



REPUBLIC OF NAMIBIA

Ministry of Education

**Sector Policy on
Inclusive Education**

2013



“Children who learn together, learn to live together”

“Reaching the excluded and the un-reached”

“Building a learning nation through inclusion”

“Valuing diversity through education”



European Union



Ministry of Education

Government Office Park, Luther Street, Windhoek

Private Bag 13186, Windhoek, Namibia

Tel. +264-(0)61-2933111
Fax +264-(0)61-2933922/4

Email: Inclusive.Education@moe.gov.na

Website: www.moe.gov.na

**For enquiries about the
Sector Policy on Inclusive Education:**

Division: Special Programmes and Schools (DSPS)
Directorate: Programmes and Quality Assurance (PQA)

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Sector Policy on Inclusive Education

“Inclusive education can be seen as a process of strengthening the capacity of an education system to reach out to all learners. It is, therefore, an overall principle that should guide all educational policies and practices, starting from the belief that education is a fundamental human right and the foundation for a more just society.”

UNESCO, 2008



Inclusive Education

I ▶ Involvement
N ▶ Negotiation
C ▶ Caring
L ▶ Learning
U ▶ Understanding
S ▶ Sharing
I ▶ Intelligence
V ▶ Victories
E ▶ Excitement

E ▶ Education
D ▶ Determination
U ▶ Unique
C ▶ Cultural Diversity
A ▶ Abilities
T ▶ Teaching
I ▶ Improvement
O ▶ Optimism
N ▶ Nice People

From the video
Inclusive Education

We

*To learn, to grow,
To accommodate, to affirm,*

Must

*For accessibility, for equality,
For community, for integration ... for balance,*

Think

*To share, to care,
To empower, to diversify,*

And

*For peace, for improvement,
For solutions, for harmony ... for survival,*

Act

*To heal, to unify,
To welcome, to love,
Inclusively!*

<http://www.everyoneisincluded.us>

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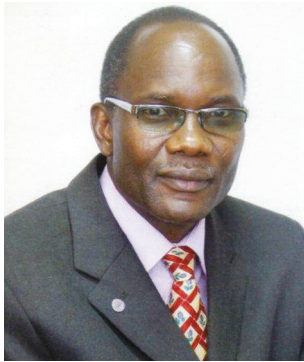
The Ministry of Education’s Division: Special Programmes and Schools (DSPS) under the Directorate: Programmes and Quality Assurance (PQA) collaborated with the Task Force on Policy Formulation for Special Needs / Inclusive Education and various other stakeholders to refine the consultancy documents and produce this final policy document.

Namibia’s Cabinet approved the *Sector Policy on Inclusive Education* in 2013.

*“Inclusive, good-quality education
is a foundation for dynamic
and equitable societies.”*

Archbishop Desmond Tutu

Foreword



The *Sector Policy on Inclusive Education* is a medium for attaining accessible, equitable and sound education for all through efficiency, democracy and solid advocacy for lifelong learning.

The Ministry of Education is determined to establish an inclusive education and training system as a response to the applicable national legal frameworks and a number of international legal frameworks which Namibia has ratified. These include, among others, the following:

National:

- *Constitution of the Republic of Namibia;*
- *Namibia Vision 2030;*
- *National Agenda for Children 2012-2016;*
- *National Policy on Disability;*
- *National Disability Council Act;*
- *Education Act;*
- *National Plan of Action for Education for All;*
- *National Policy on Orphans and Vulnerable Children;*
- *Education Sector Policy for Orphans and Vulnerable Children;*
- *National Policy Options for Educationally Marginalised Children;*
- *Education Sector Policy on HIV and AIDS;*
- *Education Sector Policy on Prevention and Management of Learner Pregnancy;*
- *Ministry of Education Strategic Plan (2012-2017); and*
- *Education and Training Sector Improvement Programme;*
- *Cabinet Directive on Elimination of Child Labour.*

International:

- *Salamanca Statement and Framework for Action on Special Needs Education;*
- *Rule 6 of the UN Standard Rules on the Equalization of Opportunities for Persons with Disabilities;*
- *World Declarations on Education for All, World Summit for Children;*
- *UN Convention on the Rights of the Child; and*
- *UN Convention on the Rights of Persons with Disabilities.*

It is my conviction that all children can learn if they are given the necessary care and support. As the ministry responsible for education, we acknowledge that there are presently multiple barriers to learning in Namibia: systemic, organisational, pedagogical, curriculum-related, environmental, financial, societal, cultural and attitudinal barriers.

