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International Bureau of Education

**IBE-UNESCO Preparatory Report for the 48th ICE on**

**Inclusive Education**

**Regional Preparatory Seminar "Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa"; Nairobi, Kenya, 23 – 27 July 2007.**

## **Abstract**

The International Conference on Education (ICE) is a major international forum for educational policy dialogue among Ministers of Education and other stakeholders (researchers, practitioners, representatives of intergovernmental organizations and NGOs). The ICE is organized by the International Bureau of Education (IBE), the UNESCO institute specialized in assisting Member States in curriculum development to achieve quality Education For All. The IBE Council, composed of 28 UNESCO Member States, has proposed in January 2007 that the 48th ICE session, to be held in Geneva in November 2008, should focus on the theme “Inclusive Education: the Way of the Future”. The 48th ICE will focus on broadening the understanding of the theory and practice of inclusive education while discussing how governments can develop and implement policies on inclusive education. The IBE is hosting a series of regional preparatory workshops dedicated to exploring and advancing inclusive education in preparation for the ICE 2008. The Regional Preparatory Seminar "Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa" was held in Nairobi, Kenya from the 23<sup>rd</sup> to the 27<sup>th</sup> July 2007. This event was organized by IBE-UNESCO in partnership with the Kenyan Ministry of Education and the Kenyan Institute for Education (KIE).

This report exposes the discussions that took place at the seminar, the conception and status of inclusive education in participating countries, and the ideas proposed by participants on what the next steps should be to advance on inclusive education policy in relation to poverty alleviation and HIV prevention in the region.

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## I. INTRODUCTION

The IBE-UNESCO, through the Community of Practice (COP) in Curriculum Development<sup>1</sup>, is organizing a series of Regional Preparatory Workshops on Inclusive Education with the overall goal of initiating a participatory, consultative process to highlight key issues and challenges in Inclusive Education to be presented at the 48th session of the International Conference of Education (ICE 2008).

There are a number of critical dimensions contained in the inclusive education agenda. Each preparatory regional workshop centers on four sub-themes around which the IBE Council has proposed to articulate the 48<sup>th</sup> ICE.

- (i) *Inclusive Education: Approaches, Scope and Content* (to broaden the understanding of the theory and the practice of inclusive education);
- (ii) *Inclusive Education: Public Policies* (to demonstrate the role of governments in the development and the implementation of policies on inclusive education);
- (iii) *Inclusive Education: Systems, Links and Transitions* (to create education systems which offer opportunities for life-long learning); and
- (iv) *Inclusive Education: Learners and Teachers* (to foster a learning environment where teachers are equipped to meet the learners' diverse expectations and needs).

The IBE Council understands the conference as an opportunity for promoting dialogue among Ministers of Education, highlighting some universal and complex issues, and engaging the audience. The ICE should play a pivotal role in orientating and clarifying the debate on Inclusive Education. The IBE Council also proposes that the ICE should be based on evidence and involves the Ministers of Education in enriching discussions on evidence-informed policies.

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<sup>1</sup> IBE, in conjunction with curriculum specialists from different regions of the world, set up from 2005 onwards, the Community of Practice in Curriculum Development (up to the moment made by 697 members from 85 countries). It is understood as an open and plural worldwide space that contributes to generate collective thinking and action on curriculum issues within the framework of a holistic approach to determining and implementing the Education for All (EFA) goals.

As the second ICE-related workshop, the Regional Preparatory Seminar on "Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa" had two objectives: The first was to respond to specific requests made by the IBE Council to explore the possibility for IBE to expand its activities beyond French- and Portuguese-speaking African countries, which have been targeted in previous years within the two existing Poverty Alleviation and HIV programs. The second objective was to place this event within the framework of the preparations for the International Conference on Education 2008 by soliciting feedback for such an event.

Twenty-three members of governmental institutions from the Federal Democratic Republic of Ethiopia, the Federal Democratic Republic of Nigeria, the Republic of Kenya, the Republic of Ghana, the Republic of Uganda and the United Republic of Tanzania participated in the seminar. They explored and discussed the possibility of developing policies and practices of inclusive education involving issues of poverty and curriculum innovations as well as preventive education for HIV. The inter-disciplinary nature of these three themes proved to be very stimulating and was greatly appreciated by the participants. We acknowledge the generous engagement and deep professionalism shown by the workshop's participants (see List of Participants in Appendix 1). All participants were from senior levels at governmental institutions, and thus able to influence decision-making processes in the region. Their professional background was diverse, ranging from teacher training and curriculum development, to advisory and inspectorate services, policy planning and research, with only one participant having a background focused specifically on special needs education.

The purpose of this report is to shed light on the status and inter-disciplinary nature of education in dealing with poverty, HIV and AIDS, and the concept and practice of inclusive education in Eastern and Western Sub-Saharan African countries. In preparation to the ICE 2008, this report should be a useful way to examine how practices of inclusive education are and could be further developed in the region. To explore this

issue, emphasis will be given to inclusive education in the context of the four ICE sub-themes, and to regional topics of poverty alleviation and HIV/AIDS education.

Methodologically, the report is organized as follows: The first section of the report provides a background on inclusive education based on the United Nations normative framework. The second section discusses key conceptions and practices of inclusive education. In this context, conceptions of inclusive education in the region which were discussed during the seminar will be presented drawing mainly from a regional consensual statement and its discussion. In line with ICE 2008 sub-themes, the third section addresses the current status of inclusive education in the six participating countries in relation to (i) poverty alleviation and HIV preventive education; and (ii) challenges, policy initiatives as well as good practices of inclusive education. This section draws directly from country presentations, IBE mission reports and seminar notes. The fourth section presents the proposal of a regional roadmap that participating countries developed towards the end of the seminar, presenting the various actions workshop attendees considered necessary with respect to developing inclusive education practices in the region. The final section, as a conclusion, summarizes policy initiatives and steps towards the future, with particular attention given to the solidification of a regional statement and the systematization of a new working group.

## II. INCLUSIVE EDUCATION: UNITED NATIONS NORMATIVE FRAMEWORK

Building a truly inclusive society, where all people learn together and participate equally hinges on providing a quality education for all. The United Nations Education for All movement is a global commitment to provide quality basic education for all children, youth and adults. Article 26 of the Universal Declaration of Human Rights, 1948, clearly lays down the foundation for the Education for All movement. It states:

Everyone has the right to education and education shall be directed to the full development of human personality and to the strengthening of respect for human rights and fundamental freedom<sup>2</sup>.

Inclusive education seeks to address the diverse learning needs of all children. This is further supported by the Convention on the Rights of the Child, 1989, which states that all children have the right to receive the kind of education that does not discriminate on the basis of disability, ethnicity, religion, language, gender, capabilities, and so on. The principle of inclusive education was adopted at the 1994 World Conference on “Special Needs Education: Access and Quality” in Salamanca, Spain. It was restated at the 2000 World Education Forum in Dakar, Senegal. The idea of inclusion is further supported by the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities proclaiming participation and equality for all.

The Salamanca Statement and Framework for Action on Special Needs Education call upon member states to guarantee the implementation of inclusive education in order to bring back children who are excluded into the mainstream educational system. According to the Salamanca Statement, inclusive education means that:

Schools should accommodate all children regardless of their physical, intellectual, emotional, social, linguistic or other conditions. They should include disabled and gifted children, street and working children, children from remote and nomadic populations, children from linguistic, ethnic or cultural minorities and children from other disadvantaged or marginalized areas or groups.<sup>3</sup>

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<sup>2</sup> United Nations Universal Declaration of Human Rights. (2007). In the *United Nations Website*. Retrieved July 2, 2007 from the United Nation’s Universal Declaration of Human Rights website: <http://www.un.org/Overview/rights.html>

<sup>3</sup> The Salamanca Statement and Framework for Action on Special Needs Education, Adopted by the World Conference on Special Needs Education: Access and Quality. (1994). In the *United Nations Educational*,

The Dakar Framework for Action on Education for All (2000) further supports previous initiatives by calling upon nations to address the needs of learners who are victims of marginalization. It states:

Education for All (...) must take account of the need of the poor and most disadvantaged, including working children, remote rural dwellers and nomads, and ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV/AIDS, hunger and poor health, those with special learning needs.<sup>4</sup>

The Convention on the Right of Persons with disabilities<sup>5</sup> (2006) specifically addresses the right of all persons with disabilities to education (article 24). In realizing this right, States Parties shall ensure that (a) persons with disabilities are not excluded from the general education system on the basis of disability, and that children with disabilities are not excluded from free and compulsory primary education, or from secondary education, on the basis of disability; (b) persons with disabilities can access an inclusive and free quality primary and secondary education on an equal basis with others in the communities in which they live; (c) reasonable accommodation of the individual's requirements is provided; (d) persons with disabilities receive the support required, within the general education system, to facilitate their effective education and (e) effective individualized support measures are provided in environments that maximize academic and social development, consistent with the goal of full inclusion.

Providing quality education for all remains one of the biggest development challenges of our times but with effective legislation and policies it is possible to contribute to build a world of inclusion, not only for people with disabilities, but also for all those who are unable to exercise their basic human right to education.

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*Scientific, Cultural Organization (UNESCO) website.* Retrieved July 2, 2007 from the UNESCO website: [http://www.unesco.org/education/pdf/SALAMA\\_E.PDF](http://www.unesco.org/education/pdf/SALAMA_E.PDF)

<sup>4</sup> Dakar Framework for Action on Education for All. (2000). In the *United Nations Educational, Scientific, Cultural Organization (UNESCO) website.* Retrieved July 2, 2007 from the UNESCO website: [http://www.unesco.org/education/efa/ed\\_for\\_all/framework.shtml](http://www.unesco.org/education/efa/ed_for_all/framework.shtml)

<sup>5</sup> [www.un.org/disabilities/convention/](http://www.un.org/disabilities/convention/)

### III. INCLUSIVE EDUCATION

#### A. Conceptual Dimensions of Inclusive Education

Inclusive education is a growing universal concern that informs and challenges the processes of educational reform in both developing and developed regions. Inclusive education is an evolving concept that can be useful to guide strategies of educational change to address the sources and consequences of exclusion within the holistic framework of EFA goals and the understanding of education as a human right.

#### Special Needs Education

Traditionally and even today in various world regions (for example, in Eastern and South Eastern Europe<sup>6</sup> as well as in the Commonwealth of Independent Countries<sup>7</sup> –CIS- and most parts of Asia<sup>8</sup>) the concept and practices of inclusive education have been mainly circumscribed to students categorized as having special needs such as (and predominantly) those with physical and/or mental disabilities and refugees. Under this perspective the approaches and responses given to students' needs have been remedial and corrective by setting up and increasing the number of special schools, curricula tracks and special education teachers.

One significant consequence of differentiated curricular and institutional structures for students categorized as having special needs has been their segregation and isolation within the education system. The assumption that there are “special needs children” is questionable as stated by Sue Stubbs (2002)<sup>9</sup> – “any children can experience difficulty in

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<sup>6</sup> OECD. 2006. *Education Policies for Students at Risk and those with Disabilities in South Eastern Europe. Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, FYR of Macedonia, Moldova, Montenegro, Romania and Serbia*. Paris: OECD Publications

<sup>7</sup> See International Bureau of Education (IBE) Report on the *Commonwealth of Independent States, Third Workshop on Curriculum Development: “Inclusive Education: The Way of the Future”* Minsk, Belarus, October 29-31, 2007.

<sup>8</sup> See International Bureau of Education Report (IBE) Report on the *East Asia Workshop on Inclusive Education, Hangzhou, China, November 2-5, 2008*.

<sup>9</sup> Stubbs S. 2002. *Inclusive Education. Where there are few resources*. Oslo: The Atlas Alliance. page 23

learning (..) Many disabled children have no problem with learning” and “children with intellectual impairment can often learn very well in certain areas” (p.3).

## **Integration**

As an alternative to special needs curricula and school models, the concept of integration came forward in the 1980s with the objective of placing students, defined as having special needs, in mainstream schools. The restructuring and improvement of physical facilities, the increase in numbers of special classrooms and specially trained teachers in the mainstream buildings and the provision of learning materials were, and still are, some of the main components for the application of integration models. Mainly focused on students with mild impairments, integration can risk becoming a rhetorical device rather than a reality in practice, being more about a spatial change of school classrooms than a change of curricular content and pedagogy relevant to children’s learning needs.

After the 1990s, the scope, objectives, contents and implications of inclusive education in relation to integration were considerably changed. This was principally due to the recognition that integration models solely based on closing special schools and “adding” students to mainstream schools and curricula, do not respond to the diversities of learners’ expectations and needs. Such an understanding prompts revision of education policies dealing with integration issues by questioning the relevance of curriculum and school models that are the same for all students regardless of their differences. In such models, students must *adapt* to the norms, styles, routines and practices of the education system instead of the education system changing according to the learner. Moreover, dropout rates may increase among students with special needs when integrated into mainstream schools that are not grounded on a comprehensive set of institutional, curricular and pedagogical changes.

## **Inclusion**

Inclusive education can be understood both as a guiding principle and a strategy to attain reasonable levels of school integration for all students. In the context of a broader vision of integration, inclusive education implies the conception and the implementation of a vast repertoire of learning strategies to precisely respond to learners' diversities. In this sense, education systems have the obligation to respond to the expectations and needs of children and youth considering that the capacity to provide effective learning opportunities based on a rigid scheme of integration (placing students labelled as special needs in mainstream schools) is very limited. This is what Susan Peters<sup>10</sup> refers to as the placement paradigm; that is, when inclusive education is conceptualized as a place and not as a service delivered within the general education classroom as the continuum.

The debate on inclusive education and integration is not a dichotomy between integration and inclusion policies and models (as if we can integrate without including, or include without integrating) but rather on identifying to which extent there is progress in understanding that each school has the moral responsibility of including everyone. Such an obligation is challenged at the same time when education systems have to effectively address other core universal education problems of non-school attendance, repetition, over-age and dropouts as well as low learning outcomes that undermine the goals and functioning of education worldwide. Empirical evidence indicates that a student who repeats the first school years has a strong probability of dropping out from school<sup>11</sup>. Each one and also the combination of the above problems generating exclusion, is exacerbated by persistent institutional and pedagogical practices that presuppose that all children have the same learning conditions and capabilities. Moreover, as noted in the 2004

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<sup>10</sup> Peters S. World Bank. 2004. *Inclusive Education: an EFA strategy for all children*. Washington: World Bank.

