



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

<http://www.worldbank.org/en/topic/disability/brief/disability-inclusive-education-in-africa-trust-fund>

***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?

2. Management Capacity Needs & Finance Systems for Inclusive Education by UNICEF

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

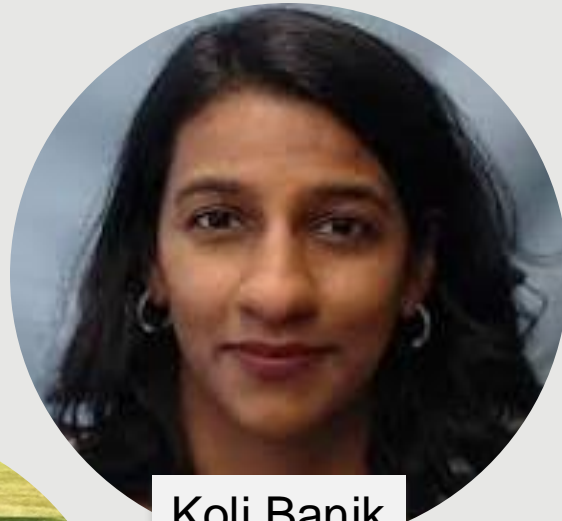
Part I: Education systems strengthening in sub-Saharan Africa (Presenter: Jessica Lopez)

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.



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EDUCATION SYSTEMS STRENGTHENING



What are **key elements** to working within a system and improving and strengthening it?

*Answer in the **word cloud pod**.*

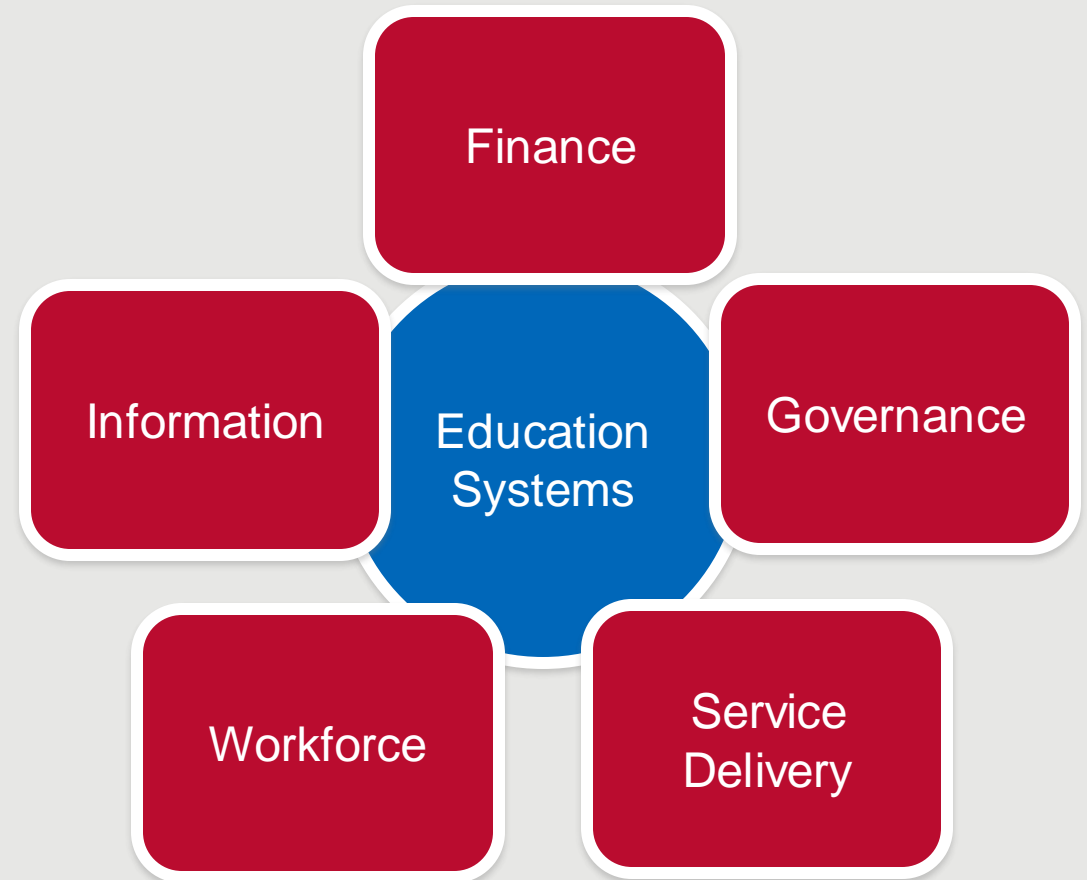
Why education systems strengthening and inclusive education?

