

# **What Basic Education for Africa?**

25-28 September 2007, Kigali, Rwanda

## **Parallel Session 6 – Inclusive Education: the Way for the Future**

### **Objectives of the Session**

- to identify common challenges related the development of inclusive education, principally in terms of visions, strategies and practices for the region
- to provide structured technical inputs from a regional perspective to the 48<sup>th</sup> session of the International Conference of Education (ICE, November 2008, Geneva) whose theme will be “Inclusive Education: the Way of the Future”.

### **Agenda**

- Inclusive education as a core strategy to attain EFA goals.
- The Right to Education for All.
- Inputs from the International Seminar on “Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa” (23-27 July 2007, Nairobi).
- Country comments on issues around inclusive education.
- Shaping a Regional Roadmap.

### **Expected Outcomes**

- Participants will be aware of the 48<sup>th</sup> ICE, of its scope and modalities and become agents for dissemination of this knowledge within their sphere of action.
- Hold an open and constructive sharing of national perspectives on inclusive education within a regional context.
- Share and discuss the outcomes from the above-mentioned Nairobi International Seminar where participants from six African countries (Ethiopia, Ghana, Kenya, Nigeria, Tanzania and Uganda) addressed main issues related to inclusive education.

- Elaborate a regional roadmap on inclusive education that can provide significant inputs to the 48<sup>th</sup> ICE for implementing a regional agenda.

### ***Part I 15:00-15:15***

#### **Introduction by the IBE-UNESCO (Mr. Renato Opertti, Programme Specialist)**

- Inclusive Education is defined by UNESCO as “Education that addresses the learning needs of all children, youth and adults, with a specific focus on those who are vulnerable to marginalization and exclusion”<sup>1</sup>.
- Theme of the 48<sup>th</sup> session of International Conference of Education (ICE 2008):

#### Inclusive Education: the Way of the Future

- The four sub-themes of the ICE 2008:
  1. Inclusive Education: Approaches, Scope and Content
  2. Inclusive Education: Public Policies
  3. Inclusive Education: Systems, Links and Transitions
  4. Inclusive Education: Learners and Teachers
- The changing concept of inclusive education
- The significance of underlining inclusion in educational policy design and implementation (key guarantee of right to education, EFA goals achievement, inclusive society, etc.)
- The process and rationale of the series of regional workshops on inclusive education

### ***Part II 15:15-16:00***

#### **Presentations by Mrs. Lydia N. Nzomo Ogw, Kenya Institute of Education and Mr. Paul Mushi, Director, Tanzania Institute of Education**

- Outcomes of the International Seminar entitled “Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Inclusive Quality Education in

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<sup>1</sup> UNESCO. 2006. *EFA Global Monitoring Report 2007*. Paris, UNESCO.

Eastern and Western Sub-Saharan Africa”, held from 23 to 27 July 2007 in Nairobi, Kenya.

- Regional realities, challenges and reflections in the perspectives of inclusive education.

***Part III 16:00-17:30 Animated by the IBE-UNESCO (Mr. Renato Opertti, Programme Specialist and Ms. Lili Ji, Assistant Programme Specialist)***

**a. (16:00-16:30) Brief interventions by participating countries and entities around the following questions:**

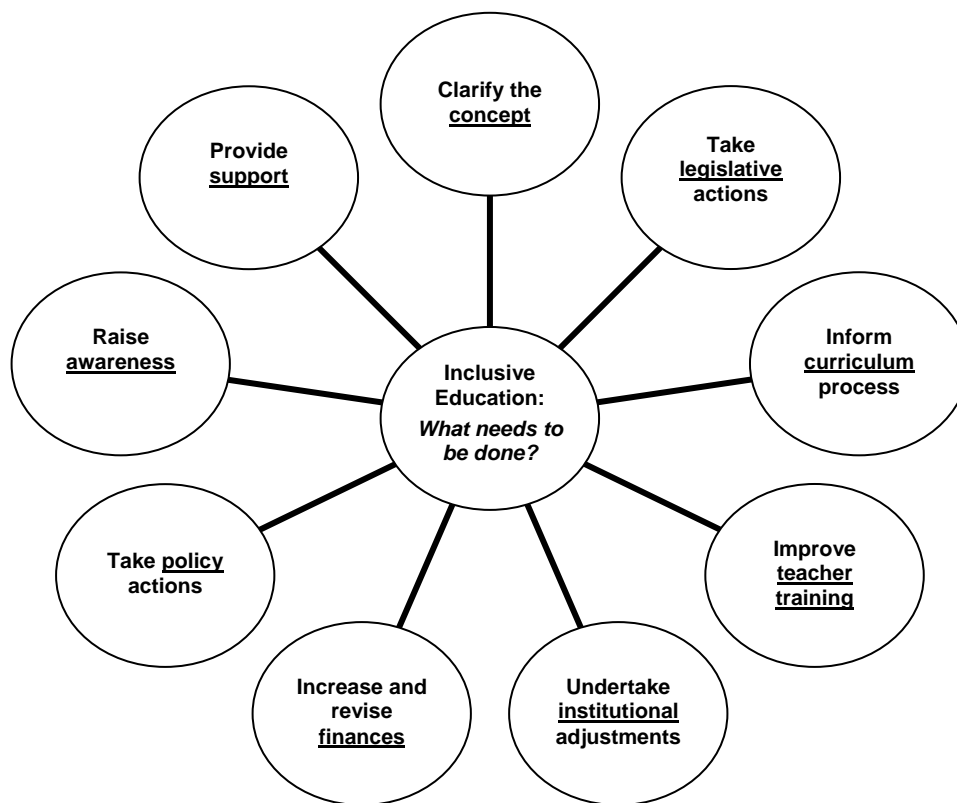
- To which extent is the discussion on inclusive education relevant in the region?
- What has been done so far in this sector in Africa?
- How far are we in the region from a comprehensive concept and the ideal of inclusive education?
- What are the groups and needs to focus on in the region?

