right-brained)
- Patience and sensitive discipline standards
- Multi-sensory learning
- Independent learning and understanding feedback

HUMAN FACTORS

INDIVIDUAL

- Strong sense of individual identity
- Pride in one's cultural identity
- State of objective observation
- Resilience
- Healthy emotional expression

INTERPERSONAL

- Creating culturally responsive classroom decorations
- Enabling environment for safe expression of vulnerability amongst peers
- Being able to easily express concerns and opinions
- Nurturing empathy and compassion
- Language learning

SCHOOL - LEVEL

- Sharing of background information of students with teachers and faculty
- Signs and documents in relevant languages
- Balanced population of refugees, Canadians, immigrants, and indigenous group
- Open and inclusive environment
- Involving parents and guardians to improve pedagogy

SOCIO-ECONOMIC

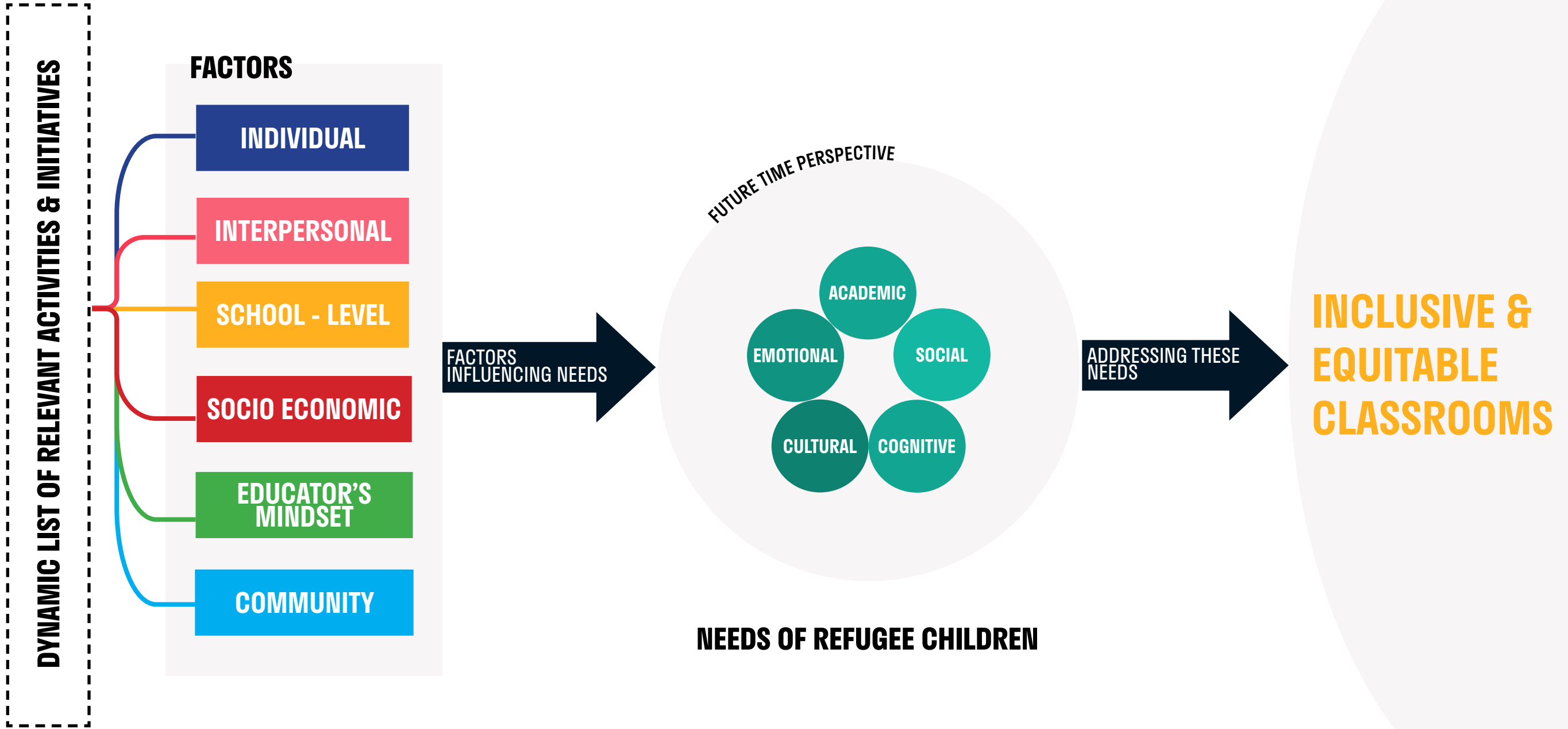
- Future-time perspective mindset
- Classroom activities devoid of any financial requirement
- Equitable environment (Children burdened by poverty are more likely than their wealthier peers to suffer from limited mental functions affecting language acquisition, executive functioning, memory, and attention skills)