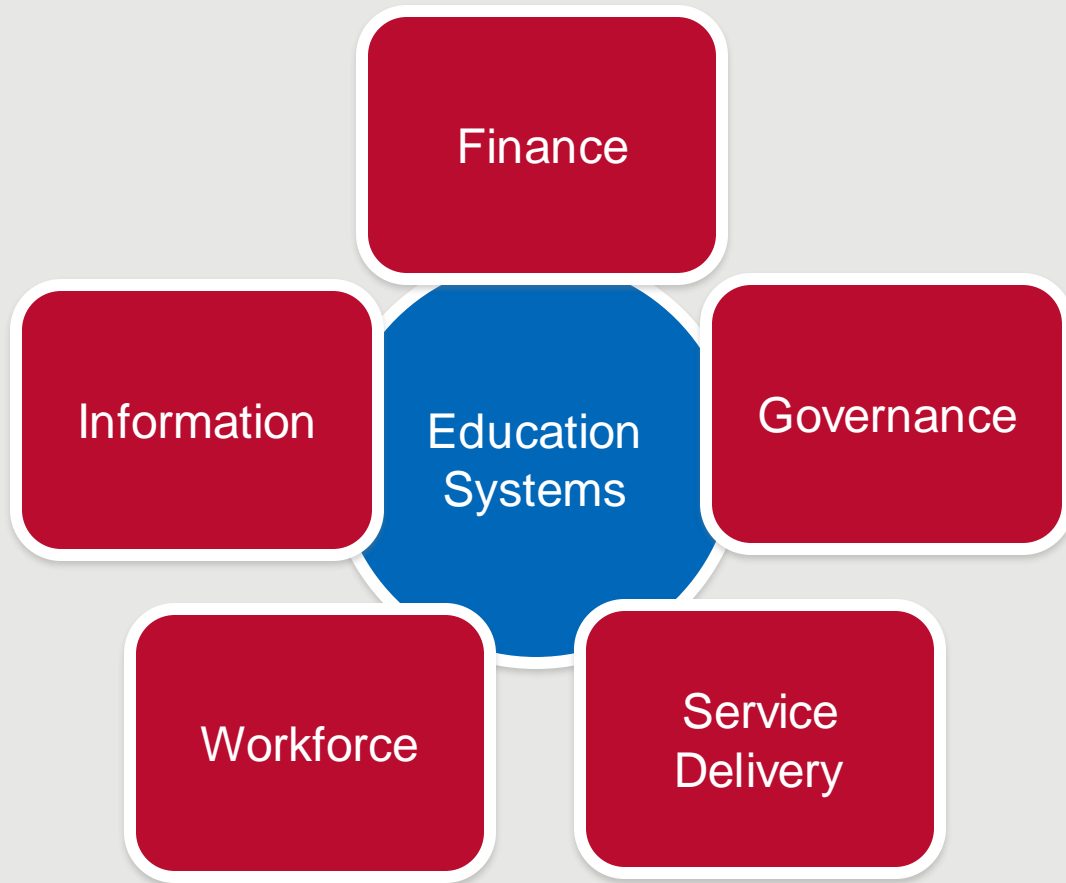


Definitions

Education Systems:

All people, institutions, resources and activities whose primary purpose is to improve, expand and sustain learning outcomes.





Definitions

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.

FINDINGS & RECOMMENDATIONS



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?





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STRENGTHENING THE SERVICE DELIVERY SYSTEMS FOR INCLUSIVE EDUCATION

Experiences from Malawi

Presented by
Odala Banda, USAID/Malawi



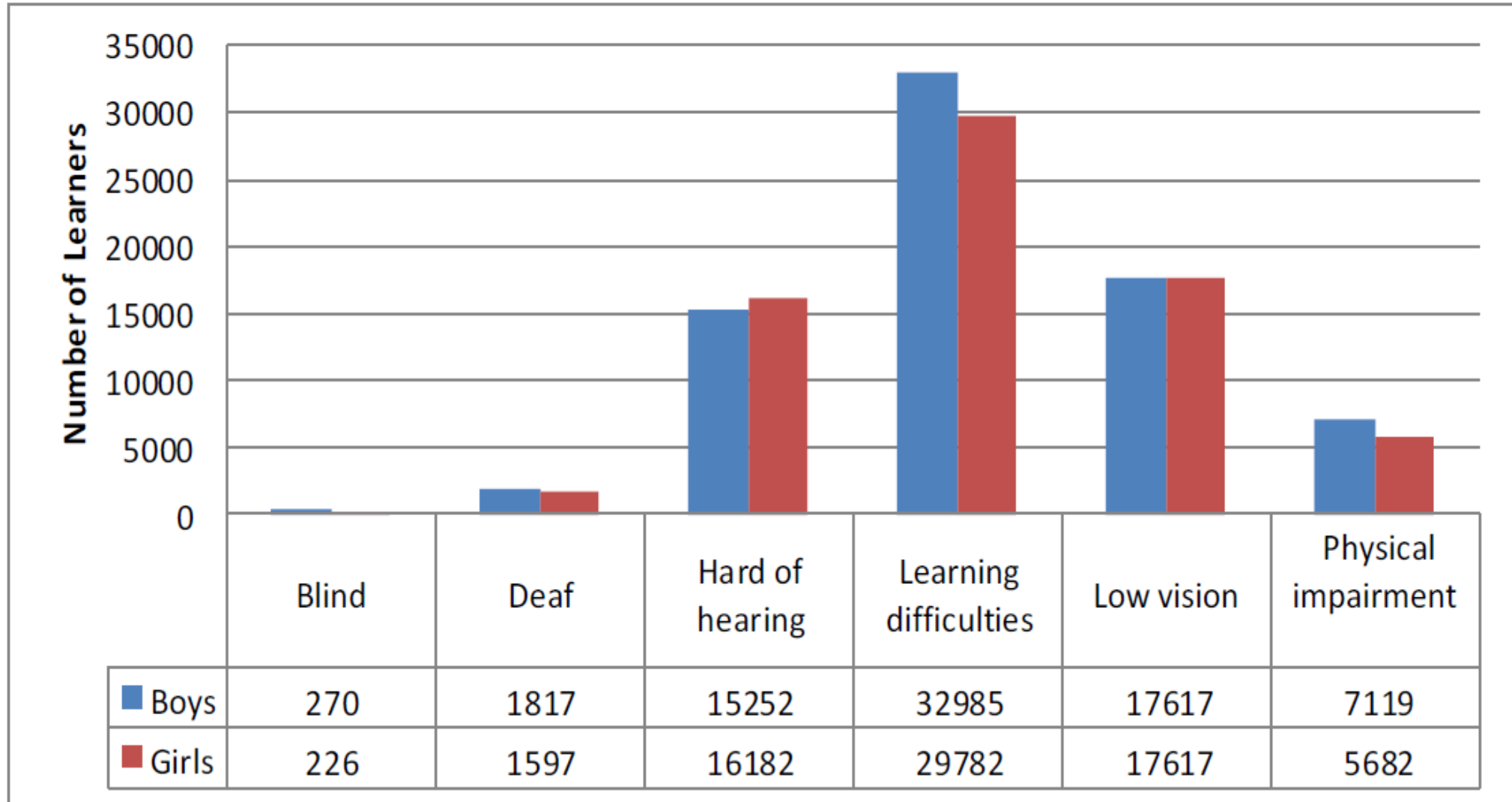
**Ministry of Education,
Science and Technology**

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

EMIS 2017	Girls	Boys	Total
Public Primary School Enrolment	2,504,362	2,460,112	4,964,474
Learners with disabilities	71,086	74,962	146,048
Number of Public Primary Schools			5,603
Number of Mainstream Teachers			71,161
Number of Specialist Teachers			1,742
Learners with disability sitting for school leaving exams at Std 8			1,108
Learners with disability passing school leaving exams at Std 8			708
Learners with disability pass rate			63%

Categories of Disabilities and Their Population





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
- Local legislations**: Constitution of Republic of Malawi (1995), Malawi Growth and Development Strategy III (2017-2022), Disability Act (2012), Education Act (2013), National Education Sector Plan (2008-2017)
- 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**.