Girls, children in rural areas, HIV/AIDS affected children, children in emergencies, refugee, displaced and returnee children, children of migrants, guest workers and temporary residents, children from minority groups, children of indigenous and (semi) nomadic populations, children with disabilities and/or special needs, children involved in labour, street children, school dropouts, orphans, children in conflict with the law, etc.

- How to incorporate the philosophy of inclusive education in the currently discussed basic education and curriculum reform?

**b. (16:30-17:30) Comments by participating countries and on issues to be considered/needs to be met/actions to be taken for inclusive education in the region**

The following are some indexes that we extracted from previous IBE workshops on inclusive education held in other regions, as well as from a preliminary research on the situation of countries participating in the present workshop, concerning the way forward in the field of inclusive education. Please suggest missing points and/or comment on those you consider as priorities in your country or in the region.



### Concept

- Translate and disseminate relevant UN conventions and guidelines.
- Formulate a policy statement on a broader concept of inclusive education.
- Identify excluded/marginalised groups.

### Policy and Legislation

- Sign and ratify relevant UN conventions.
- Make infrastructures physically accessible for all.
- Guarantee to all children the right to education, regardless of their status.
- Incorporate the idea of inclusive education in and ideally at the very beginning of systemic education reform/reconstruction processes.
- Develop complementary legislation and policies in different relevant sectors (education, health, social rehabilitation, etc.) to support inclusive schools, with a special attention to identify places where deep segregation occurs.
- Strengthen legislation against child labour.

- Develop policies improving distance learning and promoting the use of ICTs for increasing learning opportunities for all children.
- Develop strategies for scaling up pilot experience in inclusion.
- In line with international consensus, adapt policies according to each country's specific situation.

### Finances

- Reduce direct costs of schooling to households. Abolish school fees. Introduce grants programme to fortify deprived districts and maintain quality.
- Create well-targeted and -managed financial incentives to increase access for the marginalized.
- Adopt long-term social and economic development policies.
- Ensure sufficient, efficient and sustainable resource allocation to education of all children, especially the most vulnerable groups. Allocate resources to social facilities and amenities.
- Further invest in pre-service and in-service teacher training.
- Use tools to monitor the implementation of inclusive education policies and programmes within the national budgets.
- Promote partnerships between public and private sectors. Introduce subsidies to fund good private schools. Promote community participation in order to counter resources limits.

### Institutions

- Increase the number of schools accessible in remote locations.
- Coordinate the collaboration among sectors, regional and national networks.
- Establish a centralised, comprehensive and reliable database for statistical information concerning inclusive education.
- Plan for transition of special needs schools towards inclusive education resource centres and support institutions for regular schools.
- Make non-formal education institutions quality institutions, following as much as possible the government curriculum.

- Create temporary learning centres to follow and provide displaced school children with education facilities.
- Establish Ombudsperson/Office to monitor the implementation of the right to education.

### Curriculum Design and Implementation

- Promote a more flexible curriculum which embraces EFA goals based on a national core curriculum (language-s, mathematics, science, technical and vocational education).
- Facilitate the links and transitions between early childhood, primary and secondary education in order to avoid disaffection and dropout.
- Devise minimum standards and assessment facilities for each level of education. Diversify the standards and assessments.
- Introduce rights, peace, values and citizenship into curriculum design and implementation.
- Carefully formulate syllabus so as not to introduce gender or any other discriminatory biases into the classroom.
- Conceive and implement a student-centred inclusive curriculum; involve students in the curriculum process.
- Involve teachers as co-developers of an inclusive curriculum at the school level. Make them aware that they need to be critical about classroom organization, selection of instructional materials, delivery of teaching-learning activities, seating patterns in the classroom in order to promote equity in schools.
- Develop national guidelines to assess how curriculum is implemented.

### Training and Incentives for Staff and Teacher

- Improve teachers' living and working conditions, especially those in rural areas. Involve teachers in decision-making and improve their professional status.
- Reduce the length of time spent on pre-service training and develop school-based training as a strategy to increase the supply of teachers.

- Sensitize and train education professionals including ministers, inspectors, school principals, teachers and teacher trainers in terms of vision and management with regard to inclusive education.
- Incorporate pedagogical skills in the light of inclusive education as part of the whole pre-service training programme instead of addressing them separately.
- Explore alternatives such as distance training and regular upgrading so as to enhance in-service teacher training.
- In teacher training programs, further focus on learner's specific differences and needs.
- Introduce itinerant support teachers to address students' special needs.

#### Awareness

- Eradicate taboos associated with disabilities; change negative attitudes excluded/marginalised groups.
- Conduct advocacy campaign about inclusive education on both the global and national level and to all stakeholders that can be identified, through the media and the participation of local communities and NGOS.

#### Support

- Make use of alternative basic education.
- Activate the capacity of families and communities to uphold and defend the right of their children to education.
- Develop guidance and counselling services at school.
- Provide support to parents, students, teachers and educational personnel in the form of subsidies, financial aid, etc.
- Make effective use of networking. Encourage interaction and partnership between the international community, civil society and communities of parents, learners and educators.
- Promote grassroots initiatives in order to meet concrete needs.