STRENGTHENING THE SERVICE DELIVERY SYSTEM FOR INCLUSIVE EDUCATION

The supply and quality side of providing education to children with disabilities in Africa
Disability Inclusive Education in Africa Program

Objectives: Increase stakeholder knowledge and capacity toward Inclusive Education in primary schooling for children with disabilities in the Africa Region


*Click to the website
HOW DID WE GET HERE?

1. Policy, Data, and Evidence to support inclusive education in Africa by the World Bank

Key takeaways:

• A large number of countries in the Africa region have specific policies and/or laws on inclusive education

• Kenya MOE recently released a policy for learners with disabilities.
HOW DID WE GET HERE?


Key takeaways:

• Service delivery
• UNICEF tracks laws and policies
• Education Sector analysis
• Costing and finance—need for cross-sectoral or cross-ministerial coordination
WELCOME TO THE WEBINAR!

Learn from each other

Be willing to share your insights

Ask questions in the chat
OUR NORMS

• Notice the live captioning
• Adobe Connect is JAWS screen reader compatible
• Will share recording and materials within 1 week of end
AGENDA FOR TODAY

**Part I:** Education systems strengthening in sub-Saharan Africa (Presenter: Jessica Lopez)

**Part II:** Experiences from Malawi (Presenter: Odala Banda and David Onunda, USAID/Malawi)

**Part III:** Entry points for Inclusive Education service delivery (Presenter: Josh Josa)

Questions and answers throughout (use the CHAT) and at the end
INTRODUCTIONS TO YOUR PRESENTERS

Koli Banik

Jessica Lopez

Josh Josa

Odala Banda
BEFORE WE BEGIN…

What are you hoping to learn today?

*Answer in the chat.*
EDUCATION SYSTEMS STRENGTHENING
What are **key elements** to working within a system and improving and strengthening it?

*Answer in the word cloud pod.*
Why education systems strengthening and inclusive education?
Definitions

**Education Systems:**
All people, institutions, resources and activities whose primary purpose is to improve, expand and sustain learning outcomes.
Education Systems Strengthening:
Initiating activities in one of the five core function areas with the aim of ensuring effective and quality education service delivery to improve access and learning outcomes.
LISTENING TO THE SYSTEM IS CRITICAL.

HOST COUNTRY ENGAGEMENT AND COMMITMENT EARLY ON IS ESSENTIAL.

DEVELOP INTEGRATED APPROACH TO SUPPORT THE BUILDING OF INSTITUTIONAL AND INDIVIDUAL CAPACITY FOR SYSTEM STRENGTHENING.
FINDINGS & RECOMMENDATIONS

High mobility among teachers and other education staff impacts 1) fidelity of implementation and 2) long-term sustainability.

USAID as a system steward.

Donor and development partner collaboration is key.
Questions?
STRENGTHENING THE SERVICE DELIVERY SYSTEMS FOR INCLUSIVE EDUCATION

Experiences from Malawi
Presented by Odala Banda, USAID/Malawi
Overview of Education in Malawi

- Malawi Education Sector gets the largest share of 2018/2019 national budget (almost 11%).
- Primary education is free and comprises mainstream and special needs schools.

<table>
<thead>
<tr>
<th>EMIS 2017</th>
<th>Girls</th>
<th>Boys</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Primary School Enrolment</td>
<td>2,504,362</td>
<td>2,460,112</td>
<td>4,964,474</td>
</tr>
<tr>
<td>Learners with disabilities</td>
<td>71,086</td>
<td>74,962</td>
<td>146,048</td>
</tr>
</tbody>
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<p>| | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Public Primary Schools</td>
<td></td>
<td></td>
<td>5,603</td>
</tr>
<tr>
<td>Number of Mainstream Teachers</td>
<td></td>
<td></td>
<td>71,161</td>
</tr>
<tr>
<td>Number of Specialist Teachers</td>
<td></td>
<td></td>
<td>1,742</td>
</tr>
<tr>
<td>Learners with disability sitting for school leaving exams at Std 8</td>
<td></td>
<td></td>
<td>1,108</td>
</tr>
<tr>
<td>Learners with disability passing school leaving exams at Std 8</td>
<td></td>
<td></td>
<td>708</td>
</tr>
<tr>
<td>Learners with disability pass rate</td>
<td></td>
<td></td>
<td>63%</td>
</tr>
</tbody>
</table>
### Categories of Disabilities and Their Population

