



Every Learner Matters: Sharing Experiences from the World Bank's programs on Disability-Inclusive Education

Global Disability Summit 2022: Side Session

Charlotte McClain-Nhlapo



Disability-inclusive education in Africa program

Trust Fund Overview



Basic Information

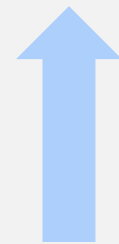
Objective

Increase stakeholder knowledge and capacity towards inclusive education in primary schooling for children with disabilities in the Africa region.

Expected Outcomes



Increased use by African governments and development practitioners of evidence-based programmatic and policy recommendations and tools to design and implement inclusive education interventions



Increased access to quality learning for girls and boys with disabilities in targeted African countries.

Reports

- The Challenge of Inclusive Education in Sub-Saharan Africa
- Looking Ahead: Visual Impairment and School Eye Health Programs

Diagnostic Study

- Disability-Inclusive Education in Africa: Multi-Country Diagnostic Study



Pillar 2 – Demonstrative Activities at Country Level

	Senegal	Zambia	Liberia	Ethiopia	Lesotho	The Gambia	Ghana
Resource Centers				✓			✓
Data	✓		✓	✓		✓	
Screening/ Identification Tools	✓				✓	✓	✓
Teacher training modules	✓	✓	✓		✓	✓	✓
Instructional Resources		✓	✓				
Community awareness and sensitization		✓	✓		✓	✓	✓
Capacity Building of School Systems		✓	✓	✓	✓	✓	✓

Activities

- Policy and knowledge briefs, recommendations for programmatic and policy change, fact sheets, blogs, webinars, educational videos, and social media channels
- High-level forums: UKFIET, COSP, GDS
- Joint USAID-WB learning sessions





INCLUSIVE EDUCATION INITIATIVE

Transforming Education for Children with Disabilities



Foreign, Commonwealth
& Development Office

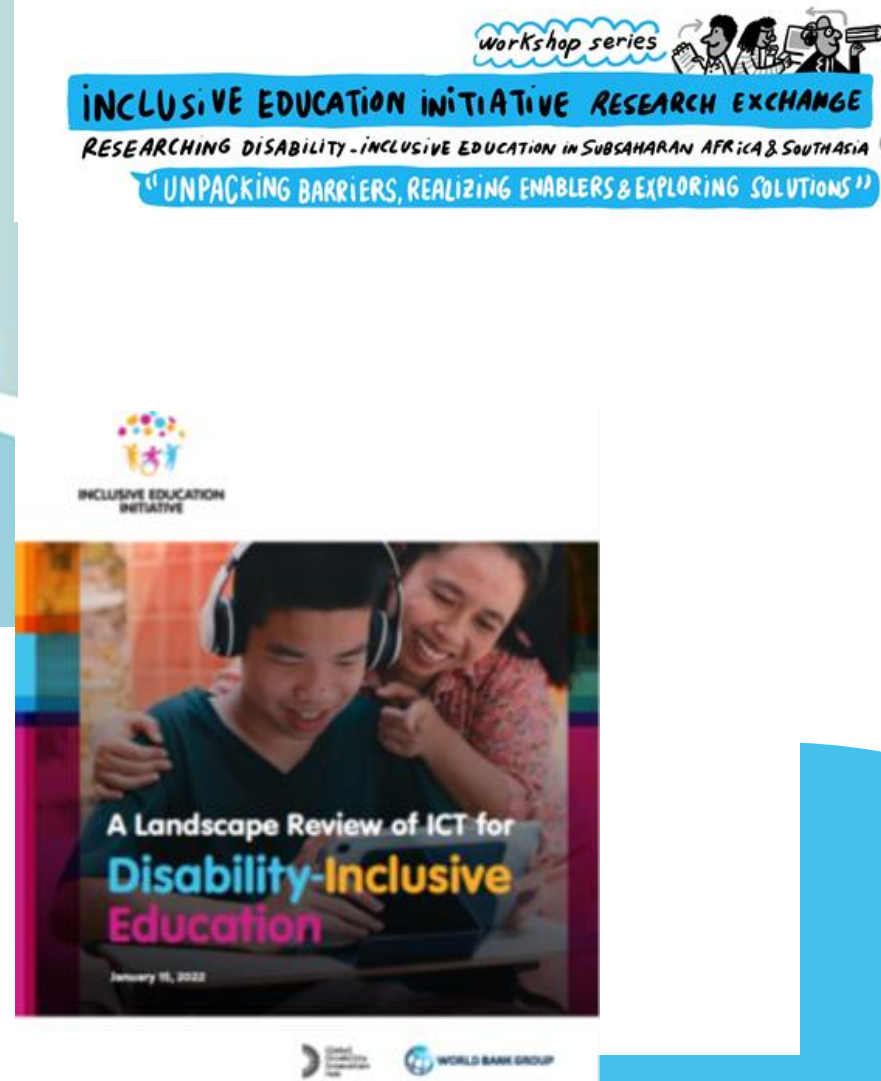
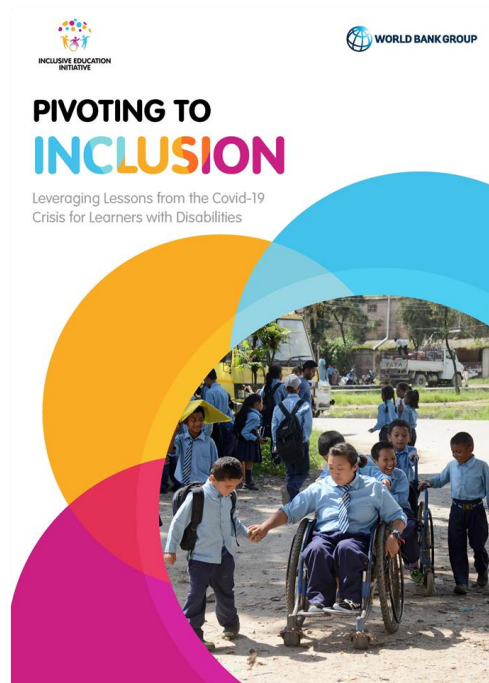
Pillar 1