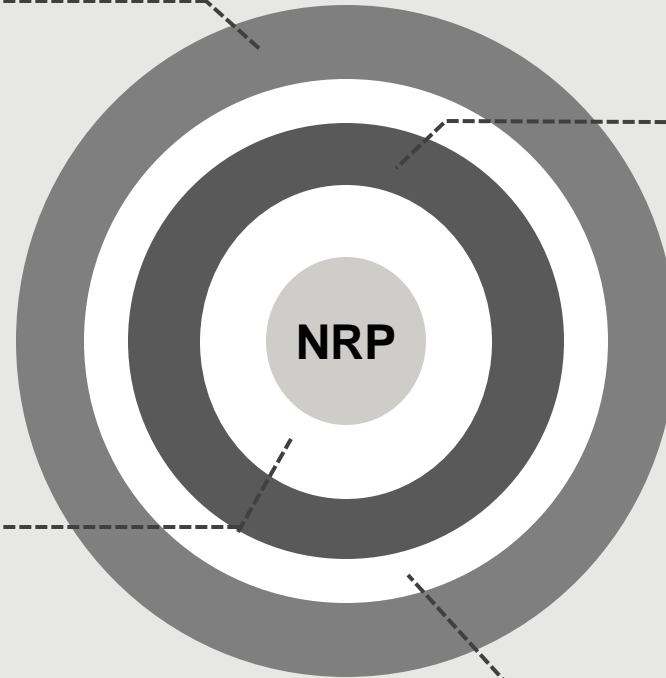
Inclusive Education Guiding Principles

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



Children learning outside due to lack of proper infrastructure.

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



Parents supporting their children with cerebral palsy in a resource room.

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 sections 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

USAID Interventions, continued

- 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.