<sup>11</sup> See UNESCO, 1998. *Wasted Opportunities: when schools fail; repetition and drop-out in primary schools*, *Education For All, Status and Trends*, Paris, EFA Forum Secretariat. UNESCO, 1996. *La Repetición Escolar en la Enseñanza Primaria Una Perspectiva Global*. Ginebra, Oficina Internacional de Educación; UNESCO, 1984. *The drop-out problem in primary education: some case studies*. Bangkok, Regional Office for Education in Asia and the Pacific.

International Conference on Education<sup>12</sup>, a child's exclusion from education represents his/her lack of professional and social competencies needed to access essential knowledge to exert an autonomous and responsible citizenship.

Therefore, approximately in the last fifteen years, the concept of inclusive education has evolved towards the idea that all children and young people, despite different cultural, social and learning backgrounds, should all have equivalent learning opportunities in all kinds of schools. The focus is on generating inclusive settings, which implies: (i) respecting, understanding and taking care of cultural, social and individual diversity (education systems, schools and teachers' response to the expectations and needs of students); (ii) providing an equal access to quality education; (iii) having close coordination with other social policies. This should involve the expectations and demands of stakeholders and social actors.

A broad conception of inclusive education also addresses the learning needs of students with disabilities, learning difficulties and disadvantages as conceptualized by OECD<sup>13</sup>. Although there are different categories to consider, the nature of the concept of inclusive education is non categorical, and aimed at providing effective learning opportunities to every child, in particular tailored learning contexts.

Precisely UNESCO<sup>14</sup> defines inclusion "as a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children". Furthermore, as stated by

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<sup>12</sup> UNESCO. 2004. *International Conference of Education. 47<sup>a</sup> meeting. Workshops 2A y 2B Quality education and social inclusion*. Geneva: IBE/UNESCO. Annex XVI, pp. 8–14.

<sup>13</sup> OECD. 2006. *Education Policies for Students at Risk and those with Disabilities in South Eastern Europe. Bosnia-Herzegovina, Bulgaria, Croatia, Kosovo, FYR of Macedonia, Moldova, Montenegro, Romania and Serbia*. Paris: OECD Publications

<sup>14</sup> UNESCO. 2005. *Guidelines for inclusion: Ensuring Access to Education for All*. Paris: UNESCO.

Tony Booth and Mel Ainscow (2002) in their proposal of an index for inclusion<sup>15</sup>, “inclusion is about making schools supportive and stimulating places for staff as well as students (...) It is about building communities which encourage and celebrate their achievements” (p.4) .

Indeed, the design and the development of policies on inclusive education should not be understood as the sum of initiatives and efforts towards specific groups (an endless list with the risk of forgetting some of them). Quite to the contrary, the focus is not on which categories to include but on the provision of friendly learning environments and diverse learning opportunities for all. According to Rona Tutt (2007)<sup>16</sup>, the main challenge is to provide inclusive settings in all schools through the provision of a diverse continuum of services that are part of a school network in articulation with other social policies.

Thus, the challenge of an inclusive education implies the articulation of a coherent and articulated set of policies aiming for (i) a pertinent and relevant curriculum with a vision that facilitates dialogue among different levels of the educational system; (ii) a vast repertoire of diverse and complementary pedagogical strategies (formal and non-formal schooling) that can respond to the specificities of each student by personalizing the educational provision; (iii) available physical facilities and equipment aligned with the designed curriculum and its implementation; (iv) strong teacher support in the classroom, seeing him/her as a co-developer of the curriculum and (v) engaging in dialogue with families and communities in order to understand their expectations and needs as well as to promote their active participation in the schools.

An inclusive educational strategy implies the careful and detailed consideration of the specificity and uniqueness of each child and teenager so as to provide them with effective educational opportunities throughout their lives. In these terms, inclusive education is about the ways and the modalities under which teachers and students interact and

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<sup>15</sup> Booth T. and M. Ainscow. 2002. *Index for inclusion, developing learning and participation in schools*. CSIE: Bristol.

<sup>16</sup> Tutt. R. 2007. *Every Child Included*. London: Paul Chapman Publishing / The Association for all School Leaders (NAHT).

generate mutual empathy and nearness; how they understand and respect their diversities and jointly create suitable and attainable conditions for achieving relevant and pertinent learning opportunities for all.

Cognitive education plays a key role in achieving an inclusive education as it tends to make children aware of their own cognitive functions, which can help them to understand and learn better. It is an effective way for educators to address the needs of diverse populations by better understanding how students learn, think, and reflect, critically and creatively, and how to use this in the co-construction of a meaningful curriculum and of associated activities.

As a contribution to the discussion of pedagogical approaches of inclusive education, David Skidmore (2004)<sup>17</sup> draws attention to the difference between a pedagogy of deviance and one of inclusion by noting the following five aspects:

- a) student's learning – while the deviance discourse establishes a hierarchy of cognitive skills to place measure the abilities of each student, the inclusion discourse highlights the open learning potential of each student that can be progressively discovered and stimulated;
- b) explanation of school failure – while the deviance discourse points out that the main learning difficulties are related to the deficiencies of the students' capacities, the inclusion discourse argues that the main difficulty lies instead on the insufficient responses generated by the curriculum;
- c) school response – while the deviance discourse states that the support of the learning process should be focused on the students' deficiencies, the inclusion discourse emphasizes the need of reforming the curriculum and of implementing a crosscutting pedagogy in the school;
- d) theory of teachers' expertise – while the deviance discourse emphasizes the importance of specialized discipline knowledge as key to teachers' expertise, the inclusion discourse highlights the active participation of the students in the learning process, and
- e) curriculum model – while the deviance discourse argues that an alternative curriculum should be designed for those students categorized as low achievers,

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<sup>17</sup> Skidmore. D. 2004. Inclusion, the dynamic of school development. London: Open University Press. Pp. 112-127

the inclusion discourse emphasizes the need of a common curriculum for all students.

In overall terms, inclusive education implies four key elements:

- a. it is essentially a process of looking for the most appropriate ways of responding to diversity as well as trying to learn how to learn from differences;
- b. it is linked to the motivation and development, through multiple strategies, of students' creativity and capacity to address and resolve problems;
- c. it comprises the right of the child to attend school, express his/her opinion, have quality learning experiences and attain valuable learning outcomes; and
- d. it implies the moral responsibility of prioritizing those students who are at risk of being marginalized and excluded from the school, and of obtaining low learning outcomes.

### **Inclusive Education and Social Inequalities/ Social Inclusion**

The urgent need to advance in the democratization of opportunities for all children accessing and profiting from a high-quality equitable education can be based on the conception of inclusion as a central strategy to foster educational and social change. Inclusion from an educational perspective can help address the traditional and structural problems of poverty; the challenges of modernization and social and cultural integration; and the growing diversity of national societies. Social inclusion and inclusive education are mutually implicated in a feedback relationship. Inclusive education opens the way to increasingly addressing forms and contents of exclusion. For example, inclusive education can aim to address the social gaps in access to ICT; the marginalization of disaffected young people (those who do not study, do not work and do not look for work); the lack of educational opportunities and low learning outcomes among migrant populations; the cultural homogeneity of educational proposals that do not know, understand and value multiculturalism; and the stigmatization of cultural and social diversity as an obstacle to integration.

Therefore, inclusive education can be considered as a pathway to attain social inclusion. From a societal perspective, inclusive education is clearly and substantially linked to the discussion around the type of society to be attained; the kind of well-being desired for all citizens; and the quality of democracy and social participation we wish to pursue. On a long term basis, basic education in relation to social inclusion implies an understanding of the former as key to citizenship and as an essential component of social policy.

Along those lines, the relationship between social inclusion and education highlights central issues of inclusive education related to (i) the struggles against poverty, marginality, cultural and social segregation, exclusion and HIV-AIDS; (ii) the consideration of cultural diversity and multiculturalism as both a right and a learning context within an universal framework of shared universal values, and (iii) the protection of the rights of aboriginal, migrant, displaced populations and populations in a minority.

In the context of an ongoing discussion, the following points seem to be critical in understanding and advancing on the conception and practice of inclusive education:

- a. Identifying the significance and priority given to inclusive education, in governmental and state policies. Inclusive education, as a key social policy, is a powerful instrument to mitigate the negative effects of social inequalities and cultural disintegration as well as residential segregation; inclusive education is useful to address the changing cultural, ethnic, migrant and social composition of schools, a major challenge to the development of efficacious and efficient government social policies.
- b. Fostering high quality equitable learning opportunities for all by considering the articulation, diversification and flexibility between the different ladders and pathways of the education system, its structures and contents, within a global and unified vision of basic and youth education.
- c. Developing a tailored approach towards providing a real opportunity of educational success to each child by focusing on the learning needs both of potential and current students (those who have never attended school, those who are currently attending and those who dropped out), taking into account their cultural, social and cognitive diversities as well as their ethnic origin, philosophical and religious beliefs and migrant status. Diversity in learning contexts should be considered as a challenge and an asset to education and not as an obstacle.

- d. Guiding, articulating and undertaking efforts and initiatives aimed at generating suitable conditions for achieving useful and relevant learning by conceiving the school as the main force of educational change, and also as an integrated institutional and pedagogical unit within a solid educational policy and shared curriculum framework, from early childhood to youth education.
- e. Renovating and recreating teachers' professional role taking in account their ethical, societal mission and responsibility. Teacher training should strengthen the ways in which teachers understand, approach and respond to students' differences; teaching styles should be revised and adjusted in order to be aligned with cultural and social contexts that are increasingly complex and uncertain; teachers should be considered as co-designers and co-developers of inclusive education policies at the school and classroom levels, and not as mere implementers of curriculum change.

In overall terms, the transformation of education into inclusive education<sup>18</sup> implies collective thinking and action on the concept of social justice and social inclusion; on the beliefs around the learning potentials of each student; on the conceptual frameworks that sustain good practices of teaching and learning; and on endorsing a comprehensive political and technical vision of curriculum encompassing processes and outcomes.

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<sup>18</sup> British Educational Research Journal. 2005. *Thematic Review. Inclusive education: discourse and action*. Vol. 31, No. 2, April 2005, pp. 269–275.

## B. Regional Conceptions of Inclusive Education<sup>19</sup>

Within an ongoing process of collective reflection, the conceptualization of inclusive education in the region showed a tendency to deviate away<sup>20</sup> from the understanding of inclusive education as a process of integrating children with special needs (mainly disabilities) into mainstream schools. Participants collectively defined inclusive education as education for all learners, and in particular, for all those excluded and marginalized, in line with UNESCO's definition of inclusive education and Education for All (EFA) goals. During final deliberations, concrete progress was made to identify the different categories of "excluded" within a broad conceptualization and vision of educational policy and curriculum. Inclusive education was strongly associated to fostering an inclusive curriculum, starting with early childhood education and the development of competency and life-skills approaches.

In the context of EFA and Millennium Development Goals, participants agreed on a Consensual Statement on Inclusive Education (see also Section V. and Appendix 3) to be presented in the African Union Meeting of Ministers of Education (COMEDAF) in Johannesburg, South Africa, August 2007. In this statement, the concept of inclusive education was addressed by emphasizing the need of removing barriers to participation and learning for girls and women as well as for all other disadvantaged and excluded groups, including children with disabilities and out-of-school children. The Consensual Statement also emphasized inclusive education in relation to the development of an inclusive curriculum. That is, involving the design of a common curriculum stressing the

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<sup>19</sup> Information was adapted from regional consensual statement, and seminar notes regarding individual and collective discussions on the concept of inclusive education.

<sup>20</sup> Examples: "What is inclusive education?":

- Ethiopia : education that includes everybody
- Kenya : include all ages, life learning, perspective of right
- Ghana : all needs are met; remove all the barriers (access education);
- Nigeria : Access and quality (without quality there is no inclusive education)
- Ghana : appreciating and respecting differences, accepting disabilities
- Ghana: are we talking about all levels? Definition of quality education.
- Kenya : including all aspects of life, life skills to improve quality way of life
- Ghana : free education
- Ghana : participation of children
- Ethiopia : inclusion should begin in the mind of the leaders

need of early education interventions and the development of competency and life-skills approaches. Specifically, Inclusive Education was defined in the Consensual Statement for the region as follows:

- A process providing effective learning opportunities to every child by taking care of his/her uniqueness and diversity, thereby promoting respect and human dignity.
- Reforms in curriculum content, approaches, structures and strategies.
- A common vision which covers all children of the appropriate age range.
- A conviction that it is the responsibility of the educational system to educate all children.
- A concerted effort to harness appropriate and relevant resources to provide a continuum of services and support, based upon a multi-sectoral approach.
- A paradigm shift from a narrow conception of disability specific theories, practices and models to a broader conceptualization of inclusion to accommodate a diverse group of learners excluded from education.

## **IV. POVERTY ALLEVIATION, HIV PREVENTIVE EDUCATION AND INCLUSIVE EDUCATION IN SIX EASTERN AND WESTERN SUB-SAHARAN COUNTRIES<sup>21</sup>**

This section addresses the respective situations of the six participating countries: Tanzania, Uganda, Kenya, Ethiopia, Ghana, and Nigeria. It analyses (i) the current status of inclusive education in these countries in relation to poverty alleviation, curriculum and HIV preventive education, (ii) challenges and policy initiatives, and (iii) good practices of inclusive education. As mentioned earlier, while there is no unified concept of inclusive education among Eastern and Western Sub-Saharan countries, there is a common tendency of seeking to broaden the idea beyond just serving children with special needs. Each country in this region faces numerous challenges towards designing and implementing more inclusive educational practices in combination with strategies to alleviate poverty and enhance HIV preventive education.

### **A. Six Participating Countries**

#### *A.1. Federal Democratic Republic of Ethiopia<sup>22</sup>*

In the case of Ethiopia, the concept of inclusive education has been broadened to an education system open to all learners, regardless of economic status, gender, ethnic backgrounds, language, learning difficulties and impairments. The country presentation brought attention to the importance of identifying and reducing barriers that prevent

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<sup>21</sup> The information in this section is adapted from country presentations and discussions at the Regional Preparatory Seminar "Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa"; Nairobi, Kenya, 23 – 27 July 2007.