In-country Interventions

Nepal
Ethiopia
Rwanda



Pillar 2: Global Public Goods



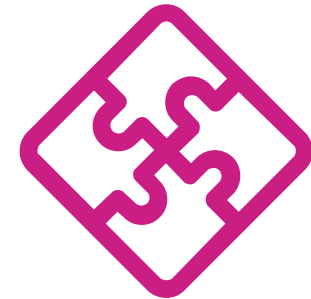
Pillar 3: Innovations Window



**Inclusive learning
assessments (3)**



**Inclusive teaching
practices (5)**



**Social determinants of
disability-inclusive
education (3)**



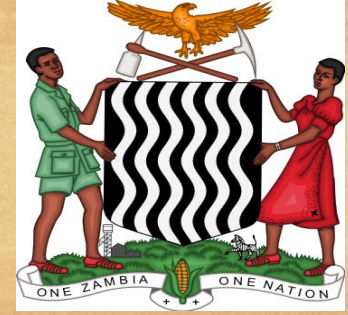
Join us to continue this conversation!

www.inclusive-education-initiative.com

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http://bit.ly/Linkedin_IEI





Disability Inclusive Education in Africa Program Zambia

Every Learner Matters

Mwenya N. Mwamba, Ph.D.

Ministry of Education

Zambia



Introduction

- Education has always proven to be a very important tool for development in any country.
- In Zambia, however, although the government and other stakeholders have taken steps to ensure the realization of quality education for all, there is still a lot of work to be done as the Zambian educational system is facing several challenges especially for children who are disadvantaged and marginalized.
- Through the Disability Inclusive Education in Africa Program, Zambia has made strides towards inclusive education.



