



**OCTOBER  
23-25, 2018  
NAIROBI  
KENYA**

# **INCLUSIVE EDUCATION IN AFRICA**

## **Technical Learning Event | Participant Booklet**

**Objectives, Agenda, and Participants Information**

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# BACKGROUND AND RATIONALE

Sustainable Development Goal 4 upholds the vision of all children learning by “ensuring inclusive and equitable quality education” with a commitment to transform education systems to focus on the most disadvantaged, especially those with disabilities.

According to the 2011 World Report on Disability, globally there are between 93 and 150 million children with disabilities under the age of 14. The Education Commission Report (2016), estimates that there are close to 65 million primary and secondary school age children with disabilities, and that many of them are out of school.

The recent "Towards Inclusive Education: The Impact of Disability on School Attendance in Developing Countries" report exploring the impact of disability on school attendance in 15 countries highlighted school access to be a significant challenge for most children with disability, and disability to be a critical factor which affects school attendance.

These stark statistics raise the stakes and the urgent need for targeted investment into scaling up what works, building capacity and coalition at the country level, and continuous monitoring and impact evaluation within ongoing projects.

The World Bank, UNICEF, and United States Agency for International Development (USAID), are pleased to welcome you to this

Disability Inclusive Education in Africa learning session. This session is part of a learning series that began in September with three open webinars on the themes of data and evidence, management capacity and finance, and service delivery for inclusive education. In addition to capacity building on issues such as education sector analysis, disability inclusive financing, these webinars highlighted good practice from Kenya, Ghana and Malawi. This learning session provides an opportunity to increase knowledge of effective disability inclusive education policy, planning and practice among donors, government and civil society in Africa in a manner that promotes cross-regional sharing and coalition building. The session will use an appreciative inquiry approach that focuses on solutions, not barriers.



Photo - The winning student of Malawi's Braille Bowl academic competition poses with the winning trophy as teachers and students smile in the background. Malawi's Braille Bowl raised awareness of literacy for all as part of USAID/Malawi's Early Grade Reading program (photo credit: USAID/Malawi).

# OBJECTIVES

- ▶ Increase knowledge of effective disability inclusive education planning and programming, leveraging existing capacity building resource materials;
- ▶ Foster south-south exchange and local solutions to disability inclusive education;
- ▶ Strengthen regional and country-specific networks in Africa to promote disability-inclusive education.

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## PERSONAL OBJECTIVES

### What are my personal objectives for the workshop?

Outline your personal overall and topic-specific objectives below:

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# AGENDA

Day 1 October, 23



TIME	SESSION	SPEAKER
9:00 am – 9:25 am	<b>Welcome and Kick off</b>	Charlotte McClain-Nhlapo, World Bank
	<ul style="list-style-type: none"> <li>• Learning Event on Inclusive Education in Africa</li> <li>• Opening Remarks by Government of Kenya Representative</li> <li>• Introduction to the Workshop: Learning Objectives and Structure</li> </ul>	Government of Kenya Representative Ruchi Singh and Deepti Raja, World Bank
<b>SESSION #1 INCLUSIVE EDUCATION FOR CHILDREN WITH DISABILITIES: OVERVIEW &amp; REFLECTIONS</b>		
9:25 am – 10:00 am	<b>Inclusive Education</b>	Joshua Josa, USAID
	<ul style="list-style-type: none"> <li>• Global Commitments: From Concepts to Action</li> <li>• What is Inclusive Education for children with disabilities?</li> <li>• Social Inclusion perspective to Inclusive Education</li> </ul>	Charlotte McClain-Nhlapo, World Bank
10:00 am – 11:00 am	<b>Stakeholders perspective: Inclusive Education in Africa</b>	Moderator: Christopher Thomas, World Bank
		Fatma Wangare, Inclusion Kenya Elizabeth Kamundia, Kenya National Commission on Human Rights Tiziana Oliva, Leonard Cheshire
11:00 am – 11:30 am	COFFEE/TEA BREAK	
<b>SESSION #2 EDUCATION SECTOR PLANNING- ASSESSING PROGRESS AND IDENTIFYING ENTRY POINTS</b>		
11:30 am – 1:00 pm	<b>Education Sector Planning</b>	Quentin Wodon, World Bank
	<ul style="list-style-type: none"> <li>• Diagnostics of Situation of children with disabilities in Africa</li> <li>• Introduction to the conceptual framework for Inclusive Education</li> <li>• Evidence on Inclusive Sector Planning- Findings from Stock Take</li> </ul>	Mark Waltham, UNICEF
1:00 pm – 2:00 pm	LUNCH	
2:00 pm – 3:30 pm	<b>Education Sector Planning (continued)</b>	Rhoda Enchil, UNICEF Ghana
	<ul style="list-style-type: none"> <li>• Education Sector Analysis- Inclusion Lens</li> <li>• Education Sector Analysis in Action- Experience from Ghana</li> </ul>	Natasha Graham, UNICEF