<sup>22</sup> The information in this section was adapted from the presentation given by Dr. Virxhill Nano (Faculty of Social Sciences, University of Tirana) regarding the status of inclusive education in Ethiopia, presented at the Seminar Poverty Alleviation, HIV and AIDS Education and Inclusive education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa (Nairobi, Kenya 23 – 27 July 2007) and from notes taken during the seminar by IBE staff. Participation from governmental education representatives of Ethiopia included as well Mr Ato Adugna Ayana, Expert in Teacher Education, now working on the new teacher development program; Mr Ato Tesfaye Ayele, expert in curriculum development; Mr Ato Yeshitla Mulat, Educational Program and Teacher Education Department Head.

learning in various educational settings; that is, not only at primary and secondary education levels, but also in higher education, vocational training, teacher education, education management, and work places. All learning environments should meet and adjust to the needs of all learners. Inclusive education was also understood as key to sustaining economic growth and reducing poverty. Following this principle, the Ethiopian Government is committed to achieve the Millennium Development (MD) and Education for All (EFA) goals, for instance providing primary education of good quality to all citizens by 2015.

In the context of a national policy and legal framework, the Ethiopian Constitution refers to education as a human right. In line with international declarations and conventions, the Constitution emphasizes the need to allocate resources and provide assistance to disadvantaged groups, including special support in education. Along those lines, the Education and Training Policy (1994), guides the implementation and development of inclusive education in terms of an education for all. The Constitution also supports the “expansion of quality primary education to all citizens” considering that education is not only a right but also a guarantee for development. In these terms, and in line with quality education, the Ministry of Education is committed to provide universal primary education by 2015, and to expand secondary and higher education, vocational training, secondary and higher education. The overall goal is to facilitate active participation of all citizens, including those with special needs, in the community and society.

At the same time, Ethiopia recognizes that the commitment to Education for All by 2015 has complex implications and requires a long process. There are still obstacles in providing access to education for all children and achieving inclusive education. The main barriers to achieving an education for all involve (i) an overall lack of knowledge about diversity of needs, (ii) inflexibility of the curriculum, (iii) insufficient preparation of teachers and education leaders, (iv) rigid and poor teaching methods, (v) lack of need assessment processes. As a result, schools and teachers find it difficult to accommodate students with special needs, and compel them to adapt to the school, instead of adapting schools to the needs of the students.

In particular, in relation to special needs education, the Ministry of Education points to the Education and Training Policy (1994). Underlying this policy, the final goal is to ensure access and quality education for all according to EFA goals, considering that all children and students can learn although many of them need some form of support to actively participate to the class and learn. This policy, designed in cooperation with key stakeholders and partners, encourages the Ministry to continue working in cooperation with these stakeholders to implement and achieve EFA goals. Implementation of this policy is guided by the recognition of the importance of systematically integrating inclusive education initiatives to an overall education sector development including curriculum reform. Therefore, the Education and Training Policy is incorporated in the ongoing Education Sector Development Program (ESDP 3) as one of the main strategies, and is extended to regional and local action plans to minimize the budget barriers in its implementation.

Ethiopia gives importance to school changes and teacher training regarding inclusive education. One of the objectives is to create awareness among school managers and teachers about the need to provide support to all groups of learners. Along these lines, identification and support systems for children with special needs are necessary. Appropriate materials and equipments, including Braille and related instruments for children with visual impairments, should be made available in schools and in the community. Primary education should give special attention to the development of basic skills with the aim of enabling a successful inclusion of all citizens in schools and society, especially concerning children with visual and hearing impairments.

More specifically, the main activities to promote inclusion are organized in three main components of what is referred to as a quality education package: curriculum framework; teacher development; and school improvement programs. Curriculum development considers learners' diversity and includes measures such as transcription of textbooks to Braille in order to ensure access to learning for blind children, and sign language as a medium of instruction to ensure access to learning for deaf children. All issues of inclusive education are observed in both pre-service and in-service teacher and leadership

training related to all educational levels (undergraduate, graduate and post graduate levels). A key aim is thus to improve teacher education by providing incentives to increase teachers motivation and by establishing standards to “professionalize” teaching.

### *A.2. Republic of Ghana*<sup>23</sup>

During the workshop, Ghana’s case was addressed in terms of poverty alleviation, HIV/AIDS education, and inclusive education. As a way to alleviate poverty, Ghana aims for education reforms that connect curricular and socio-economic objectives by taking into account the skills that are necessary for relevant and good employment. With a quantitative assessment approach, over ten years of experiences in practices of HIV preventive education in Ghana were also shared in the seminar. Initiatives in the domain of inclusive education in line with ICE 2008 sub-themes were also discussed and identified as steps of good practices extending beyond special needs education.

#### **Poverty Alleviation and Education: Policy Initiatives and Challenges**

As a way to understand initiatives of poverty alleviation in the context of education, the Ministry of Education, Science and Sports (MOESS) introduced Ghana’s basic education system. Basic education in Ghana consists of nine years of education from primary school to the end of the three years of junior secondary school. The education offered at this level is aimed at providing the basic intellectual foundation for continued education at senior secondary level and beyond. Education for poverty alleviation has received

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<sup>23</sup> The information in this section was adapted from the presentation given the Ministry of Education, Science and Sports of the Republic of Ghana on the status of Ghana’s education, EFA, curriculum and poverty alleviation, presented at the Seminar Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa (Nairobi, Kenya 23 – 27 July 2007) and from notes taken during the seminar by IBE staff. The Ministry country team of the Republic of Ghana was comprised of Rev. Prof. S.Sk. Adjepong, Principal of Methodist University College/Chairman of Tertiary Education Committee on the National Education Reform Implementation Committee; Mr. Benjamin Kwao Adipah, Officer of Curriculum Research and Development Division (CRDD); Dr Mrs Margaret Nkrumah, Principal of SOS-HGIC/Vice Chairman of Inspectorate Committee on the National Education Reform Implementation Committee; and Mrs. Judith Sakara, Assistant Director of Curriculum Research and Development Division (CRDD).

some consideration at this level. Ghana operates as a centralized subject-based curriculum which is prescribed for all schools. In the intended curriculum for general education at the basic level, pre-vocational and pre-technical and entrepreneurial skills have been included to prepare learners with employable skills according to resources in the locality. The objective is to enable graduates who cannot continue their education to go into further occupational training or apprenticeship.

Giving attention to poverty alleviation and the prescribed curriculum, representatives of Ghana noted the following as the most positive educational and socio-economic policy initiatives: supporting the acquisition of pre-vocational and pre-technical skills for all learners at the junior secondary school level. Such skills are applied in income-generation ventures in specific localities, involving for example agriculture, catering, and woodcraft. This is pursued in parallel to laying the foundations for small scale and cottage industries. Vocational education, as part of formal education, was also stressed as important and as a means of livelihood. Finally, creating awareness among youth and other stakeholders on the importance of vocational education was identified as a critical issue.

At the same time, various factors were identified as hindering the development of education and poverty alleviation initiatives mentioned above. There is inadequate funding for the construction of workshops, and also scarcity in the provision of tools, equipment and materials for teaching and learning. Also, there is an insufficient supply of qualified teachers for technical/vocational courses. This is accompanied by ineffective teaching and assessment procedures, and unfortunately reinforced by negative parental/societal attitudes towards vocational education. Development of vocational/technical skills is limited by the availability of local resources for teaching, and thus such skills are not defined by the interest or aptitude of the learner. Also, there is a weak relation between the curriculum and the kind of demands and practices of the industry. At the same time, there is absence of effective monitoring, evaluation and research on the implemented curriculum as a way to obtain processed data necessary for curriculum revision. There is a lack of effective linking of school graduates with the curriculum development process.

As a way to counteract the above mentioned obstacles, Ghana is aiming to change negative parental/societal attitudes towards vocational education. However, support and commitment from the government is insufficient in what pertains to the provision of resources. The MOESS notes also how examination methods should be revised in relation to vocational education. Pen and paper examination should be changed in favor of performance or practical tests. The ineffective orthodox method of teaching and learning should change for competency-based, hands-on individualized and simulated workshop approaches to skills education/training. Informal, unsupported apprenticeship should become a structured and formalized apprenticeship. Focusing only on mainstream general education should change to creating and rigorously supporting a parallel stream of technical and vocational education to run along with general education after basic education. Entrepreneurial skills should be included and seriously perused in all academic, technical and vocational programs. Creative and productive teaching and learning should start early at the primary school level. Curriculum implementation aspects that may lead to the exclusion of children and youth affected by poverty from learning processes and opportunities in their country should be carefully revised and changed.

Poverty is higher in rural areas. Parents in rural communities are therefore most often unable to provide or afford teaching materials to assist rural schools in the implementation of the basic school curriculum. Due to poverty some children take part in economic activities when schools are in session (e.g. on market days), or help on the farm before and after school. Many children who have completed basic education roam the streets selling goods to earn money, and this might make both parents and children question the value and relevance of having an education. Also very importantly, poor food provision and poor basic services in various areas affect children.

Many teachers posted to work in rural areas tend to prefer living in slightly larger villages and commute to their schools located ten to twenty kilometers away in the remote areas. Due to the travel distances involved, and the lack of frequent transportation to the remote areas, teachers in some of the remote areas are often absent from school.

At the same time, in relation to teachers' roles, attitudes and preparation, Ghana representatives suggest addressing the inadequate preparation that teachers have in terms of aptitudes and competence. Trained teachers are often reluctant to accept work in less endowed areas. Teachers' training is insufficient to cater for specific needs of each child.

Also, large class sizes in Ghana are hindering individual attention and participatory learning. Furniture is often inappropriate classrooms are poorly equipped. There is an inadequate provision of teaching and learning materials. Electricity is lacking in most rural areas, therefore the use of ICT in teaching and learning is often impossible. School management or administration does not take the needs and rights of children into consideration. There is a prevalent teacher-centered approach to teaching and learning. Moreover, in sparsely populated areas, most children are forced to walk long distances to attend school.

When referring to the relevance of formal schooling to people's lives, the MOESS notes how in Ghana both parents and children show no interest in learning for vocations that they already know about or even practice in their community. Teaching and learning is too academic to meet the needs or interests of children or of the community. Adequate teaching and learning materials are insufficient in the areas of the country where poverty is endemic. Also, employment opportunities and educated role models which could act as a catalyst for children and youth to remain in school until completion are very scarce in rural areas.

### **HIV/AIDS Education: Policy Initiatives and Challenges**

In Ghana, HIV and AIDS Education has been an important part of the curriculum at the basic and secondary school levels over the past ten years. The Ministry of Education's response to the threat of HIV/AIDS started with the establishment of an HIV/AIDS Task Force and the development of a strategic plan for HIV/AIDS interventions within the sector in the year 2000. In May 2002, the HIV/AIDS Secretariat was established at the

Ministry to coordinate all HIV/AIDS activities and objectives within the sector, including coordination of their funding. As part of the implementation strategy, HIV/AIDS issues have been integrated into the school curricula and manuals for teachers (pre- school, basic and secondary teachers).

According to the MOESS, educational components regarding HIV/AIDS have been integrated into various curricular subjects at the primary level of education, such as English Language, Integrated Science, Environmental Studies, and Ghanaian Language. At secondary junior level, the topic has also been incorporated into the following subjects: Life Skills, Social Studies, and Religious and Moral education.

In relation to the production and distribution of materials related to HIV/AIDS education, the MOESS points quantitatively<sup>24</sup> the number<sup>25</sup> of manuals that have been distributed as a positive outcome. Similarly, when referring to teacher training, following a quantitative assessment, HIV/AIDS preventive education has aimed to increase the number of trained teachers. Since 2005, among the various school levels, the lower secondary level has shown the highest percentage (66.9%) of teachers trained for HIV/AIDS preventive education<sup>26</sup>. In addition, HIV/AIDS is a course of study in all the 38 teacher training colleges. A manual entitled “Window of Hope”, which was developed with the support of World Education, is used as the main source book for teaching HIV/AIDS.

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<sup>24</sup> The quality of the content and its applicability and use by teachers and the various young populations involved was not addressed.

<sup>25</sup> In 2005, DFID sponsored the printing and distribution of 23,430 HIV/AIDS Teaching Manuals for the training of JSS (Lower Secondary School) teachers in 4 Regions (Ashanti/Central/Eastern/ Greater Accra Regions) with the highest HIV/AIDS prevalence in the country. In 2006, UNICEF funded the printing and distribution of 21,000 copies of Manuals for Basic (Primary and Lower secondary school teachers) and Senior Secondary School Teachers in the 3 Northern regions (Upper East/ Upper West and Northern region) at 6 Manuals per both public and private basic schools. 700 of the manuals were distributed to the 7 Teacher Training Colleges in the same Regions at 100 manuals per Teacher Training College. In 2007, GET fund is sponsoring the production of 104,000 manuals for the training of Primary/Junior Secondary /SSS Teachers in Brong Ahafo/Volta and Western regions and the 3 Northern regions. Out of this number for 2007, 4 will be distributed to each school in the first four regions to add up to 6 manuals per school (Basic and SSS). In 2005, all Basic and Senior Secondary schools in the first 4 regions received 2 copies per school.\*

<sup>26</sup> At the primary level, 40,574 teachers were trained in 4 regions (Ashanti/Central/Eastern/Greater Accra Region) Percentage trained:48.8%; JSS (Lower Secondary) level : 32,980 teachers were trained in 7 regions (Ashanti, Central, Eastern, Greater Accra, Upper East, Upper West and Northern regions)Percentage trained: 66.9% SSS level: 9,954 teachers were trained in 4 regions (Ashanti, Central, Eastern and Greater Accra region) Percentage trained 55.7%.

The main shortcomings and difficulties regarding HIV preventive education were identified by the Ministry as resulting from inadequate funding for the training of teachers. Materials and manuals are not produced and provided in adequate quantities.