EDUCATOR'S MINDSET

- Working knowledge of diverse cultures, backgrounds and associated sensitivities
- Teacher training programs to evolve mindsets
- Prejudiced views due to middle-class background
- Nuanced learning techniques for every student
- Collaborative learning
- Patience, empathy, compassion, and inclusion
- Access to valuable resources
- Flexible pedagogy

COMMUNITY

- Understanding of different religions
- Celebrating festivities across religions (inter-religion and inter-community engagement)
- Religious holidays for diverse religions



SAMPLE ACTIVITIES

PHYSICAL

YOGA AND MEDITATION
—
ARTFUL PLAY

COGNITIVE

SELF OBSERVATIONAL ANALYSIS
—
ROLE PLAYING GAMES

CULTURAL

CLASSROOM DECORATION/
TEAM DESIGNING
—
CELEBRATION OF
DIVERSE FESTIVALS
—
INCLUSIVE CURRICULUM
DESIGN
—
TRAINING TEACHERS DIVERSE
TEACHING METHODS

EMOTIONAL

PRE-SEMESTER ORIENTATIONS
—
PERSONAL RELATIONSHIPS

SOCIAL

STORYTELLING SESSIONS
—
ARTFUL PLAY

IDEATE

YOGA & MEDITATION

ACTIVITY	Yoga and Meditation
DESCRIPTION	Mind affects body and body affects mind. For those who's minds are traumatized, in high defense or sensitive, relaying back from body movements and other sensory channels can open the gateway to mental destressing. In turn helps with relaxation, attention, memory, identity, connectedness, sleep, emotion and senses.
DURATION	30 mins
MATERIALS REQUIRED	Yoga mats, yoga blocks, exercise balls
GROUPS / INDIVIDUAL	4-5 per group/Individual
VIDEO DEMONSTRATION	https://www.youtube.com/watch?v=X655B4ISakg https://www.youtube.com/watch?v=CBko9JPMtHs
EXPECTED LEARNING	Self-regulation, body control, stability, alignment, spatial orientation, alertness, relaxation, body relaxation, emotional sensitivity.
MOTIVATIONS	Winners of games may be incentivized by not having homework for that day, or choosing to lead the class for the next game.
REWARDS	Children are allowed to dance to music of their choice for 15 mins, or perform singing and screaming activities for fun.
FOLLOW UP ACTIVITIES	Relaxing breathing activities, auditory activities and laying on the floor with eyes closed.
COMMENTS	