TIME	SESSION	SPEAKER
3:30 pm – 4:00 pm	COFFEE/TEA BREAK	
<b>SESSION # 3 LIVED EXPERIENCE- JOURNEY OF LEARNING AND EDUCATION</b>		
4:00 pm – 4:45 pm	<b>Firsthand accounts of education experiences</b>	Moderator: Josh Josa, USAID
		Fred Haga, Ministry of Education, Kenya Grace Kawala, Kenya League of Persons with Disability Jayne Akinyi, Kenya Association of the Intellectually Handicapped Margaret Odhiambo, Kenya Federation of Deaf Teachers
<b>SESSION # 4 GROUP WORK</b>		
4:45 pm – 5:20 pm	<b>Action Plans/Priorities Part 1</b>	Facilitators:
	Situation analysis of disability inclusive education in the selected countries participating the workshop	Natasha Graham, UNICEF Hanna Alasuutari, World Bank
5:20 pm – 5:30 pm	<b>Group Photograph</b>	
6 pm – 9 pm	RECEPTION	

# AGENDA

## Day 2 October, 24

TIME	SESSION	SPEAKER
9:00 am – 9:15 am	<b>Recap of Day #1 &amp; Agenda for the day</b>	Luann Gronhovd and Christine Djondo, USAID
<b>SESSION #5 UNPACKING QUALITY INCLUSIVE EDUCATION</b>		
9:15 am – 11:00 am	<p><b>Moving beyond Access to education- Inclusive Quality Learning</b></p> <p>Essential components for Inclusive Quality Education</p> <ul style="list-style-type: none"> <li>• Early Years- Early Detection and Screening, Early Intervention and multidisciplinary support.</li> <li>• School Years- Flexible Curriculum, Student</li> </ul>	<p>Brent C. Elder, Rowan University, USA</p> <p>Benson Oswago, Education Assessment Resource Center, Nyanza Province, Kenya</p>
11:00 am – 11:30 am	COFFEE/TEA BREAK	
<b>SESSION #6 GETTING DATA RIGHT</b>		
11:30 am – 1:00 pm	<p><b>Conceptualization and measurement of disability</b></p> <ul style="list-style-type: none"> <li>• What is disability? Growth in perspectives on disability (models)</li> <li>• Data sources and entry points</li> </ul>	<p>Mark Waltham, UNICEF</p> <p>Claudia Cappa, UNICEF (via Skype)</p>
1:00 pm – 2:00 pm	LUNCH	
<b>SESSION #7 PREPARING TEACHERS TO SUCCEED- KNOWLEDGE, SKILLS AND SUPPORT</b>		
2:00 pm – 3:30 pm	<p><b>Successful teacher preparation and support</b></p> <ul style="list-style-type: none"> <li>• Knowledge and skills useful for inclusive learning environments.</li> <li>• Classroom adaptations, learning materials</li> <li>• Teacher training, teaching assistants, para-professionals</li> <li>• Support for teachers- pathways within the system</li> <li>• Teacher training on Inclusive Education- When, Why and How</li> </ul>	<p>Leonard Cheshire, Kenya- Orpa Ogot</p> <p>Collins Olang</p> <p>Abdalla Rashid Agolla</p>
3:30 pm – 4:00 pm	COFFEE/TEA BREAK	
4:00 pm – 5:00 pm	<p><b>Successful teacher preparation and support (continued)</b></p> <ul style="list-style-type: none"> <li>• Examples from country experience on teacher training on Inclusive Education</li> </ul>	<p>Moderator: Hanna Alasuutari, World Bank</p> <p>Kalima Kalima, University of Zambia</p> <p>Nicholas Wambua, MoE Zambia</p> <p>Anna Nancy Mendy, Ministry of Basic and Secondary Education, The Gambia</p>
<b>SESSION #8 GROUP WORK</b>		
5:00 pm - 5:30 pm	<p><b>Action Plans/Priorities Part 2</b></p> <p>Reflecting on the IE Framework in country teams</p>	<p>Facilitators: Natasha Graham, UNICEF</p>

## Day 3 October 25

TIME	SESSION	SPEAKER
9:00 am – 9:15 am	<b>Recap of Day #2 &amp; Agenda for the day</b>	Natasha Graham, UNICEF
<b>SESSION #9 FINANCING FOR INCLUSIVE EDUCATION</b>		
9:15 am – 11:00 am	<p><b>Understanding Inclusive Education financing</b></p> <ul style="list-style-type: none"> <li>• What is Education Financing?</li> <li>• Where does the financing for IE come from?</li> <li>• Costing Inclusive Education for Projects and Plans</li> <li>• Budgeting for Inclusive Education- Step, costing categories</li> <li>• Country Example- Ghana</li> </ul>	<p>Befith Kouak Tiyaab, IIEP, Pole de Dakar</p>
11:00 am – 11:30 am	COFFEE BREAK	
<b>SESSION #10 MAXIMIZING LEARNING AND SUPPORT FOR STUDENTS</b>		
11:30 am – 1:30 pm	<p><b>Introduction: Fostering Supportive Learning Environments Marketplace- targeted learning support</b></p> <ul style="list-style-type: none"> <li>• Introduction to Accessible ICTs for Inclusive Education, Benetech</li> <li>• Piloting UNICEF's Accessible Textbook Initiative in Kenya, UNICEF</li> <li>• Accessible Teaching and Learning Materials for Deaf Students</li> <li>• A new book chain for Africa - driving sustainable development &amp; utilization of accessible digital content, eKitabu &amp; Education Development Trust, Kenya</li> <li>• Procuring Accessible ICTs for Inclusive Education, G3ict</li> </ul>	<p>Leah Maxson, USAID</p> <p>Lisa Wadors Verne, Benetech</p> <p>Rosangela Berman Bieler, UNICEF</p> <p>Margaret Odhiambo, Kenya Federation of Deaf Teachers</p> <p>Will Clurman, eKitabu &amp; Mark Rotich, Education Development Trust, Kenya</p> <p>James Thurston, G3ict – the Global Initiative for Inclusive ICTs</p>
1:30 pm – 2:30 pm	LUNCH	
<b>SESSION #11 GROUP WORK</b>		
2:30 pm – 3:30 pm	<p><b>Action Plans/Priorities Part 3</b></p> <p>The way forward</p>	<p>Facilitators:</p> <p>Natasha Graham, UNICEF</p> <p>Hanna Alasuutari, World Bank</p>
3:30 pm – 4:00 pm	COFFEE/TEA BREAK	
4:00 pm – 5:00 pm	<b>Presentation of Action Plans/Priorities</b>	
<b>SESSION #12 WRAP UP &amp; CLOSING OF WORKSHOP</b>		
5:00 pm – 5:30 pm	<b>Final reflections &amp; workshop evaluations.</b>	<p>Mark Waltham, UNICEF</p> <p>Koli Banik, USAID</p> <p>Charlotte McClain-Nhlapo, World Bank.</p>