### **Approaches, Scope and Content and Policy Initiatives in Inclusive Education**

Ghana's inclusive education focuses on children with special needs. However, the MOESS recognizes that certain groups of learners including girls have been marginalized. As a consequence, new interventions and initiatives of good practice have been put in place to include all categories of children in the school system. Notably *Gender Parity* is an intervention to increase school enrolment and retention of girls in schools by providing bicycles, school uniforms and meals to girls. Also the strategy of *Introduction of Capitation Grant*, meant to increase the enrollment of children in school by relieving parents from paying school fees, has been put in place. With an impact on school retention, the MOE has introduced a School Feeding Program, not only with the idea of encouraging all children to stay in school, but also to motivate parents to send their children to school.

In contrast to challenges noted earlier in the area of vocational education, at a pedagogical level, the basic curriculum provides varied participatory teaching and learning methods to take care of the different needs of various "categories" of children in the classroom. Teachers are encouraged to use a combination of approaches in teaching. In addition, curriculum development is attentive to address different cultures by providing examples of issues/cases from other regions.

The MOE has also introduced Free Compulsory Universal Basic Education (FCUBE) as a key policy that aims for all children of school going age to access basic education. Focusing on early childhood levels of education, Ghana seeks to formalize kindergartens by attaching kindergartens to all primary schools. Another positive inclusive education initiative as a starting point is related to girls who drop out of school due to pregnancy.

The MOE is committed to encourage pregnant girls to return to school and finish their education. There is also a policy on the use of Ghanaian Language from kindergarten to lower primary school. The children learn in their mother tongue as a way to facilitate learning. Community participation is also identified as a key positive component for inclusive education practices. For example, as a starting point of involvement, communities are encouraged to participate by providing schools with infrastructure. Districts assemblies are encouraged to give scholarships to teacher trainees to make sure their districts receive trained teachers. As the MOE highlights, the government has provided each child with basic textbooks.

### **Systems, Links and Transitions in Inclusive Education**

According to the MOE, the curriculum in Ghana has been reviewed to ensure linkages from kindergarten to senior high school to ensure a smooth transition from one level to the other. Knowledge, skills, competencies have been scoped and sequenced to ensure life long learning. Expansion of secondary school in each district is aiming to make secondary education more accessible to the majority of students.

### **Learners and Teachers and Inclusive Education**

In most rural schools in Ghana, the curriculum does not provide an adequate learning environment facilitating inclusion at the school and classroom levels. For the learning process to be activated for children of very different abilities, the MOE calls to reduce class sizes to a maximum of thirty-five (35) pupils per class. Teachers have not been adequately equipped with the required competencies to attend to the growing diversity of learners' expectations and needs. However, a continuous assessment approach which requires remediation is part of the teaching and learning process in schools.

Main sources of exclusion include cultural inhibitions such as a preference for boys to go to school rather than girls. In some cultural groups girls are married off at an early age. There is also an inadequate funding for education which negatively affects the provision

of teachers, infrastructure, and teaching and learning materials especially for deprived schools. Large class sizes do not contribute to the use of participatory teaching and learning methods. There is a great need of adequately trained teachers; the MOE notes how 60% of teachers in the rural areas are untrained. This is partly due to trained teachers' refusal to accept postings to rural and deprived areas due to the lack of social amenities (electricity, libraries, computers etc.) in such areas. An inflexible timetable in the curriculum design and implementation were noted as hindering goals of inclusive education.

### **Recommendations**

Ghana proposes several measures as useful steps towards inclusive education. School facilities should be expanded with the provision of quality and adequate infrastructure and teaching/learning materials. Schools and their curricula should adopt a flexible timetable that suits local conditions, as a way to include pupils who walk long distances to school, those who have to carry farm produce before going to school, and shepherd boys. The curriculum should be monitored and evaluated by developing an independent system (inspectorate located outside MOE) and making inspection a diagnosis tool to improve delivery. Teacher training is called for with great need as more teachers are required for every school. This step should be accompanied by the provision of social amenities in rural and remote deprived areas.

### *A.3. Republic of Kenya*<sup>27</sup>

During the seminar, the representatives of Kenya referred to the status of inclusive education in their country by referring to the ICE 2008 sub-themes. A set of challenges and policy actions currently undertaken by Kenya were presented, according to this country's understanding of inclusive education as a human right and as involving a system-wide reform that increases the inclusion of all children currently excluded from education due to a range of factors that go beyond special needs. Issues of poverty alleviation in relation to education are addressed implicitly when referring to groups in the population that do not have access to education either because of their poor economic background, and/or because of the disadvantage of living in remote rural areas with poor provision of public services. The topic of HIV/AIDS and its relation to education was not referred to in the Ministry of Education's presentation.

#### **Approaches, Scope and Content of Inclusive Education**

Kenya refers to inclusive education in terms of education as a human right, thus calling for a policy approach to education that challenges exclusionary policies and practices and addresses learning needs of all learners in regular schools and classrooms. Kenya's inclusive education policy aims at removing all barriers affecting disadvantaged groups to enable their access to education. Inclusive education means including all children who are left out or excluded from school and who can participate in education in both formal and informal settings.

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<sup>27</sup> The information in this section was adapted from a presentation given by the Ministry of Education of Kenya on the status of inclusive education in Kenya, at the Seminar Poverty Alleviation, HIV and AIDS Education and Inclusive education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa (Nairobi, Kenya 23 – 27 July 2007) and from notes taken during the seminar by IBE staff. Participation of governmental country representatives for Kenya included: Mr. Enos Oyaya, Director, Quality Assurance and Standards, Ministry of Education; Mrs. Miriam Mwirotii, Director, Policy and Planning, Ministry of Education; Mr. Stephen Karaba, Officer for Special Needs of Education, Kenya Institute of Education; Mrs. Dina Mwaita, Teachers Service Commission, Ministry of Education; Mrs. Monica Kilonzo, Director, Kenya Institute of Special Education, Ministry of Education; Mrs. Lydia Nzomo, Director, Kenya Institute of Education; Mr. Robert Kamau, Deputy Director, Curriculum Services, Kenya Institute of Education; Mrs. Grace Ngugi, Officer in Charge of AIDS Control Unit, Kenya Institute of Education; Mr. Henry Manani, Programme Co-ordinator, Research and Evaluation, Kenya Institute of Education.

Kenya's concept of inclusive education was presented as having evolved over the last 10 years. A first step was including children with disabilities in regular classrooms with all other children. Now, the aim is to include groups that have been excluded from educational opportunities for reasons other than disabilities: orphans, children living in poverty, those from ethnic and linguistic minorities, girls, children living in remote areas, and those with disabilities or other special educational needs. Education should also include children and youth affected by HIV and AIDS, adult learners, out-of-school youth, and those in ASAL/marginalized areas, street families, nomadic children, and adolescent mothers.

Current main sources of exclusion in Kenya involve, among other, lack of clear guidelines in inclusion policy and the fact that there is no mechanism for flexible delivery of curriculum to cater for all excluded children, even those with special talents and abilities. There are also cultural barriers and religious inclinations that prevent an open understanding of inclusive practices of education. There is discrimination in society and thus in education against handicapped/disabled children, as well as against those coming from poor backgrounds with inadequate resources. Child labor is another factor hindering inclusive education. Also, there are regional and gender disparities in education. Teachers are not adequately qualified to handle special education cases in school. Overall, there is an inadequate quality assurance mechanism to oversee inclusion in the education system.

### **Public Policies of Inclusive Education**

Considering the above conceptions of inclusive education and the identified challenges of exclusion, Kenya presents various policy initiatives undertaken to improve inclusive education. As a step towards inclusive education, Kenya aims to improve the curriculum in place for non-formal education to reach children and youth who are not able to attend formal schools. There is also an adaptation and development of curriculum for special needs education. A policy is in place addressing child labor, orphans and vulnerable children. These policy initiatives are to receive financial sustainability. The government

of Kenya is also setting up the Street Families Rehabilitation Trust Fund in which education plays a key role. There is also provision of Free Primary Education (FPE) for learners in primary schools, and through this, FPE support grants given to formal/non formal education centers in informal urban settlements, ASAL areas and pockets of poverty areas. According to the MOE, there is an increase in the number of learners accessing basic education, especially due to improved facilities.

The Kenyan government gives priority to the importance of constructing a public agenda that carries out initiatives under a long-term perspective and that allocates resources for their adequate development. Such an agenda should aim to continuously support effective learning and free opportunities for children in primary education. Policies should also support workshops for parents and leaders regarding inclusive education. Training of school management committees to manage institutions and finances is also important. Children with special needs receive special grants that should continue along a Constituency Development Fund that supports access to education. There is also a government policy on construction of learning institutions to be user friendly.

### **System, Links and Transitions in Inclusive Education**

Kenya gives importance to how the concept of inclusive education is integrated in the curriculum structure of basic education. Early childhood development and basic education are understood as integral parts of inclusive education. Kenya also pursues to adapt the regular curriculum for learners with special needs and increasing access by facilitating prompt and appropriate identification, assessment and placement of such students. Increasing the access, retention and completion rates in basic education as well as the transition rates from primary to secondary schools are presented as goals in line with Kenya's education policy objectives.

At the same time, conceiving inclusive education as a way of democratizing opportunities for life-long learning, Kenya aims to provide an education system that allows for a

smooth transition of learners from early childhood education to primary school, from non-formal to formal education, and from primary to secondary education. Kenya recognizes that different curricula provide a diverse foundation for life long learning, and also that having a compulsory basic education to lay a foundation for further learning on is important. However, the MOE notes how no framework and guidelines for compulsory schooling are in place.

### **Learners and Teachers and Inclusive Education**

Challenges related to inclusive education involve the importance of addressing the needs of all learners equitably; and the need of eliminating any bias against this in the education system. As a social and educational responsibility, inclusive education involves that all children have a right to be educated together regardless of learning difficulties. Inclusive education involves the participation of all stakeholders in the community to ensure that the needs of all children in the society are met.

The following measures exist to render the education system flexible enough to allow and increase the access to education and developing life-long learning: Free Primary Education policy; re-entry to school for adolescent mothers; development of non-formal education secondary curriculum (ongoing); boarding schools and/or mobile schooling in arid and semi-arid districts for nomadic populations, multi-shifts and multi-grade learning; fast tracking of over-age learners, creating learner-friendly environments in schools; a diversified curriculum; and flexibility brought by diverse modes of non-formal education delivery.

Curricula should be revised in order to become more manageable along an appropriate provision of curriculum support materials. Accordingly, changes in teacher training are needed to complement these new curricula. Kenya gives importance to its long-term commitment to increase the number of teachers and to support the provision of learning materials under the FPE support program.

Finally, Kenya proposes to allow pregnant learners to be able to continue their education by setting up an array of innovative measures in ways to provide education, such as distance learning, and forms of support to young mothers so that they can attend school such as day care services.

It is also worth remarking that there was a general consensus regarding Kenya's remarkable progress in abolishing school fees for elementary school and that this experience could be showcased at the ICE as a way of further developing goals of inclusive education.

#### *A.4. Federal Democratic Republic of Nigeria<sup>28</sup>*

During the workshop, Nigeria addressed inclusive education following the sub-themes of the ICE 2008. Poverty alleviation is indirectly addressed when noting that inclusive education strategies should be careful to include children excluded from education due to their poor economic background. No observations were made specifically on the topic of HIV/AIDS education.

#### **Approaches, Scope and Content of Inclusive Education**

The conception of inclusive education was presented in terms of providing access to, equity and quality education to all learners regardless of their various conditions. Such a concept evolved from being initially restricted to learners with physical challenges to be later broadened to include all excluded learners. Thus, inclusive education focuses not only on special needs learners, but also on migrant populations, and children in special circumstances. At present, expansion of the concept and strategies of inclusive education

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<sup>28</sup> The information in this section was adapted from Nigeria's report - presentation on the status of inclusive education in Nigeria given by Prof. Godswill Obioma, Executive Secretary of Nigeria Educational Research and Development Council (NERDC) at the Seminar Poverty Alleviation, HIV and AIDS Education and Inclusive education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa (Nairobi, Kenya 23 – 27 July 2007) and from notes taken during the seminar by IBE staff. Governmental participation from Nigeria also included Professor Muhammad Junaid, Executive Secretary of National Commission for Colleges of Education (NCCE); Dr Gladys Makoju, Director, Policy Planning Research and Management of the Federal Ministry of Education.

are being considered to include other groups. The following were identified as key factors of exclusion: disabilities, religious and cultural backgrounds, gender, region, migrant populations (pastoralists, migrant fishermen, migrant farmers), and poverty.

### **Public Policies of Inclusive Education**

At a policy level, the role of inclusive education is giving importance as part of the country's curriculum reform. At present, the curriculum is being adapted for special needs learners and migrant populations, and textbooks and curricula are adapted to become gender-neutral. As a government priority in public policy formulation, the establishment of regulatory institutions is noted as follows with relevant programs for inclusive education: the National Commission for Nomadic Education (NCNE) (1989); the National Commission for Mass Education (NMEC) (1988); the Nigeria Primary Education Project (1988/1994); the Universal Basic Education Commission (UBEC) (2004); the Special Needs Education Unit of the Ministry of Education, and the Girls Education Project (GEP). State-based market schools are also being organized in key areas. The Home Grown School Feeding Program (HGSFP) has been scaled up in areas most affected by poverty. The allocation of resources towards inclusive education has been increased following the creation of a special UBE intervention fund, and the provision of funds from debt relief to special needs education.

### **Systems, Links and Transitions in Inclusive Education**

Inclusive education is addressed in the curriculum in terms of integration processes in the basic education curriculum structure. Currently a free 9-years program and plans for comprehensive integration are being offered. As a way to ensure access to secondary education, a coherent transition from primary to secondary schools is being solidified by abolishing the primary school terminal examination and the selection entrance examination into junior secondary school. Content overload is being resolved by integrating individual disciplines and fewer subject areas, and by identifying core skills and knowledge. The aim is to avoid working with content specialists by training

generalist teachers and mentoring beginner teachers. Curriculum and textbooks are being reviewed. Life-long learning is enhanced by the new basic education curriculum structured to include skills for life-long learning. The education system intends to be more open and flexible by including migrant populations and by offering strong initiatives for special needs learners and other focal groups.