Ministry of Education Science and Technology

BRAILLE CUP 2017

Promoting Literacy Through Braille

Kaliyeka Model Primary School, 14, 2017



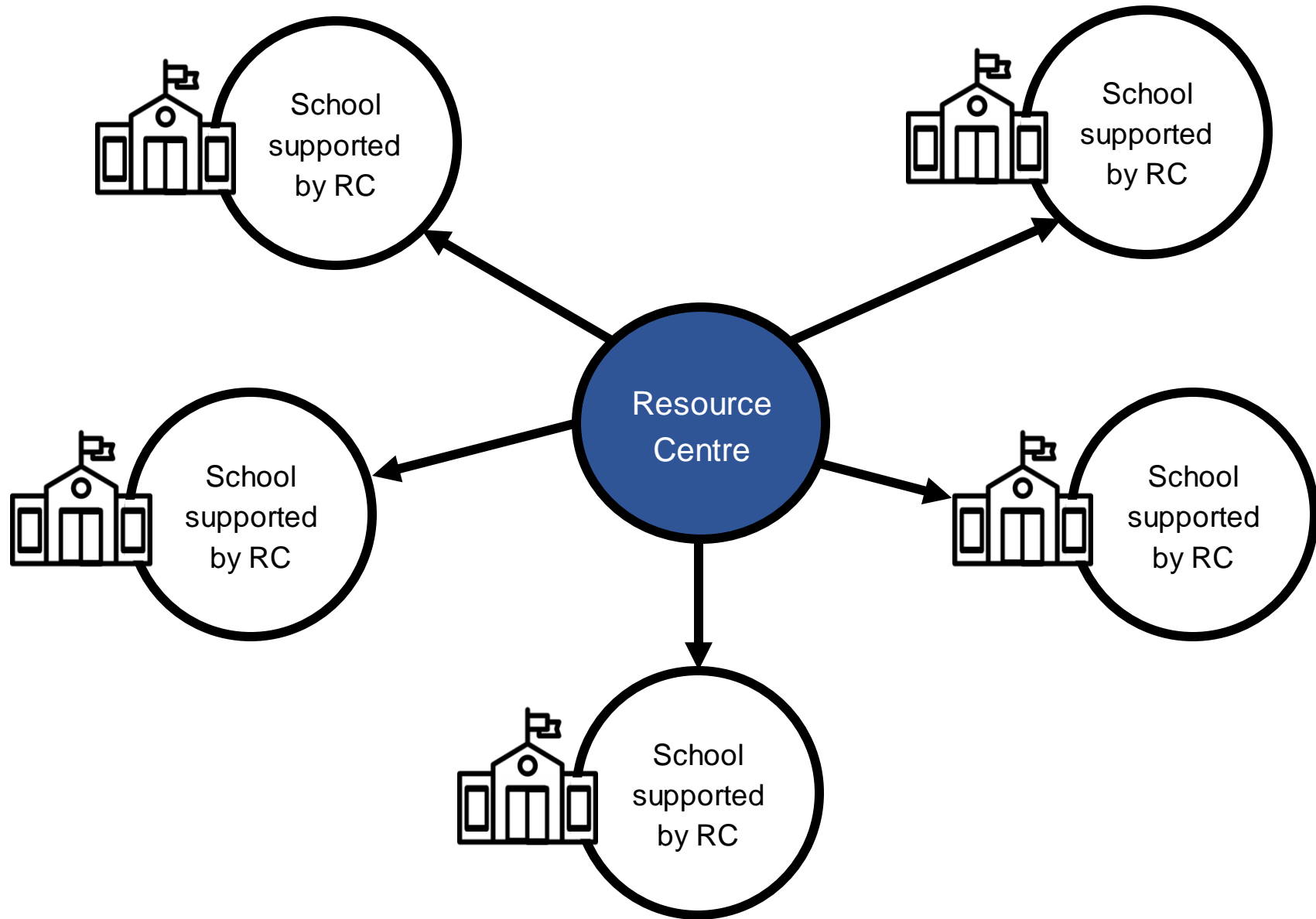
Save the



Ministry of Education Science and Technology

BRAILLE CUP 2017





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

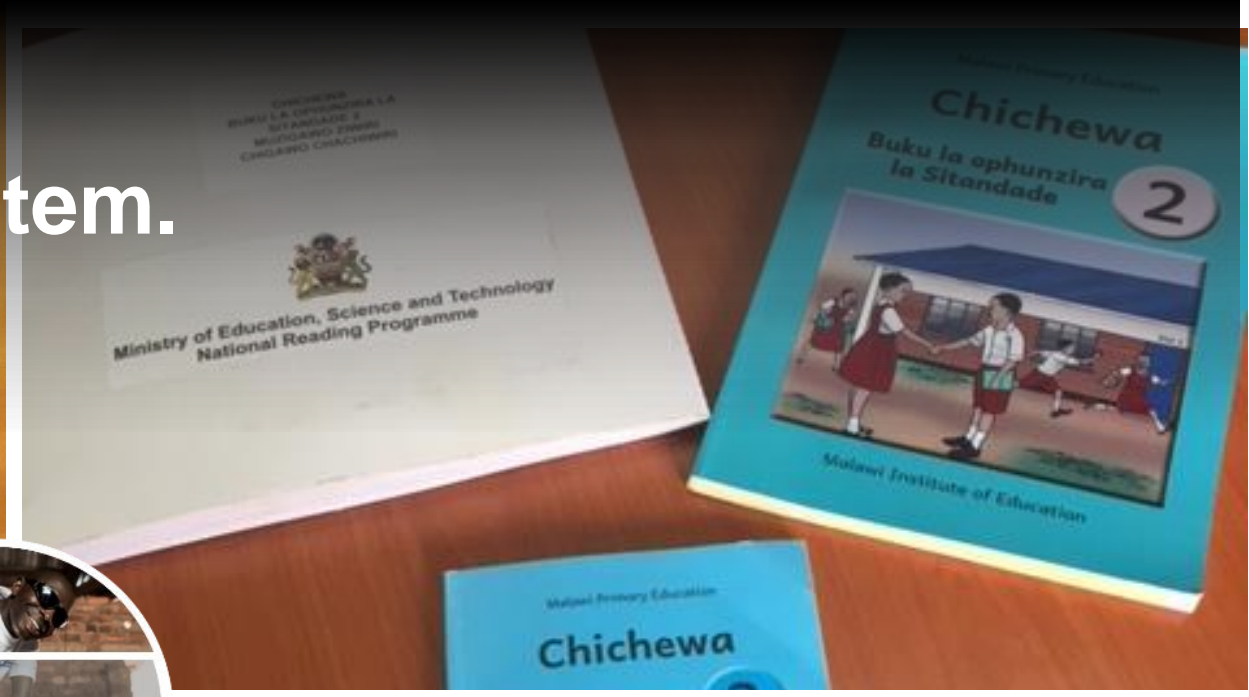
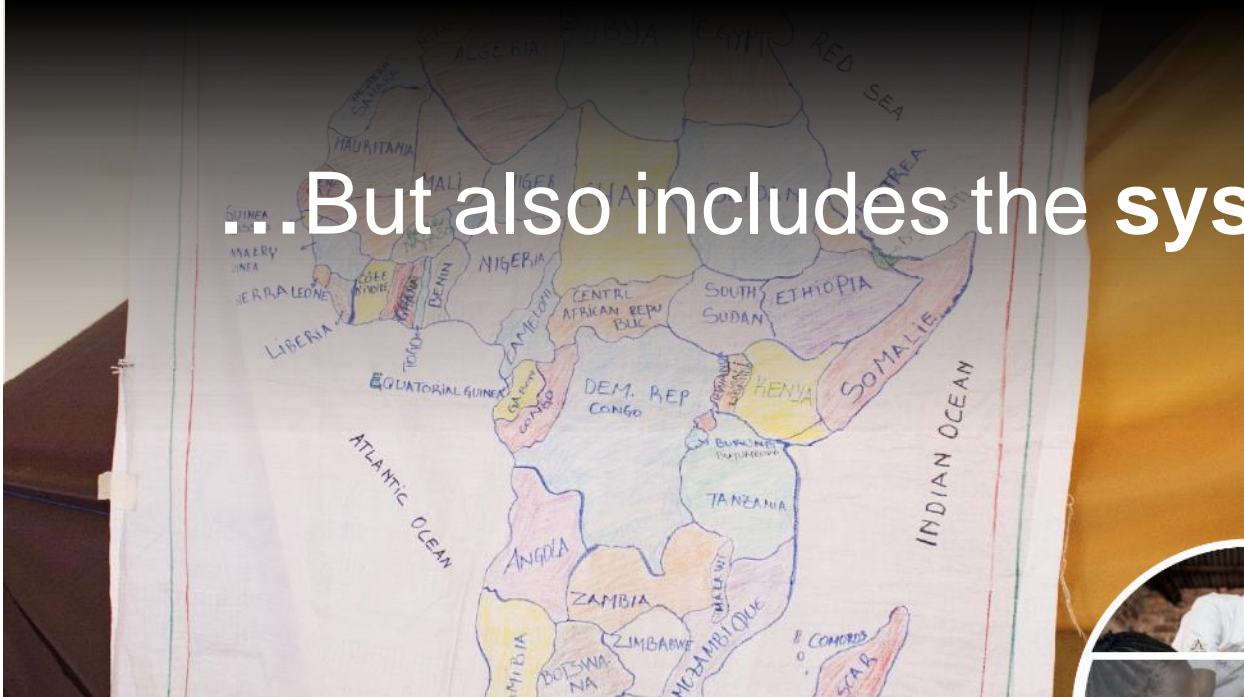




**Service delivery
includes the individual level...**



...But also includes the system.