YOGA & MEDITATION

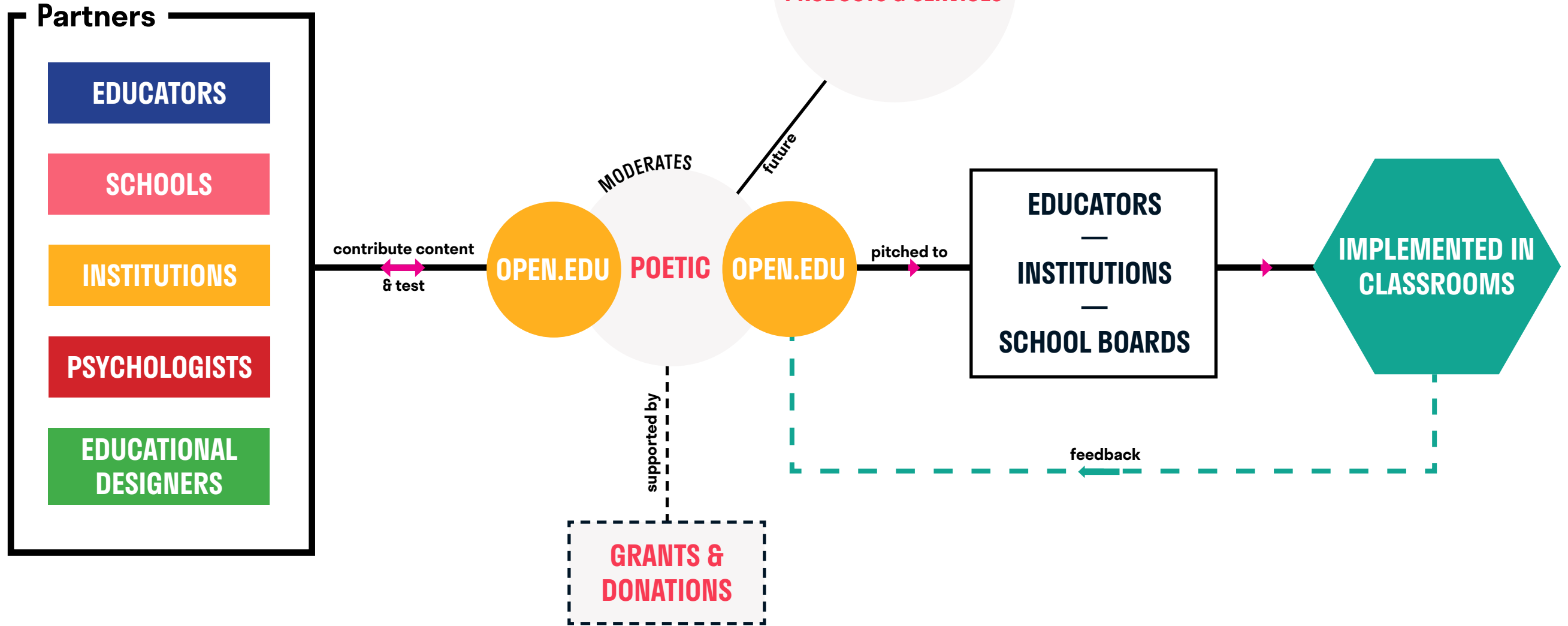


- Builds resilience through consistent physical development with time
- Building a deeper connection with one's body and sense of self
- Opening the doors to healthy emotional expression
- Creating an environment for safe expression of vulnerability between existing and refugee children.
- Helping build attention skills and memory.
- Subtle help towards trauma recovery by reverse engineering through the body.