### **Learners and Teachers and Inclusive Education**

With a focus on migrant populations, schools are trying to provide learner-friendly environments. Attention is being given to implementing learning processes with a flexible curriculum adapted to different learning abilities and focal groups. As noted by the Nigeria Educational Research and Development Council (NERDC), the country is aiming to provide adequate and appropriate resources to promote inclusive education. Along those lines, as an objective, attention is given to further development of teachers' capacity regarding open conceptions and strategies of inclusive education as a way to encounter migrant learners. The NERDC notes that materials used in nomadic education are already having an impact in public and private sectors.

#### *A.5. United Republic of Tanzania<sup>29</sup>*

Tanzania referred to inclusive education by addressing the sub-themes of ICE 2008. The topic of poverty alleviation and education is derived from UNESCO's recommendation to include street children and children from poor backgrounds in inclusive education settings. However, an inclusive education setting is primarily focused on children with disabilities, and thus, on a model that adjusts to accommodate to special education needs.

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<sup>29</sup> The information in this section was adapted from the presentation on the status of inclusive education in Tanzania given by the Tanzanian Ministry of Education and Vocational Training, (Rose C. Masseng, Director Teacher Education, and Hilda K. Mkandawire, Principal Education Officer, Inspectorate Department) at the Seminar Poverty Alleviation, HIV and AIDS Education and Inclusive education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa (Nairobi, Kenya 23 – 27 July 2007) and from notes taken during the seminar by IBE staff. The country team also had the participation of Dr. Paul S.D. Mushi, Director, Tanzania Institute of Education.

Re-organization of regular schools and classrooms is proposed by this country's reforms in order to cater for a greater diversity of children in the community. Tanzania recognizes that schools should restructure their curriculum, especially in relation to pedagogical and assessment components, to ensure access and success for all children with the support of parents, the community and budgetary allocations that reflect such commitment.

### **Approaches, Scope and Content of Inclusive Education**

The conceptualization of inclusive education in Tanzania was addressed by referring to education as an essential human right and a force for social change and vital means for combating poverty. Education should empower the marginalized, safeguard children from exploitation, promote democracy, and help protect the environment. Along those lines, schooling should provide the foundation for life learning, and it needs to be accessible, of high quality and sensitive to the most disadvantaged. Thus, inclusive education is understood as long-term process of creating an inclusive society and a barrier-free environment. Inclusive education implies broadening educational opportunities for children with disabilities and marginalized groups and developing their learning potential. Marginalized groups refer to hunters, gatherers, pastoralist and fishing communities, orphans and street children. Schools should include all children regardless of their physical, intellectual, social conditions. Inclusive education often has had a particular focus on groups who have been traditionally excluded from educational opportunities, such as children with disabilities and special educational needs. The inclusive education approach is particularly important for these groups. In Tanzania, inclusive education is understood as an integrated school setting where a link is provided between objectives of inclusive education and a tolerant inclusive community.

Currently main sources of exclusion in Tanzania are derived from a negative social attitude towards marginalized children in schools and surrounding communities. Other key factors of exclusion involve environmental and communication barriers; poverty and concomitant challenges; lack of knowledge and skills to manage the teaching of children

with special education needs; and lack of awareness from parents and the community regarding the importance of inclusive education.

### **Public Policies of Inclusive Education**

For children with disabilities and marginalized groups to be included in education, collective multi-sectoral efforts are requested, demanding both political and social action. The coordinated mobilization of stakeholders and the community for more resources and an orientation of existing resources towards inclusive education are priorities that need attention. The government is making efforts towards ensuring access and equity in the education arena as an exponent of EFA in its Education Act (1978), its Education and Training Policy (1995) and its Primary Education Development Plan (PEDP). Interventions undertaken by these policies include the further support of non-governmental institutions and schools that specialize in offering education to children with disabilities through an integration approach. Training of classroom teachers, school inspectors, district education officers and ward education coordinators is marked as an essential strategic component of inclusive education. Considering the lack of awareness in society about inclusive education implies a process of attitudinal change not only at community levels in order to foster enrolment, but also at school levels in order to foster acceptance and interaction among a diverse school population. It is a government priority in Tanzania to carry out initiatives under a long-term perspective with regards to a public agenda increasing such attitudinal changes and reforms of inclusive education; the government has thus established a unit in this regard within the ministry with an increased budgetary allocation. This unit is now preparing a strategic plan for carrying out activities on effective management of inclusive education.

According to the Ministry of Education, an agenda for inclusive education presents a considerable challenge for Tanzania, as pointed out in the Education Sector Review (2006) Aide-Memoire. A particular challenge is the access for children from poor families, orphans, children with disabilities (including development and use of Tanzanian sign language [TSL] for deaf children as well as training and use of TSL teachers and interpreters). The recruiting and retraining of teachers for inclusive education is another

concern. It is also important to have a more accurate measurement of the number of disabled children in the country, for organization and enrolment purposes.

**Systems, Links, and Transitions in Inclusive Education:**

In Tanzania, in the frame of inclusive education particular attention is given to disadvantaged learners, those with special needs and out-of-school children. Recommendations have been made in the Education Sector Review (2006) to improve budget allocations and processes impacting on the access to pre-primary and primary education. Inclusive education is understood as part of the curriculum structure of basic education. As part of an ongoing process, the curriculum has been modified to cater for inclusive education. The curriculum entails three main components which are content, methodology and resources. Curriculum content is modified to meet special education needs and to allow for flexibility to suit the environment. In relation to classroom methodologies, professionals are trained with relevant knowledge and skills on special needs education. At present, in relation to enhanced resources, teaching and learning materials are adapted with relevance to the topic or category of learners' needs.

Transition to secondary education is subject to Primary School Leaving Examination (PSLE). The National Examination Council of Tanzania (NECTA) has made some provisions to facilitate the examination of children with special needs. Arrangements are made for the visual impaired whose examinations are written in Braille to be given 20 minutes more per exam hour in mathematics and 10 minutes per exam hour in other subjects. Those with low vision have their exam written with enlarged prints. At the secondary level of education all children are mainstreamed. Tanzania recognizes that there is yet a lot to be achieved in order for secondary schools to develop a more practical curriculum for students with special education needs, concentrating on life skills rather than on academic ones. This should provide opportunities to pupils to learn job skills like sewing, wood work, managing money and interpersonal skills.

## **Learners and Teachers and Inclusive Education**

Tanzania recognizes that Education for All calls for capacity building and the resolution of negative attitudes and expectations. These problems can only be addressed through development of knowledge. Capacity building for inclusive education is one of the main activities in the country, in order to improve the quality and access to education. The Ministry of Education and the Vocational Training program, through the Special Needs Education unit, have prepared an Inclusive Education Teacher's Guide and Teacher's Resource Pack (adapted from UNESCO resources). The teachers' resource pack intends to encourage effective schooling for all by enlightening teachers on how effective teaching can be responsive to the needs of individual pupils<sup>30</sup>.

In relation to learners, the MOE brings attention to the importance of understanding and addressing special needs as a curriculum issue, and of involving students in order to enrich learning activities. Finally, the development of the inclusive education system needs to focus and coordinate its resources by considering the relationship between the education system and the communities it serves.

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<sup>30</sup> The guide and resource pack aimed at providing teachers with key facts about various impairments and deprivations on how to deal with the most common learning difficulties: Informing teachers on how to adapt the classroom and school environment to overcome the barriers to learning; describing strategies that can be used by teachers to respond to children's diversity and how the curriculum can be adapted to suit individual needs; encouraging teachers to work with families and with community at large. Following the pack, the three important features which are central to successful learning are noted as knowing pupils in terms of their skills, knowledge, abilities, interests, phobia/anxiety and experiences; facilitating /helping pupils to understand what they are trying to learn; organizing classrooms in ways that that keep children busy; involvement of parents and community support.

### *A.6. Republic of Uganda*<sup>31</sup>

Uganda referred to inclusive education by addressing the sub-themes of the ICE 2008. The subject of poverty alleviation and education is implicit in their recommendation of including street children in inclusive education settings. Inclusive education policies and strategies are primarily focused on children with special education needs<sup>32</sup> and women, followed by the challenge of addressing the educational needs of nomadic populations.

#### **Approaches, Scope and Content of Inclusive Education**

Inclusive education in Uganda is addressed under the slogan “Children who learn together, learn to live together”. In this sense, all children in a school, regardless of their strengths or weaknesses in any area, should become part of the school community. It is also understood in terms of Special Needs Education (SNE) within the mainstream education sector. In this regard, creating a sense of belonging among SNE children by adjusting and changing practices in schools and homes is one of the goals. The overall aim is to ensure that all learners attend, actively participate and contribute as individuals to the education system.

In Uganda, progress has been made in relation to inclusive education in the last ten years. The government has taken action towards SNE, especially at the district level. In addition, progress has been made in relation to inclusive education by involving collective participation of all stakeholders, and including the SNE team in the development of education policies in the country. Also people with disabilities are

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<sup>31</sup> The information in this section was adapted from Uganda’s presentation “A Paper on Inclusive Education: The Way for the Future”, presented by Albert Byamugisha (Assistant Commissioner, Statistics, Monitoring and Evaluation and National Coordinator EFA goals Ministry of Education and Sports) at the Seminar Poverty Alleviation, HIV and AIDS Education and Inclusive education: Priority Issues for Inclusive Quality Education in Eastern and Western Sub-Saharan Africa (Nairobi, Kenya 23 – 27 July 2007) and from notes taken during the seminar by IBE staff. The Tanzanian country team also had the participation of Dr. J.G. MBABAZI, Director of Education, Ministry of Education & Sports; and Mrs Connie KATEEBA, Director of National Curriculum Development Center.

<sup>32</sup> Uganda also refers to children with special needs as those with cognitive/ learning difficulties, referred to as “slow learners”; those with chronic health problems (e.g. sickle cell, asthma, epilepsy etc); learners living under difficult circumstances (e.g. traumatized children, street children, children of nomadic groups); children experiencing natural calamities; and children who are gifted and talented.

represented in Uganda's national parliament and its various cultural groups practice "the spirit of togetherness".

Target groups of inclusive education were identified as children with disabilities (hearing and/or visual impairment, physical/motor impairment and multiple disabilities), teachers, parents and the local communities. The main and current sources of exclusion involve inadequate resources in terms of human (i.e. sign language interpreters), financial (budgetary allocations still low) and instructional materials (i.e. audio logical services). There is also a prevalent negative attitude about children with special needs among certain groups of society. Children with special needs also involve those with cognitive/learning difficulties, referred to as "slow learners"; those with chronic health problems (e.g. sickle cell, asthma, epilepsy etc); learners living under difficult circumstances (e.g. traumatized children, street children, children of nomadic groups); children experiencing natural calamities; and children who are exceptionally gifted and talented. In Uganda inclusive education also aims to ensure that learning goes beyond the school environment, and integrates the home and community environments, thus ensuring life-long learning.

### **Public Policies and Systems, Links and Transitions in Inclusive Education**

At a policy level, curriculum reform has gained attention in the educational agenda of Uganda. In what pertains to inclusive education, and with attention to special needs education, the new thematic curriculum uses child participatory methodology of teaching and learning; appropriate instructional materials; age appropriate content; and a conducive learning environment.

Giving importance to the role of inclusive education along the lines of special needs education, primary education curricula are being revised to consider all learners' special needs. Construction of "regular schools" is now sensitive to the needs of children with disabilities (e.g. ramps are a necessary element when a school is being constructed). Instructional materials should be procured considering the special education needs of

children. As a positive outcome, Uganda notes how the number of learners enrolled and receiving formal instruction in education has increased from 20,000 in 1996 to 300,000 in 2006. Ongoing re-training of teachers to equip them with knowledge and skills for the new thematic curriculum is also taking place.

The structure of administration and management of special needs education, starting from the Ministry of Education's headquarters, headed by the Commissioner, down to the districts, shows a positive step towards inclusive education. As a government priority, SNE has been mainstreamed into the education system, both in terms of planning and implementation. A number of associations of and for inclusive education are providing support for the right to education of those with disabilities and women (e.g. National Council for Disabilities, National Union of Disabled Persons of Uganda (NUDIPU), Forum for African Women Educationists (FAWE) Uganda etc.). At the same time, as mentioned earlier, there is parliamentary representation for persons with disabilities at national and local levels.

In matters of coherent transition from primary to secondary education, Uganda mentions to have embarked on the review of the curricula for both primary and secondary education, with the view of establishing a coherent transition between the two sub-sectors. Uganda is described to have a 7-4-2-3(5) education system and inclusive education is noted to be entrenched at all levels, since there are relevant supportive policies to accomplish this (i.e. Universal Primary Education (UPE), Universal Secondary Education/Universal Post Primary Education Training [USE/UPPET], and Business Technical and Vocational Education and Training (BTVET).

### **Learners and Teachers and Inclusive Education**

Under the School Facilities Grant (SFG), schools are deliberately constructed with the aim of providing better learning facilities to all the learners. The policy of training and re-training of teachers seeks to address the need of quality in the learning environment.

The learning process activated with children of very different abilities involves teachers engaging students in a participatory approach. For example, while an ordinary child is reading and writing print, a blind child will be reading and writing brail in the same lesson. Teachers undergo an initial training with a subsequent follow up training, and are as a result able to identify the required instructional materials, content and appropriate methods that meet different learners' needs and expectations.

As positive outcomes of its inclusive education policies and practices, Uganda brings attention to the high levels of community awareness and participation regarding special needs education.

A main challenge to be addressed in Uganda regarding inclusive education is the urgency of providing alternative education to a small group of nomadic population that does not want to settle down. In this regard, the relevance of the curriculum (entirely focused on cows) would have to be examined, including flexibility at all levels (timetable, yearly calendar, duration of learning process, place of teaching) and by forming members of this group to become educators willing to follow the group; education would have to take place in the local language and facilitating access to secondary education.

## **B. Regional Challenges and Good Practices in Eastern and Western Sub-Saharan Countries<sup>33</sup>**

Considering the country cases presented during the seminar, this sub-section synthesizes the overall challenges and good practices in the region in relation to poverty alleviation and education, HIV/AIDS education and inclusive education.

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<sup>33</sup> Drawn from country presentations, the consensual regional statement and notes of discussions from the Regional Seminar on Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Poverty Issues for Quality Education for All in Eastern and Western Sub-Saharan Africa. – Nairobi, 23rd – 27th July 2007.