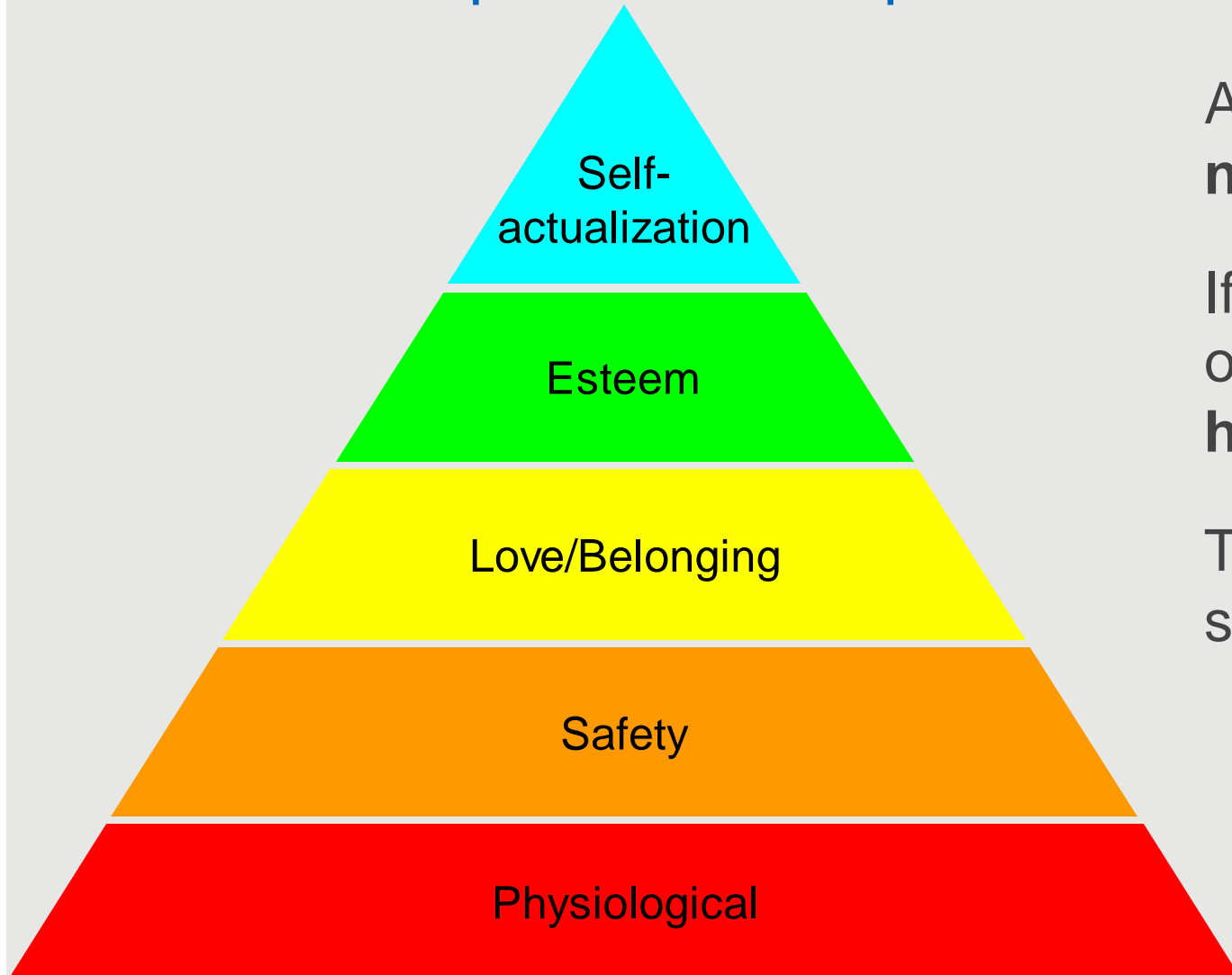


Strengthening service delivery has **two parts:**

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**.