<table>
<thead>
<tr>
<th>Category</th>
<th>Number of Learners</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blind</td>
<td>270</td>
<td>1817</td>
<td>597</td>
</tr>
<tr>
<td>Deaf</td>
<td>15252</td>
<td>16182</td>
<td>16182</td>
</tr>
<tr>
<td>Learning difficulties</td>
<td>32985</td>
<td>17617</td>
<td>17617</td>
</tr>
<tr>
<td>Low vision</td>
<td>17617</td>
<td>17617</td>
<td>5682</td>
</tr>
<tr>
<td>Physical impairment</td>
<td>7119</td>
<td>7119</td>
<td>7119</td>
</tr>
</tbody>
</table>

**Note:** The diagram categorizes disabilities and lists the number of learners affected, along with the distribution between boys and girls.
GOAL
Upholding children’s rights to education and achieve quality education for all

KEY ACTORS
- MoEST/DSNE
- USAID
- Disabled Persons Organizations
- Parents & communities
- Donor Agencies
- NGOs
- Civil Society Organizations
- Faith Based Organizations
National Strategy on Inclusive Education

MoEST with support from UNICEF and Save the Children developed and launched the strategy to uphold children’s rights to education and achieve quality education for all.

• Subscribes to international conventions: UN Convention on the Rights of the Child (1989); UN Convention on the Rights of Persons with Disabilities (2006); UN SDG 2015


• Integrated into plans of Ministry of Education, Health and Gender and also in DPOs, CSOs, NGOs, DPs’ agenda.

• The strategy runs from 2017 to 2021.
Inclusive Education Guiding Principles

Learner diversity:
The strategy accommodates all learners irrespective of any individual differences.

Partnerships:
This strategy encourages networking and collaboration of stakeholders as one way of strengthening efforts aimed at improving efficiency of the education system and its structures.

Twin-track approach to service delivery:
This strategy stresses the need for educating all learners in an inclusive setting; however, some learners with SEN will continue receiving their education in special settings as the system moves towards full inclusion.

Community participation and engagement:
This strategy emphasizes on the involvement and participation of parents, families and communities in the implementation of inclusive education.
Gaps in Implementing Inclusive Education

- **Inappropriate reading pedagogy** for learners with disability
- Instructional **materials not adequate** i.e. braille machines and other assistive devices
- Inadequate **budget allocation** to special needs education
- School **environment not conducive** to learners with disability e.g. deaf-blind
- Inadequate **specialized teachers**
- Inadequate classrooms; current gap is **45,000 classrooms**
- Large **class size**
- **Attitudinal barriers** among parents and communities on inclusive education
MoEST Interventions

• **Mobilizing resources** for inclusive education

• Implementation of a **National Strategy on Inclusive Education**

• Continued **training of specialized teachers** at Montfort Special Needs College
  – Graduated 178 and enrolled 124 special needs teachers in 2017

• **Trained headteachers** to oversee over 146 Resource Centres in 2017

• Conducted **needs assessment** to identify type of assistive technology required
USAID Interventions

Provided technical assistance and training to MoEST through National Reading Program activities (From 2013 to Date):