YOGA & MEDITATION

ACTIVITIES	DESCRIPTION	STEPS	OUTCOME
Freeze Dance Yoga Style	It's the game where children get to let loose, shake, twist, turn, and dance to their favorite tunes.	Simply play a favorite song and have the children dance around. When the music stops, shout out the name of a yoga pose and the students will then have to freeze in that pose. This also tests their knowledge of poses. Be mindful that if you do a pose that is one-sided, you must have them repeat the pose on the other side. It's fun to see which moves faster, their minds or their bodies, as they think and try to jump into the pose.	The great part about freeze dance yoga-style is that it supports self-regulation and the ability to regulate and control their bodies. And obviously, it's also fun!
Yoga Race	This is one race that doesn't involve running instead, the students will walk.	The teacher will start by standing at one end of the room and the students will stand on the opposite end. When the teacher turns their back, the students have to walk toward the teacher. When the teacher turns around, the teacher will shout out a pose and the students will have to stop where they are and quickly get into that pose. The person that reaches the teacher first, gets to lead the game.	This game supports children in their self-control. It teaches them to be able to resist the urge to run and to be able to stop at a moment's notice. It relies on the visual cue of the teacher in turning around and it teaches the kids to follow the instructions they're told.
Silly Train	This one strikes the perfect balance of letting the kids be their fun, silly selves while still teaching them how to follow instructions.	Have all of the students line up behind the teacher in one straight line. Make sure that there is about an inch or two of space between the students. The teacher, or whoever is leading the train, will pick a pose that everyone will eventually do. When the leader is ready to start, they will lead the train around the room. Passengers or people following will dance or move as silly as they can, while staying in line or staying on the train. However, once the leader turns around, everyone must instantly go into the previously mentioned pose. You can take turns by changing train leaders once they do one lap around the room. <i>Tip: Have some music playing in the background for added fun.</i>	This game supports children with their spatial orientation and helps their sense of direction and organization.
Auxiliary games in additions to creating a more relaxing environment.	Children are asked to lay down on the floor with their eyes closed.	Putting on some relaxing music, sounds of nature, rain, birds, ocean waves etc. Ask children to identify the faint sounds they hear throughout the piece.	