Self-actualization

Esteem

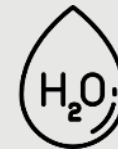
Love/Belonging

Safety

Physiological



Food



Water



Safety/
Security



Health



Rest

Self-actualization

Esteem

Love/Belonging

Safety

Physiological



Relationships/
friendships



Communication

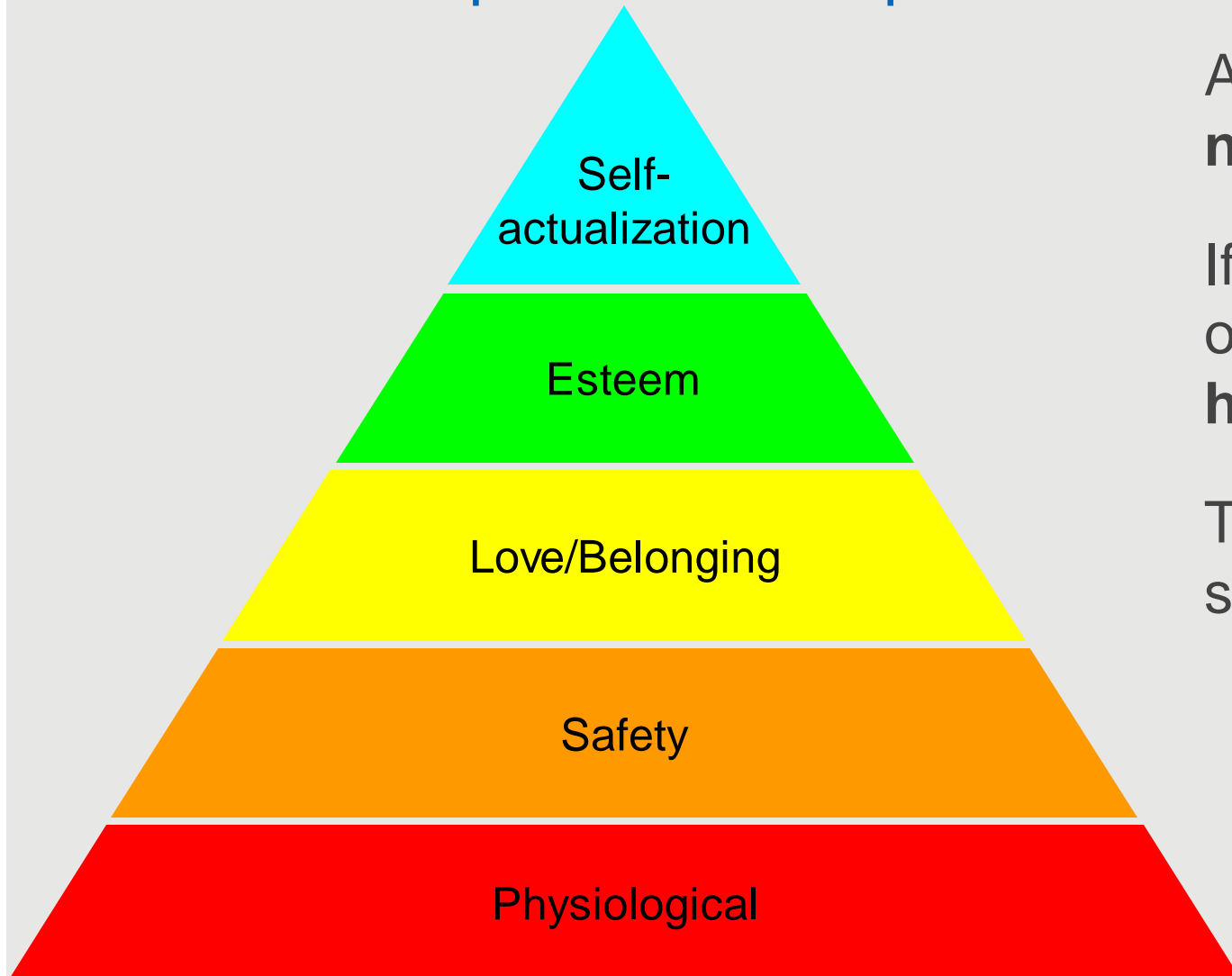


Prestige



Feeling of
accomplishment

Part I: Preparation for Optimal Student Learning



All children and youth have **basic needs**.

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**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

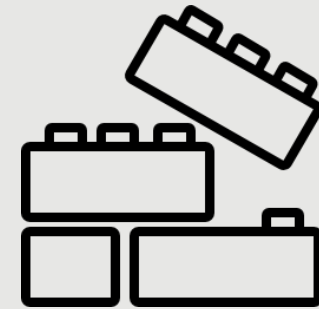
Children have **many ways** of experiencing the world. For **optimal learning**, we need to provide multiple means of:



Engagement



Representation



Action & Expression

Universal Design for Learning



Engagement



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



Representation



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



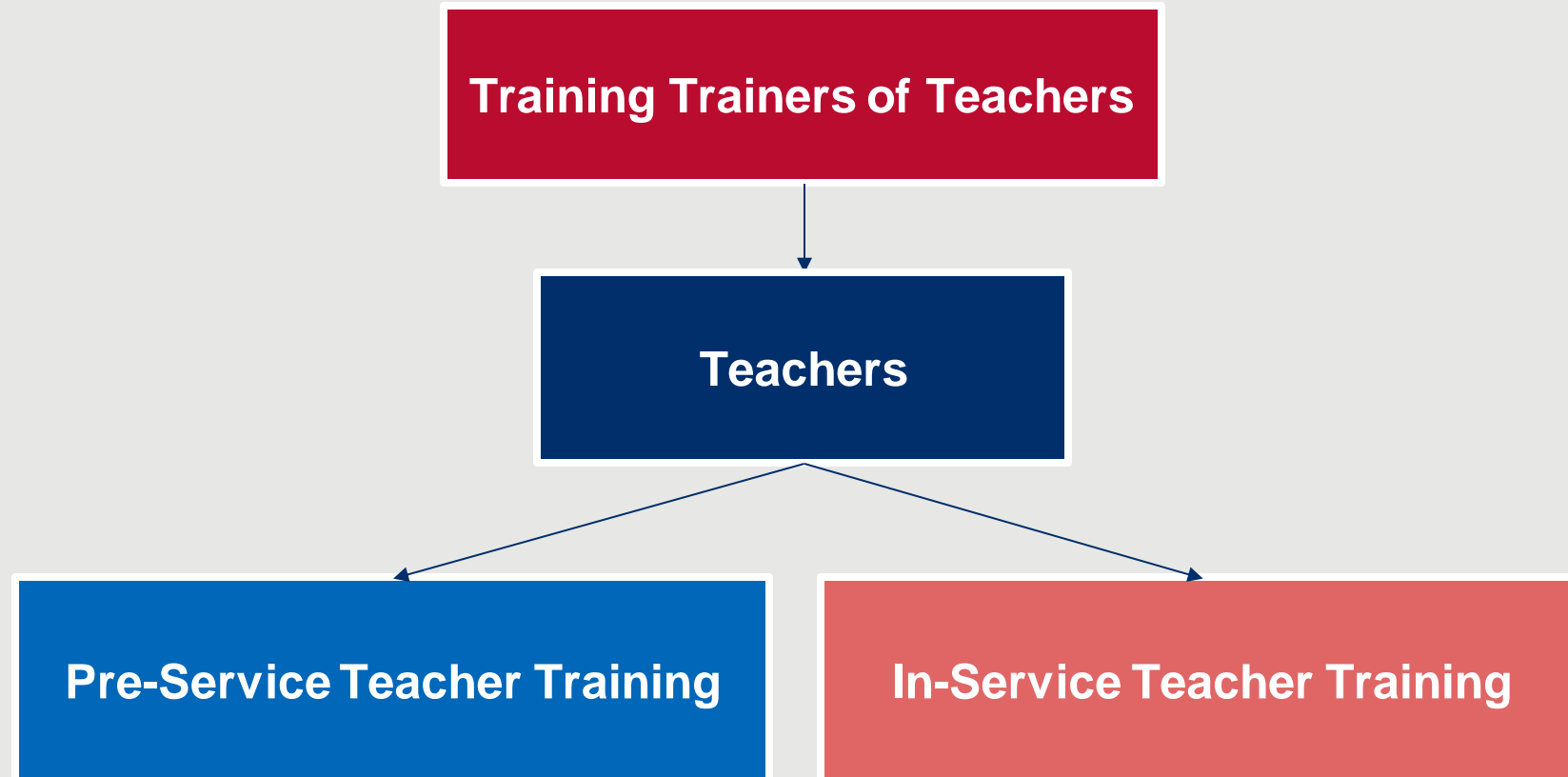
Action &
Expression



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



Teacher Training & Higher Education Systems

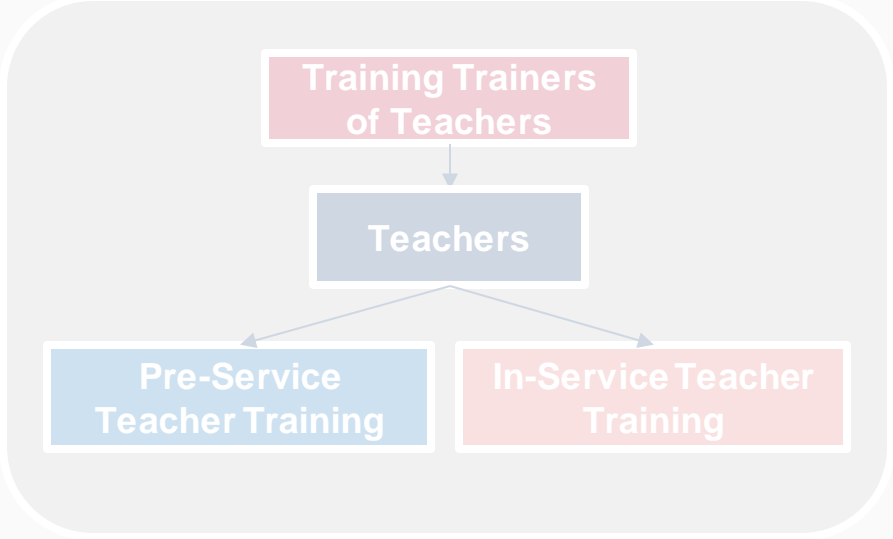
HE Institutions



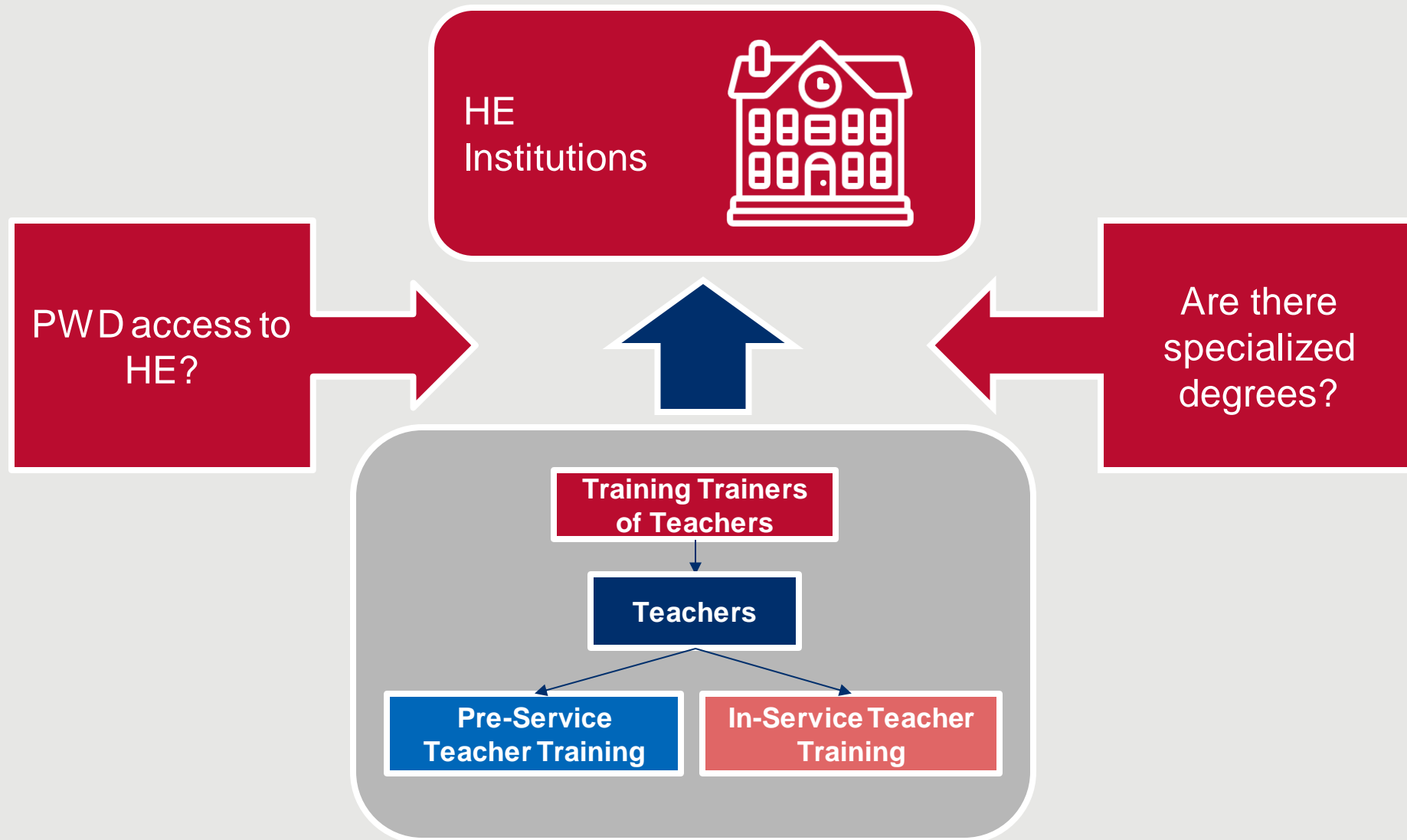
PWD access to HE?