Thus, I strongly reject the traditional belief that all barriers to learning are intrinsic to the individual child. We must understand that barriers to learning vary from one individual to another. It remains our compelling obligation to eliminate *all* barriers to learning, and to restructure our education policies and practices for the benefit of all of Namibia's children, especially the educationally marginalised children.

It is imperative to give recognition to the fact that all human beings have God-given gifts and talents as much as they have challenges to conquer. It is equally important to know and be guided by the principle that we, as educators, are able to unleash the potential within each human being by embracing, celebrating and valuing diversity, and humanely attending to the needs of the individual. It is crucial to perceive the individual with additional or differently defined needs as part of the human family while respecting and addressing his/her individuality. For, inasmuch as we are alike, we are different – an intriguing aspect of humankind.

The *Sector Policy on Inclusive Education* therefore directs the education sector to adopt flexible and holistic approaches to budgeting, programme planning and development, and to monitor and evaluate purposefully, with a view to creating an inclusive education system.

The implementation of this Policy, however, will rely on all stakeholders' substantive understanding of the Policy Strategies as set down in this document. These strategies are to be implemented within a transformed and accommodative Inclusive Education Regime. The implementation will focus primarily on the adaptation and support required of the full range of education and training services, tertiary institutions, regional education offices, education support services, curriculum and assessment services, and our schools, parents and communities.

The successful implementation of the *Sector Policy on Inclusive Education* is profoundly premised on the Ministry of Education's belief that "*collectively we move forward to a better and an inclusive education system*". I have the fullest confidence that Inclusive Education practices benefit everyone from the policymakers to the implementers, and most importantly, all learners, regardless of their abilities and challenges.

On behalf of the Ministry of Education, I take this opportunity to thank all those who contributed to the framing of this document. May we all pursue an *all-inclusive and equitable education system*.


Dr David Namwandi, MP
Minister of Education

Abbreviations and Acronyms

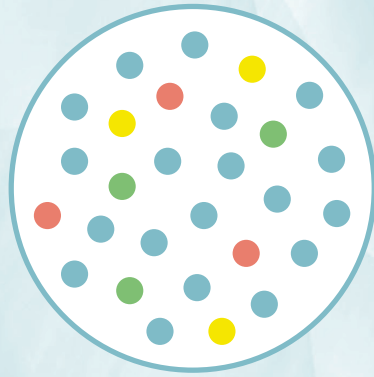
AIDS	Acquired Immune Deficiency Syndrome
CBO	Community-Based Organisation
CBR	Community-Based Rehabilitation
CPD	Continuous Professional Development
CRC	Convention on the Rights of the Child (UN)
DAE	Directorate: Adult Education
DATS	Division: Diagnostic, Advisory and Training Services
DEE	Disability Equality in Education
DF	Directorate: Finance
DHE	Directorate: Higher Education
DNEA	Directorate: National Examinations and Assessment
DSPS	Division: Special Programmes and Schools
ECD	Early Childhood Development
EFA	Education for All
EMIS	Education Management and Information System
ETSIP	Education and Training Sector Improvement Programme
HIV	Human Immunodeficiency Virus
HQ	Headquarters
IED	Inclusive Education Division
IESC	Inclusive Education Steering Committee
IMC	Inter-Ministerial Committee
LSG/LSC	Learning Support Group/Class
MoE	Ministry of Education
MoHSS	Ministry of Health and Social Services
NAMCOL	Namibia College of Open Learning
NESE	National External School Evaluation
NGO	Non-Governmental Organisation
NIED	National Institute for Educational Development
OVC	Orphans and Vulnerable Children
PAD	Directorate: Planning and Development
PQA	Directorate: Programmes and Quality Assurance
RC	Regional Council
RDE	Regional Directorate of Education
RIECC	Regional Inclusive Education Coordination Committee
RIEU	Regional Inclusive Education Unit
SAFOD	Southern African Federation of the Disabled
SB	School Board
ToR	Terms of Reference
UN	United Nations
UNAM	University of Namibia
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations Children's Fund