# VENUE AND PARTICIPATION

## WORKSHOP VENUE & HOTEL

### RADISSON BLU HOTEL

Elgon Road  
Upper Hill, Nairobi  
00100 Kenya  
Tel: +254 (0) 709 810 000  
Email: [info.nairobi@radissonblu.com](mailto:info.nairobi@radissonblu.com)

The Learning session will bring about 70 key stakeholders, including Ministry of Education representatives, development partners, researchers and practitioners.

Participating countries include representatives from Ethiopia, Ghana, Kenya, Lesotho, Liberia Malawi, Rwanda, Senegal, Tanzania, The Gambia, Uganda and Zambia.

The event is organized by the World Bank Group in partnership with UNICEF and United States Agency for International Development (USAID). Government of Kenya is official co-host for the event.

### ***Important Note:***

***All participants are responsible for covering any additional charges to the room (e.g., minibar, room service, phone calls, laundry, etc.), and is expected to settle the incidentals bill directly with the hotel when checking-out.***

# BIOS

## **Abdalla Rashid Agolla** - Leonard Cheshire

Abdalla Rashid Agolla is Programme Development and Resource Mobilisation Manager for Leonard Cheshire's East and North Africa Region. He is well-versed in developing policy positions on disability and rights-based programming in East and North Africa with a major focus on inclusive education, for example targeting girls with disabilities in and out of school through the Girls Education Challenge Project in Kenya (DFID). Abdalla will ensure that disability inclusion is mainstreamed and addressed in programme design and delivery.

## **Jayne Akinyi** - Kenya Association of the Intellectually Handicapped (KAIH)

Jayne Akinyi is a self-advocate from Kenya Association of the Intellectually Handicapped (KAIH) and an Intern in the Inclusion Internationals Empower Us project a program for the self advocates, with the self advocates and by self advocates Jayne also serves as the secretary of a self advocacy group in Nairobi and is a trainer in the BRIDGE CRPD-SDG training having successfully completed all the modules of BRIDGE training and transitioned to a co-facilitator role. In April this year Jayne participated as a co-facilitator in the Uganda BRIDGE training and was excited to be part of a facilitation team drawn from cross disability movement. In 2017 she trained 15 self-advocates from 9 African countries on understanding the Convention on the Rights of Persons with Disabilities and self-advocacy. In 2018 Jayne was invited to train self-advocates in Asia which was held in Nepal. She serves as a member representing persons with intellectual disability in the Disability Rights Fund advisory committee. Jayne is passionate about meaningful inclusion and participation of women and girls with intellectual disabilities in all aspects of life her inspirations are drawn from her own early experiences in life which was faced with numerous barriers but with support from her family and KAIH she has turned that into positive and has dedicated her self advocacy work in promoting the rights of women and girls with intellectual disabilities specifically in education, breaking the silence on sexual and gender based violence and political participation. Jayne lives by the motto of "with rights come responsibilities" for Jayne this means that persons with intellectual disabilities should be respected and be given meaningful roles in building their communities on an equal basis with others. Her goal in life is to see a day that all persons irrespective of their gender, religion, disability, race, region or culture can live equally, fully and happy in the society. That they can be given the opportunity and support to speak up for themselves and that they will live in a just society.

## **Hanna Alasuutari** - World Bank

Hanna Alasuutari is the Global Disability and Inclusive Education Focal Point and Education Specialist in the Education Global Practice at the World Bank. She has 19 years of experience in working in the education sector in Europe, Africa and Middle East. Currently in the World Bank, Hanna leads operational and analytical tasks in Europe and Central Asia region and supports teams across the Education Global Practice within inclusive education portfolio. Prior to taking this position, she has served in longer term posts as an Advisor of Inclusive Education for Ministries of Education in Zambia and Montenegro and as Program Manager and Planning Section Manager in the Education Authority of Abu Dhabi in the United Arab Emirates. Hanna has also worked as post-doctoral researcher and teacher educator in Finland in the University of Oulu and earlier in her career also in the University of Jyväskylä, in the Niilo Mäki Institute, specialized in research on learning disabilities. Her areas of expertise are inclusive education, equity and inclusion in education, basic education, teacher education, global- and development education and education sector partnerships. Hanna holds M.A. and a Ph.D. in Education from the University of Oulu, Finland.