DEVELOPMENT PLAN



CHANGE

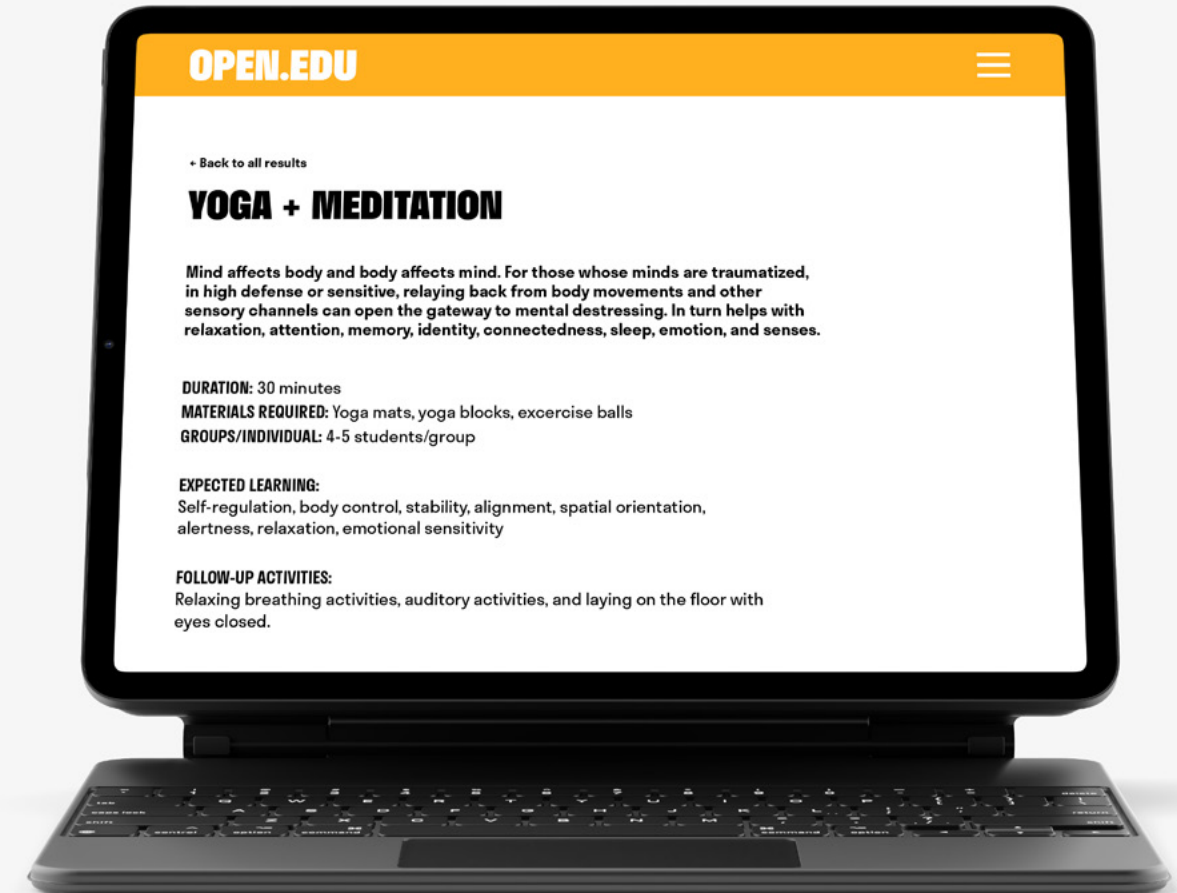
OPEN.EDU

DESCRIPTION

- Centralized website with access to the toolkit
- Options to learn and explore individual themes within the toolkit
- Free downloads of relevant printables
- Options to suggest activities & to provide feedback

VALUE PROPOSITION

- Open access
- Practical activities and guides
- Feedback learning



PROTOTYPE

UNBOX.EDU



- Curated activity box for students delivered monthly
- Activities and play tools designed on themes of culture, diversity, and learning

AID.EDU



- Everyday planner and teaching aids for teachers and school faculty to implement toolkit

CULTURE.EDU



- In-person workshops, cultural days, and diversity training events for schools

BUSINESS MODEL CANVAS

KEY PARTNERS

- Schools
- School boards
- Teachers and faculty
- Provincial government
- Education designers
- Universities
- Policy makers
- Community members
- Developmental psychologists

KEY ACTIVITIES

- Pitching the toolkit and framework to education boards, teachers, other faculty
- Distribution and testing across multiple school boards to gauge true value
- Building an accessible and user-friendly website

RESOURCES

- Core team of individuals from diverse backgrounds to moderate, curate and create content and activities for the toolkit
- Business development team to pitch the toolkit to necessary stakeholders - teachers, schools, education boards, home teachers.

VALUE PROPOSITIONS

- An open, accessible, collaborative, user-friendly toolkit to help create better integrated and inclusive classrooms
- Easy to understand implement activity guides for teachers
- The activities built on the toolkit will help foster inclusivity and create equitable classrooms.

CUSTOMER RELATIONSHIPS

- Users of this toolkit will have direct contact with an education designer on our team.
- There will be potential for teachers to help better the product offerings.
- Collaborative open source medium
- One-on-one sessions with teachers to take them through the toolkit/framework

CHANNELS

- Online and social media
- Partnerships with universities
- School-to-school pitching

CUSTOMER SEGMENTS

- Schools
- School boards
- Teachers and educators
- Provincial school boards
- Home school teachers

COST STRUCTURE

- Core creative team
- Business development team
- Website development and maintenance

REVENUE STREAMS

- Not-for-profit
- Grants from government and other institutions
- Potential premium services and products
- Partnerships with teachers and universities

CHANGE

FINANCES

REVENUE



- Grants from government or other institutions
- Subscription model for premium services and products (UNBOX.EDU, AID.EDU, CULTURE.EDU)

EXPENSES



- Initial website design and development
- Ongoing website maintenance
- Ideation and testing of new materials
- Creative team to build materials, collateral, and marketing tools

CRITERIA FOR SUCCESS

- Creates a more inclusive and equitable classroom
- Flexible enough to work in all classrooms across Canada
- Not a burden for teachers and school faculty to implement
- Easy to update with new tools based on ever-changing refugee integration climate
- Financially sustainable

THANK YOU!

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SPEAKING NOTES

Good afternoon everyone. We're finally here, discussing the culmination of all our efforts over the last few weeks. And we're proud to present our solution - POETIC. It stands for Practical, Open-source, Education, Toolkit for, Inclusive, Classrooms.