- Trained over 1,000 primary education advisors (PEAs) and key teachers; 45,000 Standard 1-4 teachers; 5,603 headteachers and 5,603 section country-wide on inclusive education
- Hosting of Braille Cup (3 events so far) through Public Private Partnership initiative (USAID, Save the Children, Malawi Union of the Blind, Airtel Malawi)
- Trained 4,282 PEAs, headteachers, mother groups, section heads, traditional leaders and school management committee members on inclusive education.
- Trained 7,545 teachers to formulate Individualized Education Plans for learners with disabilities
- Trained 288 teachers to adapt teaching and learning materials
- Trained 267 teachers as sign language interpreters
- Trained parents of children with disability and teachers in mainstream schools on how to assist learners with disability.
- Conducted early grade reading assessments (EGRA) for braille readers from 4 schools in 2016 (sample of 90 learners)
- Produced and distributed 2,660 standard 1-4 braille learner books and 8,500 Standard 1-4 Learner Books in large print to schools nationwide

Parents supporting their children with cerebral palsy in a resource room.
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USAID Interventions, continued

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USAID’s Scaling Up

Going forward, MoEST and USAID plan to undertake the following:

• Improving the quality and support to individualized education plans
• Increased engagement of with DPOs in inclusive education
• Specialized teachers to coach teachers in 5 schools within the cluster.
• MoEST with support from USAID plans to expand resource centres to reach over 500 schools with specialist teachers.
  – Estimated to reach more than 5,000 learners with disabilities.
• Equipping teachers and parents to support children with special needs
• Training of specialized teachers, parents and community to support children with disabilities
• Strengthening MoEST capacity to provide reading instruction to learners with disability
• Measuring learning progress of learners with disability
• Improving reading instruction for learners with disability
• Ensuring the pre-service teacher training curriculum integrates pedagogy to deals with learners with diverse needs
Thank you!
Questions?
PART III: ECOSYSTEM OF SERVICE DELIVERY FOR DISABILITY INCLUSIVE EDUCATION

Presenter: Josh Josa, E3/ED
Service delivery includes the individual level...
...But also includes the system.
Strengthening service delivery has **two parts:**

1. Preparation for Optimal Student Learning

2. Training Effective Teachers
Part I: Preparation for Optimal Student Learning

All children and youth have basic needs.

If these needs are not met inside or outside of the school, children will not have optimal learning.

The more needs are met, the more students are able to effectively learn.
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The more needs are met, the more students are able to effectively learn.
Great! Learners are now ready to learn!
Onward!
Wait… Didn’t he say there was a second part?
Part II: Training Effective Teachers

Universal Design for Learning Guidelines

Higher Education Systems & Teacher Training
Universal Design for Learning

Children have many ways of experiencing the world. For optimal learning, we need to provide multiple means of:

- Engagement
- Representation
- Action & Expression
Universal Design for Learning

Keeping the learner’s **interest** on subject

Appropriate **goals, expectations and feedback** within a welcoming community

Develop self assessment and personal coping skills to **optimize motivation**
Universal Design for Learning

Ensure key information is equally perceptible to all learners by providing same information through different modalities and is adjustable.

Ensure learners understand the language and symbols.

Scaffold learning on other concepts.

Reference AFR Gender & Inclusion in Learning Materials Guide

skills to optimize motivation.
Universal Design for Learning

Allow for multiple forms of response (writing, via Information Communication Technology (ICT), etc)

Facilitate goal-setting and ability to strategize
Teacher Training & Higher Education Systems

Training Trainers of Teachers

Teachers

Pre-Service Teacher Training

In-Service Teacher Training
Teacher Training & Higher Education Systems

Problems: Pre-Service Teacher Training, In-Service Teacher Training, Training Trainers of Teachers, Teachers, PWD access to HE?

Questions: Are there specialized degrees?

‘Do No Harm’
Teacher Training & Higher Education Systems

- Pre-Service Teacher Training
- In-Service Teacher Training
- Training Trainers of Teachers
- Teachers
- HE Institutions
- PWD access to HE?
- Are there specialized degrees?
Helpful Resources

Download these resources in the “Files” pod in this webinar.

How-To Note on Collecting Data on Disability

AFR Gender & Inclusion in Learning Materials Guide

Disability Communications Tips
Questions?
STRENGTHENING THE SERVICE DELIVERY SYSTEM FOR INCLUSIVE EDUCATION

THANK YOU!