## **Kakali Banik** - USAID

Koli Banik is a Senior Education Advisor with the Office of Sustainable Development, Bureau for Africa, Education team at USAID. In this role, she backstops and supports USAID education teams in Liberia, Rwanda, Tanzania, and Zambia. Her areas of expertise are in inclusive education, early childhood development, girls' education, and post-conflict/fragile states. She has a Ph.D. in International Education from the University of Maryland, and a Masters in Social Work from the University of Pennsylvania.

## **Rosangela Berman Bieler** - UNICEF

Rosangela Berman Bieler is global senior advisor on children with disabilities at UNICEF and head of the organization's Disability Section in New York. Prior to her current assignment in UNICEF, she has worked for the World Bank, Inter-American Development Bank and other UN agencies and international organizations as an inclusive development specialist. Among other associations, Ms. Bieler founded the Inter-American Institute on Disability and Inclusive Development, created in the late 90's to promote social-economic and political inclusion in Latin America and Portuguese-speaking countries in Africa and Asia. IIDI played a key role on the development of the Convention on the Rights of Persons with Disabilities (CRPD). Originally from Brazil, Rosangela is quadriplegic since she was 18, she has been a disability rights advocate for more than 40 years.

# BIOS

## **Claudia Cappa** - UNICEF

Claudia Cappa, Ph.D. is a Senior Adviser for Statistics in the Data and Analytics Section, Division of Data, Research and Policy, at the UNICEF headquarters. She is the focal point for data collection, data analysis and methodological work on child disability, early childhood development and child protection from violence, exploitation and abuse. In this capacity she has been responsible for the development of survey questionnaires and data collection tools, production of estimations, development of methodologies, indicators, protocols and normative guidelines, design and implementation of capacity building Initiatives, production of data-driven reports, as well as delivery and dissemination of final results. She is also responsible for maintaining interagency collaborations and partnerships, and has been chairing/contributing to several interagency technical working groups. She represents UNICEF in the Washington Group on Disability Statistics and is the technical lead behind the design and Implementation of the UNICEF/WG regional workshops on the measurement of child disability. Prior to joining UNICEF, she was working at the University of Geneva and at the Institute for Social Studies of the International Labour Organization (ILO). Claudia Cappa holds an MA and a PhD in Development Studies from the Graduate Institute of International and Development Studies, Switzerland.

## **Will Clurman** - eKitabu

Will is the Co-Founder and CEO of eKitabu, a pioneer in digital accessible content now working in 14 countries and 1,500 schools in Africa. eKitabu won investment from UNICEF Innovation Fund and two Grand Challenges for Development in inclusive education from All Children Reading, a partnership between USAID, World Vision and the Australian Government. Will has over 20 years experience in digital content, software development and organizational leadership. He taught school in the United States. Will holds an MBA from MIT and a BA from St. John's College.

## **Christine Djondo** - USAID

Christine Djondo serves as Education Office Director for USAID Tanzania. She comes to Tanzania with over 25 years of experience in the International Development and International Education fields. She last served in South Sudan and Malawi as USAID Education Office Director. Since joining USAID some of her results include keeping girls' education and reading projects running during a challenging political environment; and keeping emergency education services running in South Sudan during increased conflict. For four years she led the growth of USAID/Malawi's Education Office with a budget of US\$9 million in 2011 to US\$20.5 million in 2014. The main focus of the portfolio was on early grade reading which was aligned to the Global USAID Education Strategy, produced results and scaled up to a national program which also leveraged DFID funds. She led the development of an integrated girl's education procurement that leveraged funds from PEPFAR—OVC and WASH funds from the Health Office which grew with the PEPFAR DREAMS initiative. She has served as Acting Mission Director, Acting Deputy Mission Director and Acting Supervisory Executive Officer. She holds a MA in African Studies with a concentration in Education and Development from Ohio University and a BS in Human Development with a concentration on early childhood and youth development from the University of Connecticut. She also served as a Peace Corps Volunteer in the 1990's in Cameroon working with the rural poor on access to credit through credit unions.

## **Brent C. Elder** - Rowan University, USA

Dr. Elder's research focuses on the development of sustainable inclusive education practices in under-resourced schools in the United States and around the world. Specifically, his work utilizes a critical disability studies lens to examine the intersections of disability, poverty, and education. During the 2015-16 academic year, he conducted his doctoral research in rural western Kenya as a Fulbright scholar. His current research focuses on the application of inclusive education practices learned in Kenya to under-resourced schools in the United States. Dr. Elder has published in *Disability & Society*, the *Journal of Deaf Studies and Deaf Education*, the *International Journal of Inclusive Education*, *Disability and the Global South*, the *International Journal of Qualitative Studies in Education*, *Disability Studies Quarterly*, *Societies Without Borders*, and the *Journal of International Special Needs Education*. At Rowan University, he is a professor-in-residence at an elementary school where he works to systematically move students with disabilities out of self-contained settings and into inclusive classrooms. He also teaches courses on disability studies, and collaboration for inclusive education. He is also the co-founder of Tangata Group, an international disability rights non-governmental organization.