Audit of Teaching and Learning Resources

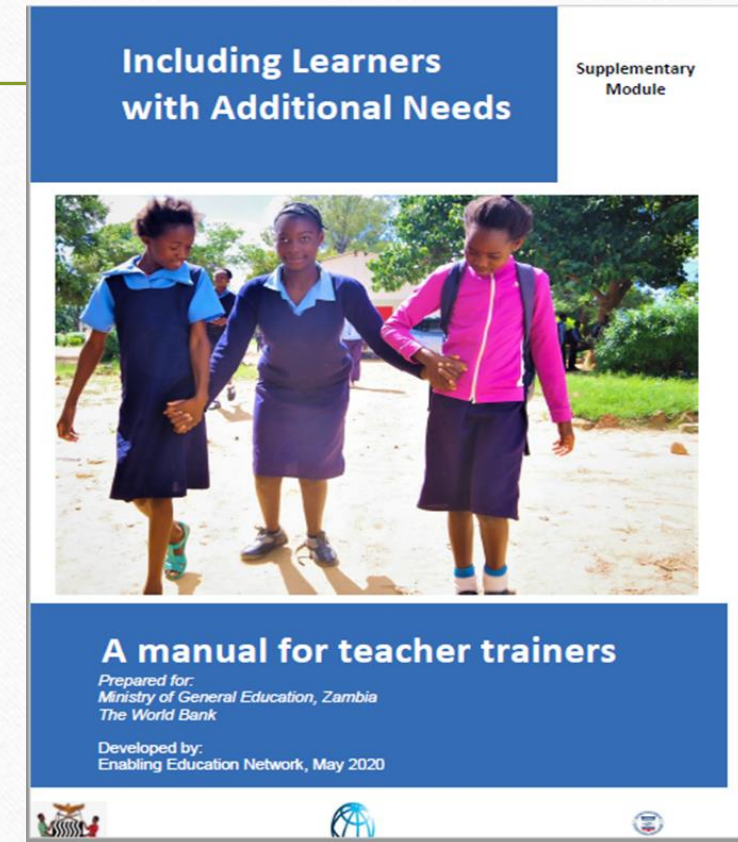
- Key Finding: Teaching and Learning Resources were inadequate in our schools. Through this audit schools have learned to improvise. Through lesson observations, lesson delivery has improved and has enhanced teacher performance.
- Human Resource Development in inclusive education was key to a successful implementation of inclusive education in Zambia.





Development of a Manual on Additional Support Needs

- This manual has improved teaching in inclusive classrooms. It has also been used at Pre-service and In-service trainings.
- The manual gives teachers a self reading resource to be used in the Continuing Professional Development to enable all teachers to respond to the needs of all learners





Development of Posters and Leaflets for Community Sensitizations

- Posters and leaflets were developed for community sensitization. These will be translated in the 7 official local languages and sign language.
- Communities are now well aware of the importance of inclusive education.
- This increased enrolment of children with special educational needs and/or disabilities in Chinsali District where sensitizations were piloted.





Training of Stakeholders and Trainer of Trainers in Inclusive Education

- Enhanced classroom practice
- 17 Teachers and Lecturers (methodologists) have been trained
- The Zambia Education Enhancement Project (ZEEP) supported by World Bank has also taken Inclusive Education as a core component of its teacher trainings.



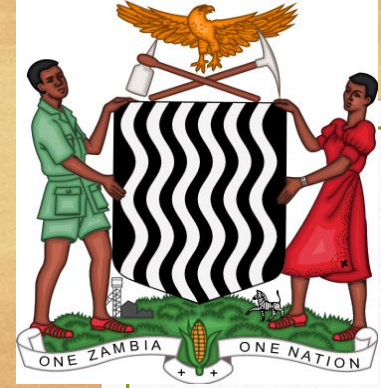
Notes for Zambia

- Data on disability need to be disaggregated. This is important to enhance planning in infrastructure, curriculum, examinations, Teaching and learning resources, Assistive Devices, and Human Resource Development (teachers) at both Pre-service and In-service.
- It is important to review the Teacher Education curriculum to incorporate the manual (s) and strengthen the Continuing Professional Development (CPD) to upscale in-service teachers.
- School leaders and the Community need to be taken on board in IE.
- Roll out activities.
- Upgrade of the Education Management Information System.



Conclusion

- The Zambian government is seen to be the ultimate source of relief as far as the provision of Inclusive Education is concerned. Nearly all the citizens point to government as the determinant of whether the learners with special education needs and / or disabilities will receive instruction and be able to participate as needed.
- With support through the trust fund, the journey towards inclusive education has been smooth and promising. Learners with Special Educational Needs and /or disabilities with their parents appreciate the initiative.



THANKYOU FOR YOUR ATTENTION



Reflections on the IEI African Scholarship Exchange: Voicing Othered narratives

17th February, 2022

Presented by: **Dr Chioma Ohajunwa**
Centre for Disability and Rehabilitation Studies
Global Health Department, Faculty of Medicine and
Health Sciences, Stellenbosch University, South Africa



Situational report- Some challenges experienced by Southern researchers on IE



- Funding
- Publications
- Value placement
- Mentorship
- South-South collaboration
- Capacity building

[https://www.inclusive-education-initiative.org/sites/iei/files/2021-11/IEI%20Research%20Exchange ESA%20Report and Visual%20Notes 0.pdf](https://www.inclusive-education-initiative.org/sites/iei/files/2021-11/IEI%20Research%20Exchange%20ESA%20Report%20and%20Visual%20Notes%200.pdf)



Reflections on relevance, possibilities and outcomes- IEI Platform



- A community of practice (Indaba)/ policy ‘intangibles’
- Funding is critical/Funders often work with the tangible (Structures, systems, skills, etc)
- Need to incorporate **both** (Sustainability, buy in, ownership, innovation and resilience)
- Therefore challenging the single story. Also Tulika Srivistava’s narrative of the politics of funding- often the who, not the work, acknowledging local, grassroot organisations.