### *B.1. Poverty Alleviation and Education*

In their presentations, Ghana and Ethiopia directly addressed the relationship between poverty alleviation and education. This relationship was also addressed implicitly by all countries when referring to groups in the population that do not have access to education either because of their poor economic background (e.g. street children), and/or due to the fact that they live in remote rural areas with poor provision of public services. Poor youth are excluded from learning processes and educational opportunities, which leads to the perpetuation of their poor socio-economic development.

In the case of Ghana, education reforms are giving special attention to problems of poverty by aiming to link educational skills with socio-economic objectives leading to decent livelihoods. There is a very strong call for the development of skills and competencies directly useful for children to make a better living within their communities. This reveals a regional challenge of identifying a link between employment, the kind of society desired by citizens, and the curriculum. Ghana proposes, for example, that vocational and technical education should be incorporated with more cohesion in the general education curriculum. At the same time, initiatives for vocational education face negative societal attitudes. Also, there is an inadequate supply of qualified teachers for the technical/vocational courses. These issues need to be addressed.

Discussions during the seminar also showed other challenges common to all six countries in relation to poverty alleviation and education. For example, there is a lack of vision regarding what is entailed by a curriculum for poverty alleviation as a way to transform society. Curricula should be revised in order to prevent the exclusion of children and youth affected by poverty and excluded from learning processes and opportunities. At the same time, curriculum developers lack capacity and time to develop better curricula and teachers are insufficiently or inadequately prepared. There is also a lack of monitoring and evaluation of attained curriculum in order to propose new changes. However, there is recognition that curricula are overloaded and somewhat irrelevant and obsolete in relation

to emerging issues and societal change. Curricula are too fact-based, and do not address values and life skills relevant to local needs and culture.

The impact of poverty on education is more evident in deprived rural areas. Qualified teachers do not have incentives to work in remote poor areas, and as a result there are too few of these teachers in these areas. Schools in remote rural areas have inadequate facilities; access to schools is difficult as there are often no roads and no transportation means, and also there is lack of electricity and basic social services such as sanitation and clean water provision<sup>34</sup>. In particular, slum dwellers and rural areas in Sub-Saharan Africa have access to much less than the 20 liters a day per person which are required to meet the most basic human needs. Women and young girls carry a double burden of disadvantage, since they are the ones who sacrifice their time and their education to collect water (UNDP, 2006:2)<sup>35</sup>. Moreover, food deprivation in the region has a considerable effect on the well being of children and their families. The prevalence of undernourishment<sup>36</sup> was estimated to affect 31% of the total population of Sub-Saharan countries according to the MDG (UN) regional classification in the latest data 2000-2004 preliminary.<sup>37</sup>

At the same time, poverty in rural areas discourages children and their families from continuing with schooling as children are considered to be better off contributing to the

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<sup>34</sup> Deprivation in water and sanitation brings considerable costs to human development. According to research undertaken for the United Nations Human Development Report 2006, “losses are greatest in some of the poorest countries. Sub-Saharan Africa loses about 5% of GDP, or some \$28.4 billion annually, a figure that exceeds total aid flows and debt relief to the region in 2003” (p.6).

<sup>35</sup> Please also refer to the United Nations Human Development Report 2006 “Beyond Scarcity: Power, Poverty and the Global Water Crisis” for a discussion on the global water crisis being rooted in power, poverty and inequality and not in physical availability. Also, strategic principles are given on how to address at an international and national levels the deprivation in water and sanitation in order to reduce its costs on human development.

<sup>36</sup> Undernourishment refers to the condition of people whose dietary energy consumption is continuously below a minimum dietary energy requirement for maintaining a healthy life and carrying out a light physical activity (Food and Agriculture Organization of the United Nations, Statistics Division)

<sup>37</sup> FAO Statistics Division,  
[http://www.fao.org/es/ess/faostat/foodsecurity/Files/PrevalenceUndernourishment\\_en.xls](http://www.fao.org/es/ess/faostat/foodsecurity/Files/PrevalenceUndernourishment_en.xls)

household income by working in farms<sup>38</sup>. In addition, schools are far away from where children live and they are forced to walk long distances.

Governmental commitment and poverty levels in a country impact the resource allocation for education. For example, there is a need to finance the construction of workshops and resources such as tools and equipment for vocational education. When resources are lacking, teaching and learning is defined by the resources available and not by learners' needs. In addition, there is lack of dialogue and participation of population/target groups in the planning and implementation of social policy and a lack of coordination between policies and plans to reduce poverty.

## *B.2. HIV and AIDS Education*

It appears that the issue of HIV and AIDS education is barely addressed by the curricula of most of the six participating countries. The topic of HIV/AIDS and its relation to education was only referred to in detail in the country presentation of Ghana. With a quantitative assessment approach, practices of HIV preventive education in Ghana, who has an important experience of over ten years in this field, were shared in the workshop. The main shortcomings and difficulties identified in this country regarding HIV preventive education included, among other, inadequate funding for the training of teachers. Also, materials and manuals are not produced and provided in adequate quantities. These points may easily reflect the challenges faced by other countries in the region, especially in relation to the need for qualified teachers addressing HIV/AIDS issues in the classroom, and appropriate age and content materials.

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<sup>38</sup> Most recent ILO estimated regional trends in children's work, 200-2004 (5 to 14 year olds) indicate that Sub-Saharan Africa has the greatest incidence of economically active children – 26.4 per cent of all 5-14 year-olds, compared to 18.8 per cent for Asia and the Pacific and 5.1 per cent for Latin America. (International Labor Organization, Global Child Labor Trends, 2000-2004; 2006:3).

## The Impact of HIV/AIDS in Education:

The impact of HIV/AIDS in the provision of education and school attendance in the region must be clearly highlighted. The impact of the AIDS epidemic on societies and goals of human development are of crucial importance to any education reform in the region. In addition to AIDS indirectly or directly increasing child mortality, and affecting the poor more heavily than other population groups (UNAIDS, 2006)<sup>39</sup>, girls are dropping out of school to look after family members affected by AIDS; orphans<sup>40</sup> attendance to school is limited, and numbers of public school teachers also decline due to illness or death from HIV/AIDS (UNAIDS, 2006; UNDP 2005). For example, in the case of Tanzania, there is need of around “45,000 additional teachers to make up for those who have died or left the system because of AIDS. The greatest proportion of these, according to the Tanzania Teachers’ Union, constituted highly experienced staff in the 41-40 age group” (UNAIDS, 2006:86; ILO/GTZ, 2004)<sup>41</sup>

At the same time, it is important to examine the extent to which society is willing to include children affected by HIV in schools: “Stigma and discrimination are not only obstacles to HIV prevention, care and treatment for people living with HIV but are among the epidemic’s worst consequences. HIV-related stigma consists of negative attitudes towards those infected or suspected of being infected with HIV and those affected by AIDS by association, such as orphans or the children and families of people living with HIV” (UNAIDS, 2006:86)<sup>42</sup>

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<sup>39</sup> 2006 Report on the Global Aids Epidemic, UNAIDS, Geneva. Available at <http://www.unaids.org/en/KnowledgeCentre/HIVData/GlobalReport/>

<sup>40</sup> In sub-Saharan Africa, approximately 9% of children under the age of 15 have lost one parent to AIDS, and one in six households with children is caring for at least one orphan (UNAIDS, 2006 :92) The education sector has also to consider the psychological trauma caused in children when they become orphans when losing both parents to AIDS, and being separated from siblings.

<sup>41</sup> ILO/GTZ (2004) HIV/AIDS, work and development in the United Republic of Tanzania. Geneva. Available at [http://www.ilo.org/public/english/protection/trav/aids/pul/cp\\_2\\_tanzania.pdf](http://www.ilo.org/public/english/protection/trav/aids/pul/cp_2_tanzania.pdf)

<sup>42</sup> « Discrimination as defined by UNAIDS Protocol for Identification of Discrimination against People Living with HIV, refers to any form of arbitrary distinction, exclusion or restriction affecting people because of their confirmed or suspected HIV positive status. Both place a burden on human development by denying hundreds of thousands of people the chance of reaching their full potential » (UNAIDS, 2006 :86).

### *B.3. Inclusive Education*

Inclusive education policies and practices and their adequate funding are challenging to prioritize in national socio-economic agendas when considering as well the importance of addressing extreme poverty levels in their countries and the epidemic of HIV/AIDS.

Inclusive education represents a struggle against poverty in relation to the resources needed, as well as against the social marginalization, and exclusion of children due to their poor economic background, their affection and that of their families with HIV/AIDS, and their physical and learning disabilities. Child labor is another factor hindering inclusive education. Therefore, several social groups are excluded from education in the region, with the common characteristic of being the less privileged in all aspects of human development. They include among others: out-of-school youth; those living in marginalized areas such as urban slums or rural areas; street families and children; nomadic or pastoralist populations; adolescent mothers; migrant populations; orphans, disabled children, refugees, adult learners, and porters; people afflicted by HIV/AIDS; victims of war, conflicts and disasters.

The inclusion of all these groups in the education systems of all participating countries faces the overall regional challenge of changing society's lack of awareness and knowledge and tolerance about diversity. Cultural and religious barriers affect society's support of all children having an equal right to education. At the same time, the recognition of cultural diversity and multiculturalism as essential for education is still missing, both as a right and as conducive to a creative learning environment. At present, inclusive education settings in the countries of the seminar are primarily focused on children with disabilities, and thus, on a model that adjusts to accommodate to special education needs.

Though countries recognize the importance of broadening the conception of inclusive education to address the needs of all kinds of learners together and equitably as a social and educational responsibility, they encounter several obstacles to do so. There are

regional and gender disparities in education as mentioned earlier. Overall, there is an inadequate quality assurance mechanism to oversee inclusion in the education system. Also, the school curricula in the public schools in the region are addressed overall as centralized and inflexible thus not allowing space to respond to the diversity of learners (content, timetable, yearly calendar, teaching methods, outreach for certain groups not attending school). There are no clear guidelines in inclusion policy to cater for all excluded children, not even for those with special talents and abilities. There is great need for teacher training, including a positive change in teachers' attitude, motivation and preparation towards the learning needs of different children. Creative and productive teaching and learning should start early at the primary school level with a cohesive transition to secondary education. Rigid, orthodox and ineffective teaching methods are noted to be prevalent in the region, therefore encouraging more hands-on, competency based approaches centered on the child is necessary. Assessment procedures and methods are inadequate, and this calls for examination methods to be revised. Most of the countries have to deal with large class sizes, which unfortunately limits the amount of attention that teachers can give to each student. There is a lack of effective monitoring, evaluation and research leading to curriculum revision.

Moreover, reaching out to neglected populations pushes countries to consider not only challenges within the formal system of education, but also within non-formal education contexts that can include such populations. The region has several nomadic populations calling for the provision of alternative education programs that are relevant to their lives. In this regard, the relevance of the curriculum would have to be examined by including flexibility at all levels (timetable, yearly calendar, duration of learning process, place of teaching) and by forming members of nomadic groups to be educators willing to follow the group. In relation to nomadic populations, education would have to take place in the local language and give special attention to facilitate their access to secondary education.

### **C. Good Practices of Poverty Alleviation and Education; HIV/AIDS Education and Inclusive Education**

In the context of the regional challenges described above, countries in Eastern and Western Sub-Saharan Africa are open to broadening the concept of inclusive education defined as quality education for all learners, and in particular, for all those excluded and marginalized, in line with UNESCO's definition of inclusive education and EFA goals. Interestingly, Tanzania adds to the conception of inclusive education the importance of creating a tolerant and inclusive society. As a starting point, countries are moving ahead with curriculum issues on how to incorporate children with visual and hearing impairments into mainstream schools, such as the case in Ethiopia. Along these lines, Uganda integrates special needs students into mainstream school classrooms, this initiative being supported by community awareness. Strategies to include more girls in the schools are underway in Ghana where schools are providing bicycles, uniforms and materials to girls to encourage their school attendance. Pregnant girls are encouraged to stay in school and/or to return to school, which is also the case in Kenya. Aiming to increase school enrolment and retention, Ghana also relieves parents from school fees and provides a school feeding program.

Countries are also giving attention to early childhood education by attaching kindergartens to primary schools as is the case in Ghana. The use of mother tongue in kindergarten to lower primary education as a way to facilitate learning is another strategy of inclusive education pursued in Ghana. In Tanzania, the Ministry of Education is using an Inclusive Education Teacher's Guide and Teacher's Resource Pack [adapted from UNESCO]. The teachers' resource pack intends to draw a way towards effective schools for all by enlightening teachers on how effective teaching can be made responsive to the needs of individual pupils. Nigeria has a home-grown feeding program in state-based market schools, and, very importantly, has abolished primary school terminal examination into junior secondary school. School fees for elementary schools have been abolished since 2003 in Kenya.

Very importantly, Ghana is aiming to increase the relevance of education to the socio-economic development of several communities by changing negative parental/societal attitudes towards the importance of vocational education. The country is also aiming to better link the skills and competencies of vocational education with the general curriculum and with individual and community needs for livelihood.

In relation to community participation in inclusive education practices, Uganda chooses to involve actors from special needs groups in the design and implementation of community policies. As an example, Uganda highlights the representation of individuals with special needs in parliament. In Ghana, community participation is also involved in the provision of school infrastructure. Finally, as noted above, we highlight Ghana's long experience of HIV/AIDS education regarding material and teacher training.

## **V. REGIONAL ROADMAP<sup>43</sup>: RECOMMENDED ACTIONS AND ICE SUB-THEMES OF INCLUSIVE EDUCATION**

This sections presents a Regional Roadmap that participating countries outlined at the end of the seminar after group work deliberations. It is the result of discussion points within and between two groups involving the combined participation of all six countries. The roadmap outlines recommended actions to follow with respect to inclusive education, and indirectly with relation to poverty alleviation and HIV/AIDS in the region. Such actions contribute to the development of strategic areas of policy-making, legislation, finance, institutions, curriculum design, awareness and support within the ICE 2008 sub-themes. It is important to consider and pursue the suggested actions of this roadmap in the context of challenges already reviewed in the previous section, as well with consideration to build suggested strategies on policy initiatives and good practices already existing in the region.