## **Rhoda Enchil** - UNICEF , Ghana

Rhoda Enchil is Education Officer at UNICEF Ghana. She works as the focal person for Inclusive Education which includes programmes that support quality basic education for Children with Special Education Needs and adolescent girls. As part of her role, she worked closely with the global team (UNICEF HQ and Regional Office, IIEP Pole de Dakar, Global Partnership for Education) and a national team on piloting the Education Sector Analysis with an enhanced focus on Inclusive Education in Ghana. Her responsibilities include engagement with state (mainly, Ministry of Education and Ghana Education Service) and non-state actors (Ghana Federation of Disability Organisations, Ghana National Education Campaign Coalition) to support the successful implementation of Inclusive Education in Ghana. She represents UNICEF on the National Inclusive Education Steering Committee in Ghana (oversight responsibility on the national implementation of the costed implementation plan). She joined UNICEF in 2016 but before then, she worked with British Council as Project Manager for Higher Education and studied Economics at University of Ghana. She is an Arsenal fan and enjoys cooking! At her leisure time, she would like to spend time with her kids watching cartoons!

## **Natasha Graham** - UNICEF

Natasha Graham is an international expert in disability-inclusive education planning and implementation. She has worked with many governments and international agencies on designing, monitoring and evaluating inclusive education programs. Her expertise covers working with ministries of education on setting up disability screening, service mapping and provision programs, disability data collection and inclusive education sector analysis and planning. Currently she is with UNICEF working on developing guidelines on Education Sector Analysis and assisting countries in inclusive education sector planning. Prior to that she has held positions at the Global Partnership for Education, the World Bank, and the Organisation for Economic Cooperation and Development (OECD) working on issues related to inclusion of children with disabilities in education.

Natasha has extensive experience working in Africa, South East Asia and the Pacific, and Central Asia. She has written and co-written publications on different aspects of disability-inclusive education. She holds a Masters degree in Public Administration specialized in International Education Policy from Middlebury Institute of International Studies at Monterey. A native of Russia, she is a global nomad and an advocate for the most excluded.

# BIOS

## **Luann Gronhovd** - USAID

Luann Gronhovd joined USAID as an Education Officer in 2008 and completed tours in both Liberia and Senegal before joining USAID/Rwanda, where she has worked since August 2017. Prior to joining USAID, Luann served in various positions in the United States and Asia in the areas of social work, development, and education. Luann holds a BA in Social Work and Spanish from Concordia College, Moorhead, MN and an MA in International Educational Development, with an emphasis on Education and Humanitarian Issues, from Teachers College, Columbia University.

## **Fred Haga** - Ministry of Education Kenya

Fred Haga is currently the acting Director, Special Needs Education in the Ministry of Education in Kenya. He led the Technical Committee that steered the review of the National Special Needs Education Policy Framework of 2009 that resulted in the Sector Policy for Learners and Trainees with Disabilities in May, 2018. The Policy makes a strategic shift towards the adoption of inclusive strategies and approaches in the provision of education services for learners with disabilities. Fred has extensive experience in teaching and learning as a secondary school teacher, curriculum developer and an education administrator. Fred has had several leadership roles within the disability-rights movements for more than 23 years, both at the national and international level, including the National Development Fund for Persons with Disabilities, Kenya Union of the Blind, African Union of the Blind and the World Blind Union. Fred holds a teaching degree from Kenyatta University and a Master of education degree from Monash University, Australia, specializing in Inclusive and Special Education.

## **Fatma Wangare Haji** - Inclusion in Africa

Ms. Fatma Wangare Haji is the current regional coordinator for Inclusion Africa and out going Executive Director of the Kenya Association of the Intellectually Handicapped (KAIH) and mother to a daughter with an intellectual disability. She started her career in the hospitality industry in the early nineties but switched to human rights and development work after a series of discriminatory challenges faced in accessing services for her daughter with an intellectual disability. She has actively worked in the disability movement for 14 years now. Fatma serves in the board of the African Disability Forum, which is the regional body that advocates for persons with disabilities and their families in Africa. She has previously served as a board of trustee at the National Council for Persons with Disabilities (NCPWD) and a board member at the United Disabled Persons of Kenya (UDPK) and Inclusion Africa. Fatma is a member of the Inclusion International catalyst for inclusive education Africa response team

She lives and works with a simple philosophy of “change starts with me”. This is embedded on strong values of human dignity and respect, exceeding expectations and experiencing the world through the eyes of persons with intellectual disabilities and empowering others to really understand what disability is, array their fears that it is not contagious and it is not also a myth but a reality in our society.

## **Joshua Josa** - USAID

Joshua Josa is the Disability Inclusive Education Specialist at USAID's Office of Education. In his role, he focuses on ensuring programming is truly 'Education for All' by promoting the inclusion of children and youth with disabilities throughout all phases of USAID's program cycle. Josh has been with USAID since 2014 working with the Center of Excellence for Democracy, Human Rights and Governance and the Bureau for Policy, Planning and Learning before transitioning to the Office of Education. He graduated with a Bachelors in Deaf Studies and Deaf Education from Cal State Northridge and a Masters in International Development with a concentration in Disability from Gallaudet University.

## **Kalima Kalima** - University of Zambia

Lecturer and researcher at the University of Zambia. He is currently heading the Department of Educational Psychology, Sociology and Special Education in the Faculty of Education. A PhD candidate of the University of Zambia with a specific focus on the impact of Human Immuno Virus on learning outcomes. He has been involved in programmes for children with special needs for over 15 years. He has been central to assessment and development of programmes for children with Special Needs in the country. In the recent past, he had been involved in projects focusing on inclusive education in Zambia. Some of the work he has recently done include an assessment of the policies on inclusive education in Zambia and the community engagement in understanding the disability Act in Zambia, opportunities and threats towards implementation. He is involved in a study focusing on the effects of lead exposure to cognitive development with a possibility of recommending intervention to children who may exhibit impairment as a result of lead exposure. He is teaching courses in assessment and intervention in Special Education, Inclusive education.