‘Do No Harm’

Are there specialized degrees?

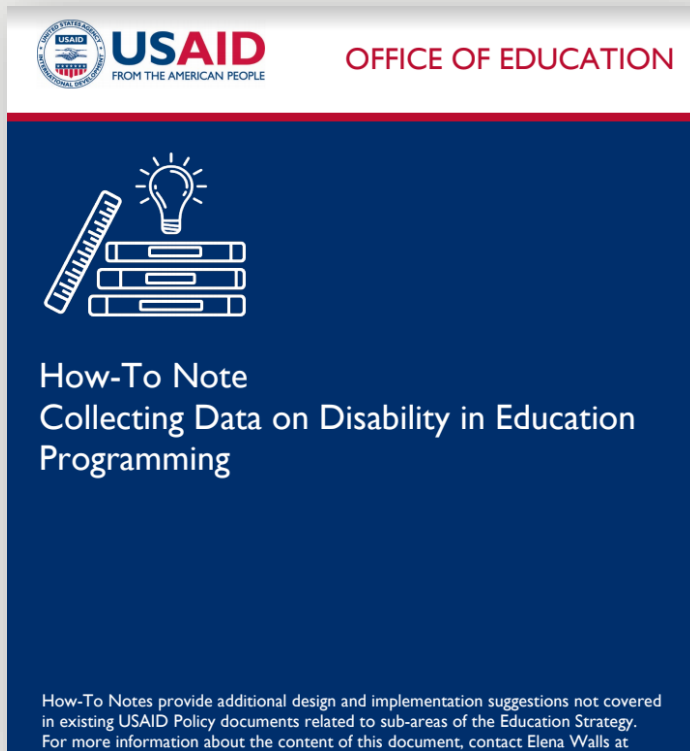


Teacher Training & Higher Education Systems

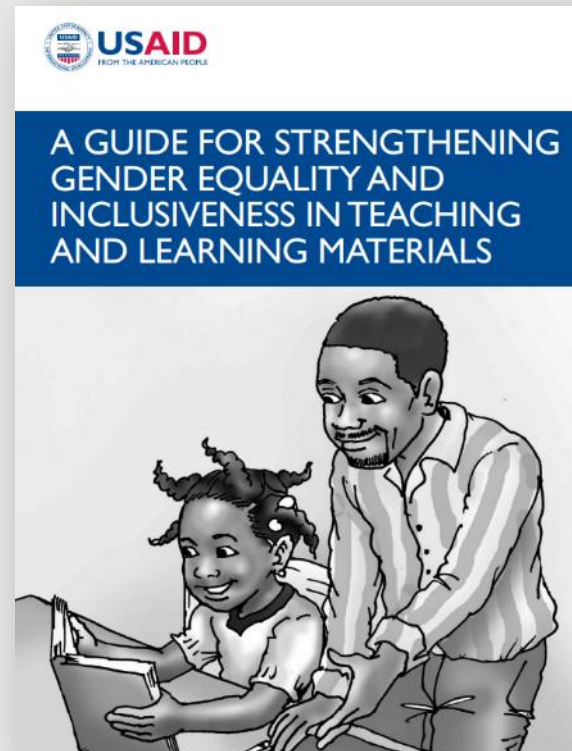


Helpful Resources

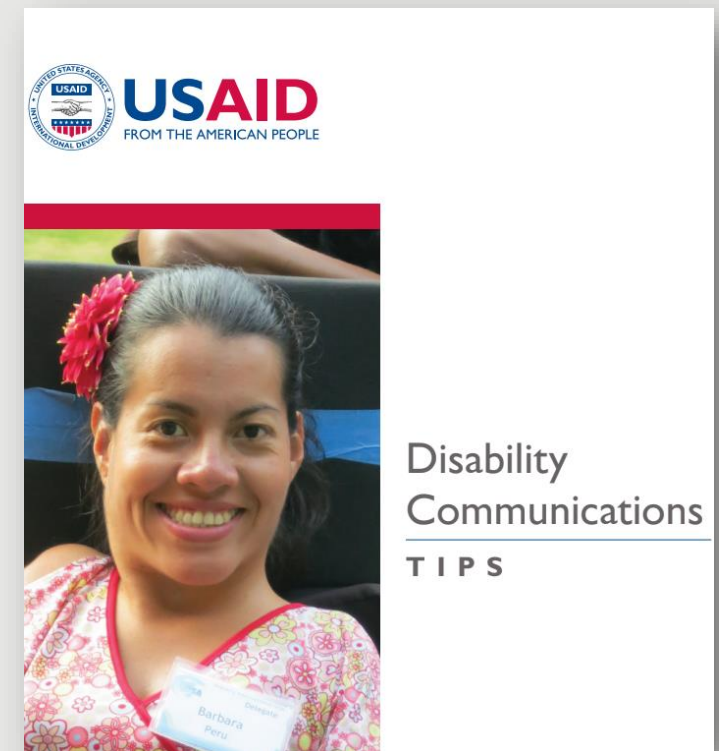
Download these resources in the “Files” pod in this webinar.



How-To Note on Collecting Data on Disability



AFR Gender & Inclusion in Learning Materials Guide



Disability Communications Tips

— Questions?



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—
THANK YOU!