### **A. The Concept of Inclusive Education: Scope, Approaches and Content**

Participants agreed on the necessity for a clear operational definition of inclusive education, ample enough to consider the context of each country. As presented in the regional statement, inclusive education was defined collectively as education for all learners, and in particular, for all those excluded and marginalized, in line with UNESCO's inclusive education definition and EFA goals. It is important to include in such definition all groups that have been identified as target groups<sup>44</sup> during the seminar (see also previous sections, III B. and IV C). Inclusive education was strongly associated to fostering an inclusive curriculum starting with early childhood interventions, and

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<sup>43</sup> This section draws from final group notes taken by the two working groups in response to IBE-UNESCO proposed roadmap categories: concept of inclusive education; institutions; legislation; finance; curriculum design; teacher training and development; awareness and support) and the final collection of such points in one single document by UNESCO and IBE staff.

<sup>44</sup> For example discussion during the roadmap elaboration mentioned as target groups: children with special needs (physically challenged; mentally challenged; emotionally challenged); poverty stricken; orphans; those affected by HIV/AIDS; girls and boys; children living under difficult circumstances (i.e. street children); migrant populations; victims of war, conflicts and disasters; pastoralist and rural groups; refugees; out-of school children; children in remote areas; in slums; cultural / religious minorities.

emphasizing the development of competency and life-skills approaches. National policies of inclusive education should be designed and reviewed according to the above approaches of inclusive education. Dissemination of a revised definition of inclusive education is important in order to change society's awareness and support towards educational practices of inclusive education.

## **B. Policies of Inclusive Education**

International conventions should be endorsed and ratified by all countries in the region (e.g. Convention on the Rights of the Child (1989, Art. 28, 29), UN Disability Convention (2007, Art. 24)). Policies of inclusive education should involve all stakeholders, representing a multi-sectoral approach. There was a call to improve the coordination of policies across national, regional and local levels of policies. In line with international conventions, it is important to have national laws that make education compulsory for all school-age children, protecting the right to education as a human right. It is important that laws are enforced and that the negligence of not doing so is sanctioned. Lobbying for inclusive education and the right to education is important and should be enhanced at congress levels.

Policymaking about inclusive education should involve regional and national dialogues in order to ensure public understanding, awareness and support of the subject. Policy objectives should be monitored and evaluated according to minimum standards and mechanisms that would have to be considered in the design of such a policy. Governmental commitment and financial resources are needed to support inclusive approaches. Accountability expenditure frameworks and tools to ensure equity of financial distribution are key elements to consider in design and implementation of policies. Policies should also consider the importance of establishing and clarifying the sustainability of resources. Resource mobilization strategies involving both the public and private sectors should be considered.

At an institutional level, keeping in line with inter-sectoral planning and vision, participants noted the importance of establishing and/or strengthening institutions and agencies responsible for matters of inclusive education. Coordinated networking and joint collaboration is needed between ministries and state sectors working on the interdisciplinary aspects of inclusive education. Participants also called for partnerships to be formed with the private sector.

Teacher training is a pivotal aspect to consider in policies supportive of inclusive education, with emphasis given to the importance of generating positive attitudes (e.g. understanding and cooperative attitudes) in teachers. Also, training of school managers and support staff was marked as important.

Policies supporting the provision of barrier-free and child-friendly physical infrastructure are conducive to a good learning environment for inclusive education. Transportation means and the construction of roads are greatly needed in the region in order to implement social policies such as education. It is essential as well to build schools closer to communities in order to support the children's access to education. There was a call for building and expanding special needs schools. Schools should also provide basic services such as clean water and better sanitary conditions to the children. Recreational activities and facilities should exist in schools. Formal and non-formal education should provide flexible curricula adaptable to community needs. Outreach programs, mobile schools and distance learning could help education in nomadic and remotely located populations. Finally, there is need of establishing resource centers that make appropriate materials available to the schools.

### **C. Inclusive Education and the Curriculum: Systems Links and Transitions**

The region recognizes the importance of giving priority to curriculum related reforms as an integral part of the social agenda; such reforms are key tools to achieve EFA goals and thus inclusive education objectives. Therefore, the crucial role of curriculum in delivering

quality educational services is noted as important based on the conviction that “curriculum defines the kind of society a nation wants to have”.

Curriculum reforms should identify and take into account the needs of learners and their competences in ways that allow them to be developed into a useful end; that is, in the context of the developmental needs of the child, and those of the community. Curriculum reforms that consider such needs will lead to a common ground across nations when considering the type of skill force needed in the region. Existing curricula should be reviewed to accommodate inclusive education content, approaches, structures and strategies. Flexibility in the delivery of the curriculum should be ensured since rigid practices and over-emphasis on examinations contribute significantly to learners dropping out of school and constitutes a barrier to the attainment of EFA goals. It is also important to revise and strengthen monitoring and evaluation tools regarding curricular objectives. The translation of developmental policies into specific content, knowledge and skills into classroom teaching and learning should be explored and pursued in-depth. Also, curriculum reform should take into account the importance of providing relevant linkages between formal and non-formal education. Mentoring programs and short-term refresher courses were suggested as a way to complement the curriculum.

#### **D. Inclusive Education: Learners and Teachers**

Professional development of teachers via pre-service and in-service programs has to be revised in relation to the necessary awareness and practice of inclusive education at a pedagogical curricular level. Changes in both programs should respond to curriculum reforms responding to learners’ needs. Existing programs of teacher training should be reviewed to consider the renewal of teachers’ licensing as a way to respond to the growing demand for teachers. Programs for teacher trainers also need to be improved. Teachers in the region – especially those working in hardship areas - are in great need of receiving support for their financial, social and professional development; (e.g. salaries

should be increased, housing improved). Participants also noted how professional skills of teachers should be up-graded. The workload of teachers should be reduced to improve the quality of education. Teacher training programs should provide for specialization in areas defined according to the needs of learners. Teachers should receive training on how to develop teaching materials using locally available resources. Relevant user-friendly materials for diverse needs of learners should be used in pedagogical practices of inclusive education. Finally, participants also suggested that basic education should be incorporated into the teacher education curriculum.

### **E. Inclusive Education: Strategies of Awareness and Support**

Participants noted how awareness and support towards inclusive education can be achieved if all stakeholders and social actors are involved and sensitized about the subject. Inclusive education advocacy is needed at different levels of the education system. For example, school based management committees can be helpful not only in advocacy, but also in locally implementing inclusive education policies and practices. Media has to be involved as well in disseminating a tolerant understanding towards inclusive education. Fora in which experiences of inclusive education can be shared are important to support. IBE and the Community of Practice in Curriculum Development should be helpful in facilitating such discussions, exchanges and networking. IBE can also be helpful in capacity building and resource mobilization to support inclusive education in the region. For example, efforts should be facilitated by UNESCO through the Community of Practice, to institute a technical team of Curriculum and Education specialists which would coordinate and identify interventions needed to achieve inclusive education within African countries.

## **VI. PRIORITY ISSUES FOR AFRICAN NATIONS: STEPS TOWARDS THE FUTURE**

As a conclusion, this section refers to final recommendations and priority issues for education reforms in African nations as proposed by the seminar's participants, with particular attention given to the solidification of a consensual regional statement and the systematization of a new working group.

### **A. Consensual Regional Statement**

Participants of the seminar took advantage of all discussions to collectively decide on a regional statement<sup>45</sup> marking priority issues to be pursued by African nations regarding poverty alleviation, HIV and AIDS Education and Inclusive Education during the African Union Meeting of Ministers of Education (COMEDAF) taking place in Johannesburg, South Africa on August 4, 2007.

The main objective of such statement was stated as follows:

To establish a Community of Practice on inclusive education in Africa to support Education for All (EFA) and MD Goals, with an emphasis on removing barriers to participation and learning for girls and women and all disadvantaged and excluded groups, including children with disabilities and out of school children.

The region's comprehension of what inclusive education entails was summarized as:

A process providing effective learning opportunities to every child by taking care of his/her uniqueness and diversity, thereby promoting respect and human dignity; reforms in curriculum content, approaches, structures and strategies; a common vision which covers all children of the appropriate age range; a conviction that it is the responsibility of the educational system to educate all children; a concerted effort to harness appropriate and relevant resources to provide a continuum of services and support based upon a multi-sectoral approach; a paradigm shift from a

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<sup>45</sup> Consensual Statement on Inclusive Education to the African Union Meeting of Ministers of Education (COMEDAF) in Johannesburg, South Africa, August 4, 2007: Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority Issues for Quality Education for All in Eastern and Western Sub-Saharan Africa

narrow conception of disability specific theories, practices and models to a broader conceptualization of inclusion to accommodate a diverse group of learners excluded from education.

Along the lines of the regional roadmap, priority issues that should be considered by ministers of education in African countries refer to the struggle against poverty, marginalization, segregation, exclusion and HIV/AIDS and other factors of exclusion. Cultural diversity and multiculturalism should be understood as both a right and a learning context; the rights of all excluded groups should be safeguarded; and finally there should be an adequate utilization of existing institutions to drive the inclusive agenda forward (e.g. New Partnership for Africa's Development (NEPAD); Association for the Development of Education in Africa (ADEA) etc.).

AU ministers were also asked to:

- Sign and ratify all relevant UN Instruments, such as Convention on the Rights of the Child (1989, Art. 28, 29), UN Disability Convention (2007, Art. 24);
- Put in place and implement policies that promote inclusive education;
- Promote the crucial role of curriculum in delivery of quality educational services, based on the conviction that “curriculum defines the kind of society a nation wants to have”;
- Ensure flexibility in delivery of the curriculum, since rigid teachers’ practices and over-emphasis on examinations contribute significantly to learners dropping out of school and constitutes a barrier to the attainment of EFA goals;
- Facilitate efforts by UNESCO through the Community of Practice (COP in Curriculum Development) to institute a technical team of Curriculum and Education specialists who will coordinate and identify interventions needed to achieve inclusive education within African countries.

In tandem to the above recommendations, participants insisted on the fact that communities, parents, head teachers, and school authorities, should participate in the design and implementation of inclusive education policies. The inter-sectoral and multidisciplinary nature of the themes (poverty, HIV and inclusive education) addressed during the seminar was reiterated several times as essential for efficiently advancing collaborative work aiming to achieve shared priorities. Thus, it is most important that

multiple stakeholders, social actors and governmental ministries collaborate towards common goals, and this is a task that UNESCO could help facilitate. General and flexible definitions of inclusive education should be taken into account such as the one proposed by UNESCO in the policy guidelines of inclusive education<sup>46</sup>. At the same time, participants recommend that the definition of inclusive education should always be considered within the context of practice. Policies need to examine and consider concrete processes of implementation and related implications on, among others, learning and teaching practices, school administration, curriculum development, teacher training and community development.

On the other hand, according to some participants, before considering inclusive education as the term of reference for education reforms, there are other priorities to consider that are negatively affecting the provision and quality of education in general. The poverty levels in some regions, the lack of school facilities, the shortage of teachers, the lack of qualified teachers, and the epidemic of HIV/AIDS, are some of the main issues to be resolved urgently in the region<sup>47</sup>.

Overall, it is important to note the extent to which the Director General of UNESCO has repeatedly underlined Africa as one key priority within the UNESCO's Mid-Term Strategy for the years 2008-2013 as well as in the programs and budget for 2008-2009, that will be submitted for review and endorsement to the General Conference taking place in October/November of 2007<sup>48</sup>:

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<sup>46</sup> Guidelines for Inclusion, Ensuring Access to Education for All, UNESCO, 2005.

<sup>47</sup> The UNDP Human Development Report notes the progression that since the mid 1970's countries have made in terms of human development trends. "The major exception is Sub-Saharan Africa. Since 1990 it has stagnated, partly because of economic reversal but principally because of the catastrophic effect of HIV/AIDS on life expectancy. Eighteen countries have a lower HDI score today than in 1990- most in Sub-Saharan Africa. Today 28 of the 31 low human development countries are in Sub-Saharan Africa (p.265)... Sub-Saharan Africa is the only region that has witnessed an increase both in the incidence of poverty and in the absolute number of poor. Some 300 million people live there – almost half of the region's population – live on less than \$1 a day" (p.269). Considering the impact of income inequality on education opportunities, among other, the UNDP Human Development Report 2006 also details regional variations through the Gini coefficient. On a scale from 0 (perfect equality) to 100 (perfect inequality) "ranges from 33 in South Asia to 57 in Latin America and to more than 70 in Sub-Saharan Africa" (p.272).

<sup>48</sup> As poverty is addressed in development strategies, participants noted that there three different concepts in poverty associated terminology: poverty eradication (very long term process); reduction (measurable against bench marks); and alleviation (midterm contribution). With some consensus reached among

UNESCO intends to give priority and fresh impetus to its support for development efforts in Africa, which remains the main beneficiary of its action. Such action will be aimed principally at meeting the major goals and international commitments, such as Education for All (EFA), the Millennium Development Goals (MDGs) and those of the African Union (AU), including NEPAD, that provide a common framework for concrete international action in support of Africa's development" (UNESCO, 2007, Mid-Term Strategy, 2008-2013, p. 8).

## **B. Community of Practice (COP) in Curriculum Development**

The Community of Practice (COP) in Curriculum Development was set up with a Focal Point coordination localized at the Kenya Institute of Education (KIE) and composed by educators and curriculum specialists from the six African countries that attended the seminar. As it was agreed by the participants, the COP will focus on inclusive education and for this purpose a roadmap (see Section V) was elaborated with a series of concrete actions to be taken in different domains. This new COP was addressed as the ideal group, among which South-South and North-South cooperation can take place. Cooperation between IBE and the Ministry of Education/KIE was also explored with the possibility of formulating a new program to further develop KIE capacity to act as a national and regional source of expertise for curriculum developers/specialists. Such a program would attend to the issues discussed at the seminar: HIV/AIDS prevention through curriculum innovation, curriculum and poverty alleviation, and assistance to general curriculum development in lower and upper secondary level in Kenya.