## **Elizabeth Kamundia** - Kenya National Commission on Human Rights (KNHCR)

Elizabeth Kamundia is an Assistant Director in the Research and Compliance Division at the Kenya National Commission on Human Rights. She holds an LLM in International and Comparative Disability Law and Policy from the Centre for Disability Law and Policy – National University of Ireland, Galway (NUIG). Elizabeth has worked with the Centre for Disability Law and Policy, NUIG (Legal Researcher) and the Centre for Human Rights, University of Pretoria (Disability Rights and Law Schools Project Coordinator). She has also worked at the Commission on the Implementation of the Constitution of Kenya (Consultant on Disability) and the Committee of Experts on Constitutional Review – Kenya (Legal Researcher). Elizabeth is an advocate of the High Court of Kenya. She is currently a PhD Candidate at the University of Pretoria, writing her thesis on article 12 of the UN Convention on the Rights of Persons with Disabilities on equal recognition before the law.



# BIOS

## **Grace Kawala**

Grace Kawala is a person with Disability who has crossed the line between the two worlds of the disabled and abled through her work on persons with disabilities rights through advocacy. She has tirelessly fought to have bursaries given out widely to assist children of special needs gain meaningful education. Constantly partnering with the National Council of Persons with Disabilities in her League programmes she has done an admirable job in distributing assistive devices to children and youth in a bid to provide accessibility which is key for Kenyan children with disabilities to access viable education. Grace has been a vocal Student Leader during her university days and her advocacy for fellow student rights are well known. She is also a former World bank consultant on Disability in Kenya.

## **Leah Maxson - USAID**

Leah M. Maxson is an international development practitioner with more than eight years of disability inclusive development experience in over 25 countries. Her areas of expertise include democracy, human rights and governance, inclusive education and gender equality and women's empowerment. She has worked for USAID since 2011 and currently serves as an Inclusive Education Specialist in USAID's Office of Education. Prior to joining USAID Leah worked on international development programming at Gallaudet University, her alma mater. She has professional degrees in Deaf Education and International Development and served as a U.S. Peace Corps Volunteer in the Deaf Education program in Kenya from 2005 - 2007. She has taught in primary, secondary and tertiary classrooms across the U.S., in Kenya and Japan.

## **Charlotte McClain-Nhlapo - World Bank**

Charlotte is the Global Disability Advisor for the World Bank Group. Her work at the Bank is focuses on disability inclusive development under its twin goals to end poverty and promote shared prosperity. As Disability Advisor, she supports operational teams across the institution to ensure that Bank policies, programs and projects are disability inclusive. Her responsibilities include: leading the production of analytical products; analyzing and articulating Bank policy on disability and development. Charlotte holds multiple Law Degrees in international law, human rights and administration from the University of Warsaw, Poland and Cornell Law School

## **Anna Nancy Mendy - Ministry of Basic and Secondary Education, The Gambia**

Anna Nancy Mendy is a Gambian. She is presently the Principal Education Officer responsible for Special Needs Education at the Ministry of Basic and Secondary Education. She taught at the St John's School for the Deaf for over ten years. She obtained a Bachelor of Education degree in Special Education from the University of Education, Winneba, Ghana. She has an MA in Special Education from Roehampton University, UK. She is also a Hubert Humphrey Fellow. Her duties as Principal Education Officer involves implementation of policies on special needs and inclusive education, training of teachers, assessment of children with special needs, monitoring of children with special needs in both mainstream and special schools.

## **Mwenya N. Mwamba - Ministry of General Education, Zambia**

Dr. Mwenya N. Mwamba has a Doctorate degree in Educational Administration and Policy studies. Other qualifications include; Master of Education, bachelor of Education- special Education, Diploma- Special Education, International Diploma in Educational Planning and Administration (India), Certificate in Special Education (Intellectual Disabilities), Certificate in Primary Methods. His specialization is Inclusive Education management and policy in the Ministry of General Education in Zambia. He has served in various portfolios in the Ministry of General Education. He served as a Class teacher, Education Standards Officer- Special Education, District Education Standards Officer, Senior Education Standards Officer- Special Education, district Education Board Secretary and currently he is Principal Education Officer- Special Education and a Focal point Person for Inclusive Education in Zambia. In these portfolios Dr. Mwamba has provided management and administration of Inclusive Education, training, curriculum review, policy and legislation reviews and development of screening and assessment tools for Learners with Special Educational needs and Disabilities. As a Standards Officer was awarded with a medal on the 50th Anniversary of Zambia's Independence. He has done trainings for Save the Children, Leonard Cheshire-Zambia, Community Based Rehabilitation -Zambia and Zambia Agency for Persons with Disabilities. Dr. Mwamba is intimate about making inclusive Education a reality in Zambia.