Outcomes



- “Local Knowledge is Key to Creating Globally Aware Policies in Disability-Inclusive Education” (7th October 2021)

<https://www.inclusive-education-initiative.org/blog/local-knowledge-key-creating-globally-aware-policies-disability-inclusive-education>

- Ohajunwa, C.O., 2022, ‘Local knowledge in inclusive education policies in Africa: informing sustainable outcomes’, *African Journal of Disability* 11(0), a941.

<https://ajod.org/index.php/ajod/article/view/941/1705>

- Increased contacts /Exploring collaboration opportunities regarding two projects
- IEI is building a bridge, lets get on it!

Thank you!

Chioma@sun.ac.za

Go Borderless!

Online disability identification & teacher support

Indonesia

February 17, 2022

Shinsaku Nomura
Senior Economist, Education Cluster Lead for Indonesia
World Bank

99467 children with disabilities are enrolled in inclusive schools in 2020.

However, almost 30% Of children with disabilities do not have access to schools.

46% of students with disabilities dropout before completing primary education.



40% of enrolled children with disabilities are categorized as having **learning disabilities**.

However, teachers are **unable to identify** the types of disabilities nor needs of children, and there are no experts in rural areas.

There are **insufficient support** to teachers to teach students with disabilities.





IEI Innovation Window

External-Inclusion International's “Empowering families”





What will the project aim to do?

Document the strategies that families use to advocate for inclusive education in their communities.

Share the strategies with other members in the region, who can support families in their country to replicate them.

Create tools for families to advocate for and be local leaders in inclusive education.

Connect members to share knowledge on how to translate the voices of families at the grassroots level into national policy advocacy.



Advisory Committee

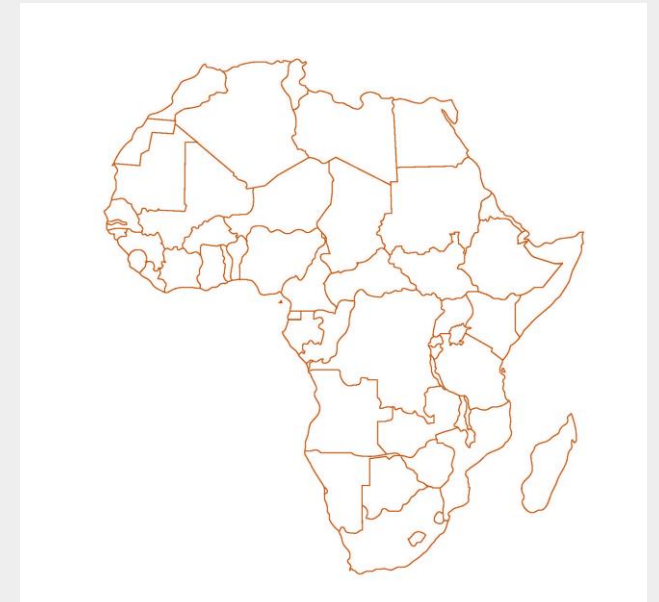
GLOBAL

- Inclusion International's Catalyst for inclusive education representatives
- Representatives from the cross-disability movement such as IDA
- Representative from the International Disability and Development Consortium
- Representatives from international stakeholders working on education (i.e. Unicef, Human Rights Watch.)

LATINAMERICA



AFRICA



A Pilot Online Disability Identification and Continuous Learning Support for Children with Disabilities in Rural Indonesia

Online disability identification, focusing on learning disabilities

+

Continuous support to teachers of inclusive schools



Online disability assessment by a team of experts (psychologist, phycologists, doctors, teachers from special schools)



Mentoring and continuous support for inclusive school teachers to address student-specific issues.



Partnership with Yayasan Wahana Inklusif Indonesia (NGO) and the Government of Indonesia.



Short Video
&
Thank you!!