We know this is a business and design thinking class. Therefore, we want to describe our solution through the design thinking lens. We empathized, we defined our problem through research, we ideated on the solution, we created a prototype and finally we wish to bring about a change in the status-quo through our solution.

Let me give you some quick background -

We began by first understanding the problem we had in hand and then we empathized with the situation. We recognized that Refugee Children are the most vulnerable group of refugees. Moreover, they have the most potential to create better futures for themselves, their families, and the nation they seek refuge in. Finally, we strongly believed that education can empower refugee children. So, that is how we arrived at refugee and education.

We moved to defining our problem. Our preliminary research, had us faintly understand that there is exists a problem in the integration of these refugee children in classrooms and schools. That's when we defined our research question. (Read the question) But this needed backing, so we dived head-on deep into research. We conducted thorough literature reviews, going through research papers from recognized researchers and organizations. We also wanted to conduct interviews with teachers and educators who actually deal with refugee children. We were lucky enough to speak with a few of them.

As you can see on this slide, these are some excerpts from our interviews with these teachers, that current integration techniques and frameworks in Canadian schools are homogenous, rigid, and really impractical to execute.

Research Synthesis:

We had so much data on hand. And we synthesized it using thematic analysis. What came out of this synthesis was extremely valuable and helped us define our solution. We identified pressing themes.

There's a need for culturally responsive pedagogy. The need for teacher preparation programs to understand diverse cultural backgrounds, trauma, and language. Their need to understand what inclusion means in its bare bones sense. We also identified Human Factors that were influencing the needs of refugee children in a classroom setting. Cognitive needs, cultural needs all of which we'll explain in the slides to come.

We also recognized influences of human factors on Teachers themselves when we interviewed them:

- Cheer leader effect - where teachers only spoke about positives
- Essentialism - basically the stereotyping of students from a certain region and religions
- Inability to manage the resources they have at their disposal

Moving on to ideation:

We tried to understand some of the existing integration frameworks that other researchers had put together to aid inclusivity and equity in classrooms. We came across really insightful frameworks

Futurized Teaching framework:

- This process/framework is intended to form inquiry and production in a classroom, so as to repeatedly activate and engage past, present, and future oriented thinking.
- It forces students to look at the future thereby maximizing resilience in the face of change, and perhaps instilling hope.

The Holistic framework for building inclusive schools:

- This model is based on the need for educators and administrators to receive information and training on epistemically sound and ethical strategies to provide meaningful educational experiences to refugee students.

Although these frameworks are theoretically sound, but they are just theoretical in nature. It's a brilliant overarching theme but it misses out on the

specifics. The how? How are teachers going to be executing this? The frameworks, to us at least, seemed philosophical.

Through our research we first identified the absolute needs of refugee children.

- Academic:

- Social

- Emotional

- Cultural

- Cognitive

Further, we realized that these needs are affected by multiple human factors, and we have to prioritize and cement these factors into our solution.

These factors being:

- Individual

- Interpersonal

- School-level

- Socio-economic status

- educator's mindset

- community

How do we bring this together? So, we created our own Toolkit, which is masked as a framework, but simply executable in nature.

Who executes this framework? Teachers

Why? To create inclusive and equitable environments in classrooms such that refugee students better integrate in the classroom.

And most importantly, HOW? Most frameworks that we came across does not describe how. And that is the Value we are proposing through our solution.

This is our solution.

I'm going to explain how this works. All teachers need to think about is how they're going to satisfy the mentioned needs of refugee children. Satisfying these needs will lead to inclusive and equitable classrooms.

Now the teachers also have a clear view of the factors that affect a refugee child's needs. So, all she has to do is identify the affected factors. And our solution will point towards an activity that the teacher can conduct in class to overcome that factor. The USP of our solution is this Dynamic list of relevant classroom activities and initiatives.

Sumona will take you through a sample activity.

And discuss how we're going to package this solution - the website