It can be concluded that the participants of the seminar are now actively aware of the ICE's 2008 theme and of the scope and modalities of the preparatory process, and will become agents for dissemination of inclusive education priorities within their sphere of action. As each workshop participant is already a member of other professional networks there is confidence that a progressive dissemination and discussion of the seminar's

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participants, they suggested that the IBE should focus on poverty alleviation; IBE internally should decide on this and ensure that linguistic consistency is maintained, while translating official documents into different languages – something that still needs to be achieved.

outcomes will take place. Furthermore, participants will rely on each other for provisions of technical expertise and professional peer support. It was encouraged that they advocate with their respective minister to ensure his/her personal participation in the ICE. The fact that the new COP network agreed at the end of the seminar to focus on inclusive education is a good example of how inclusive education issues can already be addressed within regional contexts during the preparation phases of ICE.

## VII. APPENDICES

### Appendix I List of Participants

Regional Seminar  
Poverty alleviation, HIV and AIDS education and inclusive education:  
Priority issues for quality education for all in Sub-Saharan Africa  
July 23rd – 27th 2007

Countries/Institutions	Name and Surname	Functions
<b>COUNTRY TEAMS</b>		
<b>Ethiopia</b>	Mr Ato Adugna AYANA	Expert in Teacher Education, now working on the new teacher development program
	Mr Ato Tesfaye AYELE	Expert in curriculum development, now working on the new curriculum framework development
	Mr Ato Yeshitla MULAT	Educational Program and Teacher Education Department Head
<b>Ghana</b>	Rev. Prof. S. K. ADJEPONG	Principal of Methodist University College/Chairman of Tertiary Education Committee on the National Education Reform Implementation Committee
	Mr. Benjamin KWAO ADIPAH	Officer of Curriculum Research and Development Division (CRDD)
	Dr Mrs Margaret NKRUMAH	Principal of SOS-HGIC/Vice Chairman of Inspectorate Committee on the National Education Reform Implementation Committee
	Mrs. Judith SAKARA	Assistant Director of Curriculum Research and Development Division (CRDD)
<b>Kenya</b>	Mr. Enos OYAYA	Director, Quality Assurance and Standards, Ministry of Education
	Mrs. Miriam MWIROTSII	Director, Policy and Planning, Ministry of Education
	Mr. Stephen KARABA	Director, Basic Education, Ministry of Education
	Mrs. Beth KAHUTHIA	Officer for Special Needs of Education, Kenya Institute of Education
	Mrs. Dina MWAITA	Teachers Service Commission, Ministry of Education
	Mrs. Monica KILONZO	Director, Kenya Institute of Special Education, Ministry of Education
	Mrs. Lydia NZOMO	Director, Kenya Institute of Education
	Mr. Robert KAMAU	Deputy Director, Curriculum Services, Kenya Institute of Education
	Mrs. Grace NGUGI	Officer in Charge of AIDS Control Unit, Kenya Institute of Education
	Mr. Henry MANANI	Programme Co-ordinator, Research and Evaluation, Kenya Institute of Education
<b>Nigeria</b>	Professor Muhammad JUNAID	Executive Secretary of National Commission for Colleges of Education (NCCE)
	Professor Godswill OBIOMA	Executive Secretary of Nigeria Educational Research and Development Council (NERDC)
	Dr Gladys MAKOJU	Director, Policy Planning Research and Management of the Federal Ministry of Education
<b>Tanzania</b>	Mrs. Rose C. MASENGA	Director Teacher Education, Ministry of Education and Vocational Training
	Dr. Paul S.D. MUSHI	Director, Tanzania Institute of Education
	Mrs. Hilda K. MKANDAWIRE	Principal Education Officer, Inspectorate Department, Ministry of Education and Vocational Training
<b>Uganda</b>	Dr. J.G. MBABAZI	Director of Education, Ministry of Education & Sports
	Mrs Connie KATEEBA	Director of National Curriculum Development Center
	Mr. Albert BYAMUGISHA	Assistant Commissioner, Statistics, Monitoring and Evaluation and National Coordinator EFA goals Ministry of Education and Sports

<b>UNESCO EXPERTS AND ASSOCIATE EXPERTS</b>		
<b>UNESCO- Nairobi</b>	Mrs. Susan NKINYANGI	Senior Program Specialist, UNESCO Cluster Office in Nairobi, Kenya
	Mrs. Eva NTALAMI	Education research Assistant, UNESCO Cluster Office in Nairobi, Kenya
<b>National Commission for UNESCO- Kenya</b>	Mrs. Mary OMONDI	Deputy Director General, Kenya National Commission for UNESCO
<b>UNESCO- Paris / Section for Inclusion and Quality Learning Enhancement</b>	Mrs. Jill VAN DEN BRULE	Assistant Program Specialist, UNESCO Paris, France
<b>IBE- UNESCO</b>	Mrs Costanza FARINA	Secretary of the IBE Council, International Bureau of Education, Switzerland
	Mrs. Christine PANCHAUD	Program Specialist, International Bureau of Education, Switzerland
	Mr. Renato OPERTTI	Program Specialist, International Bureau of Education, Switzerland
	Mr. Elmehdi AG MUPHTAH	Assistant Program Specialist, International Bureau of Education, Switzerland
<b>INVITED OBSERVERS</b>		
Aga Khan Foundation		
Canadian International Development Agency (CIDA)		
Department for International Development (DFID- UK)		
International Labour Organization- International Programme on the Elimination of Child Labour (ILO- IPEC)		
Japan International Cooperation Agency (JICA)		
United Nations Children's Fund (UNICEF)		
US Agency for International Development (USAID)		
World Bank		

## Appendix II Program Agenda

### POVERTY ALLEVIATION, HIV AND AIDS EDUCATION AND INCLUSIVE EDUCATION: PRIORITY ISSUES FOR INCLUSIVE QUALITY EDUCATION IN EASTERN AND WESTERN SUB-SAHARAN AFRICA

Nairobi, Kenya  
23 – 27 July 2007

*Organized by*

IBE-UNESCO  
in partnership with the  
Kenyan Ministry of Education and Kenyan Institute for Education (KIE)

### PROGRAM

Monday, 23 July 2007	
08:15	Welcome of participants
08:30 - 09:15	Official opening/ Opening remarks by Representative of UNESCO Nairobi Office; IBE-UNESCO and the Kenyan Minister of Education
09:15 - 10:00	Welcome, presentation of objectives of seminar and participants (IBE-UNESCO)
10:00 - 10:30	Coffee break
	<b><u>I. EFA and Poverty Alleviation</u></b> (Moderated by IBE Staff)
10:30 - 11:00	Curriculum innovation and poverty alleviation (Plenary presentation by IBE)
11:00 - 12:30	Curriculum response in the 6 participating countries: achievements and shortcomings (Country presentations and discussion)
12:30 - 14:00	<i>Lunch</i>
14:00 - 15:00	Curriculum response in the 6 participating countries: achievements and shortcomings (Country presentations and discussion) (continued)
15:00 - 16:00	Changes in education: Who are the stakeholders involved? What is their role? (Interactive plenary session led by IBE)
16:00 - 16:30	<i>Coffee break</i>
16:30 - 17:45	Main obstacles to inclusive learning linked to poverty in participating countries (Plenary session with contributions by IBE and country teams)
19:00	Cocktail offered by Kenya Institute of Education/Kenyan Ministry of Education

<b>Tuesday, 24 July 2007</b>	
08:30 - 08:45	Evaluation of previous day (2 Country participants)
08:45 - 10:00	Possible strategies and responses to overcome obstacles to inclusive learning (Interactive plenary session led by IBE)
10:00 - 10:30	<i>Coffee break</i>
10:30 - 11:15	Synthesis of session on strategies (Plenary presentation by IBE and discussion)
11:15 - 12:30	Examples of curriculum innovations for poverty alleviation (group work)
12:30 - 14:00	<i>Lunch</i>
14:00 - 15:00	Sharing of results of group work (Plenary discussion)
15:00 - 16:00	What should be the role of teachers in context of poverty? What should they be able to do? (Plenary presentation by IBE and group work)
16:00 - 16:30	<i>Coffee break</i>
16:30 - 17:15	Sharing of results of group work
17:15 - 17:45	Discussion and synthesis on poverty alleviation (Plenary)
<b>Wednesday, 25 July 2007</b>	
08:30 - 08:45	Evaluation of the two previous days (2 Country participants)
	<b><u>II. HIV and AIDS Education</u></b> (Moderated by IBE Staff)
08:45 - 10:00	Main shortcomings of HIV and AIDS Education in the 6 countries (Interactive plenary session led by IBE)
10:00 - 10:30	<i>Coffee break</i>
10:30 - 11:30	Curriculum response: the IBE Manual for HIV and AIDS curriculum response (IBE plenary presentation)
11:30 - 12:30	Discussion and synthesis on HIV and AIDS (Plenary)
12:30 - 14:00	<i>Lunch break</i>
	<b><u>III. Inclusive Education: The Way of the Future</u></b> (Moderated by IBE Staff)
14:00 - 15:00	Presentation of objectives and outcomes expected of the session. Brief introduction to the proposal of the Community of Practice in Curriculum Development in Eastern Africa (Plenary discussion)
15:00 - 16:00	Two Presentations on Inclusive Education as a main strategy to attain EFA goals by IBE Presentation on the Right to Education for All: Global Perspectives in Inclusive Education by Ms. Jill Ban den Brule, Inclusive Education, Division of Basic Education, Education Sector, UNESCO Paris
16:00 - 16:30	<i>Coffee break</i>
16:30 - 17:45	Discussion and synthesis on Inclusive Education and EFA goals and the Right to Education (Interactive plenary session led by IBE)
19:00	<i>Cocktail</i>

**Thursday, 26 July 2007**

08:30 - 08:45	Evaluation of previous day (2 Country participants)
08:45 - 10:00	Presentation on the Role of Inclusive Education within the enlargement of Basic Education in Africa by Mr. Teeluck Bhuwanee, UNESCO Regional Education Office for Africa, BREDA. (Plenary discussion)
10:00 - 10:30	<i>Coffee break</i>
10:30 - 11:30	3 Countries presentations on the set of 4 questions on Inclusive Education, and plenary discussion.
11:30 - 12:30	3 Countries presentations on the set of the 4 questions on Inclusive Education, and plenary discussion.
12:30 - 14:00	<i>Lunch break</i>
14:00 - 15:00	Inclusive Education: i) Approaches, scope and content, and ii) Public policies: the role of the government. (Plenary presentation by UNESCO and group work)
15:00 - 16:00	Sharing of results of group work
16:00 - 16:30	<i>Coffee break</i>
16:30 - 17:15	Inclusive Education: i) Systems, links and transitions and ii) Learners and teachers (Plenary presentation by UNESCO and group work)
17:15 - 17:45	Sharing of results of group work

**Friday, 27 July 2007**

08:30 - 08:45	Evaluation of previous day (2 Country participants)
08:45 - 10:00	Outline of a Roadmap to move forward on Inclusive Education at the sub-regional level (plenary presentation by UNESCO and group work)
10:00 - 10:30	<i>Coffee break</i>
10:30 - 11:30	Sharing of results of the group work on the Roadmap. Future engagements and actions
11:30 - 12:00	Synthesis on the discussion on Inclusive Education (Presentation by UNESCO)
12:00 - 12:15	Evaluation of the seminar and closing remarks
12:15 - 12:30	Official Closing by the Permanent Secretary of Kenyan Ministry of Education
12:30 - 14:00	<i>Lunch break</i>

**Appendix III** Consensual Statement on Inclusive Education to the African Union Meeting of Ministers of education (COMEDAF) in Johannesburg, South Africa, August 4, 2007.

*Poverty Alleviation, HIV and AIDS Education and Inclusive Education: Priority issues for Quality Education for All in Eastern and Western Sub-Saharan Africa*

*Nairobi, Kenya 23-27 July 2007*

**CONSENSUAL STATEMENT ON INCLUSIVE EDUCATION TO THE  
AFRICAN UNION MEETING OF MINISTERS OF EDUCATION (COMEDAF)  
IN JOHANNESBURG, SOUTH AFRICA**

**AUGUST 2007**

**Objective**

- To establish a Community of Practice on inclusive education in Africa to support Education For All (EFA) and MDG Goals, with an emphasis on removing barriers to participation and learning for girls and women, all disadvantaged and excluded groups, including children with disabilities and out of school children

**What Inclusive Education Entails**

- A process providing effective learning opportunities to every child by taking care of his/her uniqueness and diversity, thereby promoting respect and human dignity
- Reforms in curriculum content, approaches, structures and strategies
- Common vision which covers all children of the appropriate age range
- A conviction that it is the responsibility of the educational system to educate all children
- A concerted effort to harness appropriate and relevant resources to provide a continuum of services and support based upon a multi-sectoral approach
- A paradigm shift from a narrow conception of disability specific theories, practices and models to a broader conceptualization of inclusion to accommodate a diverse group of learners excluded from education

**Issues to be considered**

- The struggle against poverty, marginalization, segregation, exclusion and HIV/AIDS and other factors of exclusion
- Cultural diversity and multiculturalism as both a right and a learning context

- Safeguarding the rights of all excluded groups
- Adequate utilization of existing institutions to drive the inclusive agenda forward e.g. NEPAD, ADEA, etc

### **What is required of AU Ministers of Education**

- Sign and ratify all relevant UN Instruments, such as Convention on the Rights of the Child (1989, Art. 28, 29), UN Disability Convention (2007, Art. 24)
- Put in place and implement policies that promote inclusive education
- Promote the crucial role of Curriculum in delivery of quality educational services, based on the conviction that “Curriculum defines the kind of society a nation wants to have”
- Ensure flexibility in delivery of the Curriculum, since rigid teachers’ practices and over-emphasis on examinations contribute significantly to learners dropping out of school and constitutes a barrier to the attainment of EFA Goals
- Facilitate efforts by UNESCO through Community of Practice (COP in Curriculum Development), to institute a technical team of Curriculum and Education specialists who will coordinate and identify interventions needed to achieve inclusive education within African countries

**Report prepared by:** Mr. Renato Operti, Program Specialist, Coordinator, Capacity Building Program, [r.operti@unesco.org](mailto:r.operti@unesco.org); and Ms. Carolina Belalcázar, Research Fellow, Capacity Building Program, [carolina.belalcazar@unesco.org](mailto:carolina.belalcazar@unesco.org), International Bureau of Education; with the assistance of Ms. Isabel Guillinta Aguilar, Research Intern, Capacity Building Program and Ms. Anne Matter, Research Intern, Capacity Building Program.

February, 2008