## **Margaret Odhiambo - Kenya Teachers Service Commission**

Margaret Odhiambo is a Deaf Educator who has 17 years of experience in educating Deaf kids in different settings. She spent her first 12 years at Mumias School for the Deaf, and is currently at Ochok Kadongo School/Deaf Unit, Kisumu West. She holds a Bachelor's Degree in Special Needs Education from Kenyatta University and a Master's Degree in Deaf Education from Gallaudet University, Washington D.C., USA. She also is an Instructor at Kenya Institute of Special Education (KISE) where she teaches Kenyan Sign Language during the holidays. Margaret also has a great interest in doing Kenyan Sign Language Research and Early Childhood Literacy Education. Margaret has a passion to improve the education of the Deaf in Kenya.

# BIOS

## **Orpa Ogot** - Leonard Cheshire

Orpa Ogot is currently an Inclusive Education Technical Adviser with Leonard Cheshire in the UK AID funded Project (GEC-T) in Kenya and a staff Award Winner of 2016 (Chairs Award). Previously, she worked with the Ministry of Education in a position of Quality Assurance Standards in charge of Special Needs Education. Her experience in education and disability spans over 25 years and for the last 17 years, she has focused on Inclusive Education. Orpa has co-authored an article in the Journal of Visual Impairment and Blindness (JVIB) July-August 2014 Vol.108, No 4. Previously, she authored the Education (Inclusive Education) chapter for Community Based Rehabilitation Africa Network (CAN) Conference Publication (2009). She also coordinated the inclusion of Kenya into an EU funded Inclusive Education Project on Human Resource Development ACP 11, implemented by Roehampton University, UK with participating Universities and Ministries of Education in Kenya, Uganda, Botswana and Swaziland in 2009.

## **Collins Olang** - Leonard Cheshire

Collins Olang is currently the Programme Manager of the Leonard Cheshire Girls Education Challenge –Transition (GEC-T) Programme in Kenya. He has more than 10 years' of progressive hands on experience in programming in the areas of inclusive education (both formal and informal), skills development, livelihoods, youth programming, early childhood education and development, disability and gender. He is a holder of a BA Anthropology and Master's degree in Project Planning and Management. The Girls Education Challenge Transition project "Expanding inclusive education strategies for girls with disabilities in Kenya" which is funded by DFID, aims to further and deepen the educational and vocational opportunities of girls with disabilities in five counties in the Lake Region in Kenya in order to improve their quality of life, skills and livelihoods opportunities.

## **Benson Oswago** - Education Assessment Resource Center, Nyanza Province, Kenya

Benson Oswago is a special Education teacher, holder of a bachelors degree in Special Education and Counseling from Kenya Methodist University. He has diploma in Special Education from Kenya Institute of Special Education (KISE) and certificate in Functional Assessment from the same institution. He also holds a diploma in Social Work and Welfare. He also trained as a primary school teacher. He is a curriculum Support Officer - Special Needs, currently based in Ndhiwa Sub-county. His work is basically to conduct functional educational assessment for children with disabilities and place appropriately in relevant educational institutions. He has a wide range of experience in inclusive education having assisted Dr. Brent Elder in a number of research activities. He is resourceful and always ready to assist persons with Disabilities. Mr. Oswago is a co-founder of VIAGENCO a community based organization supporting persons with disabilities to access assistive devices.

## **Deepti Raja** - World Bank

Deepti Samant Raja has worked for over twelve years on the socioeconomic inclusion of persons with disabilities and mainstreaming disability in development. Her work has spanned research, policy analysis, capacity building, and knowledge exchange programs. She currently works with the World Bank's Global Disability Advisor, providing technical assistance and operations support to teams on good practices to ensure the inclusion of persons with disabilities. Raja's publications have looked at economic participation, the role of technology for inclusion, access to education, and inclusive disaster management. Previously, she worked as Director of International Programs and Senior Researcher at the Burton Blatt Institute at Syracuse University, Senior Research Analyst at the Global Initiative for Inclusive ICTs, and Research Coordinator for the Secretariat of the Global Partnership for Disability and Development.

## **Mark Rotich** - Kenya Education Development Trust

Mark leads the team that delivers the transformational DFID Girls Education Challenge programme in Kenya. Striving to address gender parity, Mark and his team are working with schools and communities in marginalised areas to increase access for girls, ensure their retention and improve their learning outcomes. Mark is key to the successful collaboration between the programme partners and stakeholders and continues to be driven by the real results he sees on the ground; he is changing the lives of thousands of girls in Kenya.

## **Ruchi Singh** - World Bank

Ruchi Singh is a consultant in Disability and Inclusive Education at the World Bank where she works to provide technical support to the growing portfolio of Inclusive Education. Prior to this, she was the Joseph P. Kennedy International Public Policy Fellow at the Global Partnership for Education (GPE) as an Education Specialist, supporting the expansion of the thematic area of disability and inclusion. Her areas of interest and expertise are equity and inclusion, early childhood development, primary education, inclusive education, qualitative research, teaching and learning. Before GPE, Ruchi was leading the content and research portfolio for Sesame Street in India where she worked on developing large scale education projects. She has worked extensively in India exploring Inclusive Education in practice- transitioning special schools to community primary schools. She has degrees in Special Education and Child Development and has a Masters in Global Health and Development from University College London.

# BIOS

## **Christopher Thomas** - World Bank

Christopher Thomas is an Advisor to the Education Global Practice at the World Bank. Prior to taking this position he was Lead Strategy Officer for the World Bank Group. He has served as Advisor to the World Bank President's Special Envoy, where his portfolio included the Sustainable Development Goals, Financing for Development, and relations with Multilateral Development Banks. Mr. Thomas has also served as Advisor to the World Bank Managing Director, and Manager of the Bank's education programs to East Asia and the Pacific, and Manager for human development programs in Africa. Mr. Thomas holds an M.A. in International Affairs from Johns Hopkins University and a Ph.D. in Education from Stanford University.

## **James Thurston** - The Global Initiative for Inclusive ICTs (G3ICT)

James Thurston is an international technology policy leader. As G3ict's Vice President for Global Strategy and Development, he leads the design and implementation of new worldwide advocacy strategies and programs to scale up G3ict's global impact. He has experience applying both technology and public policy to important social and economic challenges. He has led efforts ranging from using technology to promote the inclusion and human rights of people with disabilities around the world to using technology to increase the economic competitiveness of aging industrial centers in the United States. He has broad policy and management experience in both the private and public sectors and at the federal, state, and international levels of government. Prior to joining G3ict, Mr. Thurston was Director of International Accessibility Policy at Microsoft, where he developed and executed a worldwide strategy to expand the company's outreach on disability and technology issues to governments and NGOs around the world. He has also served as a standards leader for an international technology industry association, an economic and technology advisor to a U.S. senator and vice presidential candidate, and a senior manager for a national technology and economic development initiative of the U.S. government. Mr. Thurston holds both a Master of Public Administration and an M.A. in East European Studies from the University of Washington, as well as a B.A. in International Affairs from the University of Maine.

## **Befith Kouak Tyiab**- IIEP Pole Dakar

Befith KOUAK TIYAB is statistician and development economist, and has been working for more than 10 years now as education specialist. He is currently working in IIEP Office in Dakar (well known as Pole de Dakar) and has served in the past as education policy analyst where he supported the development of Education sector analysis and of simulation models in a number of African countries.

Befith continues its support to African countries in education sector policy development, but he mainly coordinates the technical support to countries in the elaboration of their educational policies and in the development of methodological tools. He is also involved in the policy dialogue with countries, as well as in the capacity building of senior staff of MoE in various areas of Education sector analysis.

In all these supports, data utilization for evidence policy making is an essential component.

# BIOS

## **Lisa Wadors Verne** - Benetech

Dr. Lisa Wadors Verne, is the Senior Program Manager: Education, Research & Partnerships for Benetech Labs and its Global Literacy services including Bookshare and Diagram. She the co-producer of the DIAGRAM Report, an annual brief about emerging technologies and their promise for kids with disabilities as well as the project lead for a private grant that supports parents of children with learning differences. She has doctorate in Special Education and Policy from the University of California, Berkeley and San Francisco State University, Joint Doctoral program with a focus on teachers' beliefs about including children with special needs in typically developing classrooms. With over 15 years in Educational research and application Dr. Wadors Verne has particular expertise in special education policy and law, inclusion and family and school collaboration. Dr. Wadors Verne holds a B.S. in Business Administration and Marketing from Villanova University and a M. A. in Early Childhood Special Education from Santa Clara University.

## **Mark Waltham** - UNICEF

Mark Waltham has worked as a Senior Education Adviser in UNICEF's New York HQ since 2012. As the lead adviser on equity and inclusion, Mark is responsible for coordinating UNICEF's global Out of School Children Initiative and for inclusive education for children with disabilities. Before joining UNICEF, Mark spent 13 years as a senior education adviser in the UK's Department for International Development (DFID), including postings in the London HQ, as well as Nepal, Kenya, the Democratic Republic of Congo, Iraq, and the Asia-Pacific region on secondment to AusAID. Previously, Mark worked at Cambridge University in the UK, with an international NGO in Nepal, and as a teacher in both the UK and Ghana. Mark holds a PhD and an MEd in education research. He is married with two children.

## **Quentin Wodon** - World Bank

Quentin Wodon is a Lead Economist at the World Bank. Previous roles include managing the unit on values and development, serving as Lead Poverty Specialist for Africa, and working as Economist and Senior Economist for Latin America. Before joining the World Bank, he taught with tenure at the University of Namur. He has also taught at American University and Georgetown University. Quentin has more than 500 publications and his research has been covered by major news outlets. He has served as Associate Editor for journals and as President of two economics associations. A lifelong learner, he holds four PhDs in economics, environmental science, health sciences, and theology. Trained in business engineering, after a stint in market research as Laureate of the Prize of Belgium's Secretary for Foreign Trade, Quentin worked as Brand Assistant/Assistant Brand Manager for Procter & Gamble. Almost 30 years ago, he shifted career and joined ATD Fourth World, a non-profit working with the extreme poor. He has tried ever since to remain faithful to the cause of ending extreme poverty. In his free time, he volunteers with nonprofits and Rotary, where he has served in leadership locally and globally. Married with two daughters now in college, he tries to remain (barely) fit with occasional marathons and triathlons, finishing towards the end of the pack.

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# NOTES

# CONTACT INFORMATION



The **hotline** during the Nairobi workshop is the phone number of Wilma. She will help with any questions you might have related to arriving in Nairobi or any issues while in Nairobi.

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Yiyang Wang		e-mail: <a href="mailto:ywang28@worldbank.org">ywang28@worldbank.org</a>

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### Local Emergency Numbers

For Kenya Police Hotlines: 999, 112, 911

For Fire/Rescue & Hospital: 999

### World Bank approved Taxi Services

Motogari Limited, Nairobi - Telephone: 070 5877333/070 7013699

Jim Cab Services Limited, Nairobi - Telephone Number: 0722 711001



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