Glossary of Terms

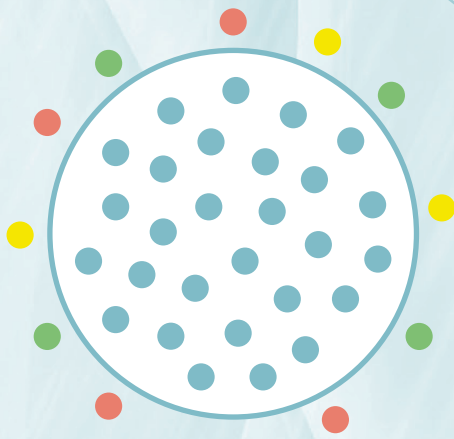
- Accommodations** Changes and adjustments made when assessing a learner, or special concessions given to a learner when he/she is writing an examination, without necessarily changing the exam content.
- Adaptations** Adapting teaching and learning methods and/or learning objectives in the syllabus/teaching lesson plan to meet the individual (special) needs of the learner.
- Assistive Technology** “Devices and services such as visual aids, augmentative communication devices [and] specialised equipment for computer access that a child with special needs education may need in order to access and benefit from education” (Heward, 2000).
- Differentiation** Using a variety of teaching methods and activities to meet the teaching/learning objective.
- Disablement** “Loss or limitation of opportunities to take part in the normal life of the community on an equal level with others due to physical and social barriers” (SAFOD & DEE, 2007).
- Gender mainstreaming** A strategy for making the concerns and experiences of women and men an integral dimension of the design, implementation and evaluation of policies and programmes so that women and men benefit equally, and inequality is not perpetuated.
- Impairment** Loss or limitation of physical, mental or sensory function on a long-term and/or permanent basis.
- Inclusive Education** “A process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation, cultures and communities, and reducing and eliminating exclusion within and from the education system” (UNESCO, 2008).
- Individual Learning Support Plan** A long-term individual plan that can be made to identify key learning needs, learning objectives and support measures for an individual learner in special needs education.
- Integration** This is generally linked to preparing learners for placement in ordinary schools. It carries with it an idea that learners need to be educationally and/or socially ‘ready’ for transfer from special to ordinary school. The expectation is that learners will adapt to the school rather than the school changing to accommodate the learner and meet a wider range of diverse needs.

Glossary of Terms

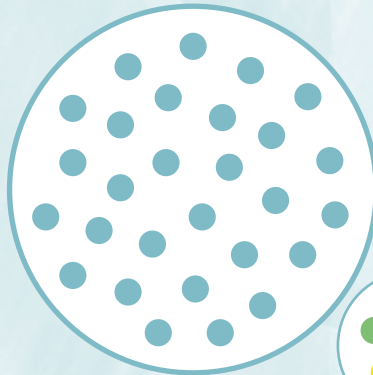
- Learning Support Team** A team of teachers who work in consultation and collaboration to ensure that subject/class teachers offer the support that learners need.
- Learning Support** “Support offered to a learner to enable learning processes, [addressing] the needs of all children, youth and adults through increasing participation, cultures and communities, and reducing and eliminating exclusion within and from the education system” (UNESCO, 2008).
- Mainstreaming** This term refers to the selective placement of Special Education learners in one or more “regular” education classes. In this context it is generally assumed that a learner must “earn” the opportunity to be mainstreamed by being able to “keep up” with the work that the teacher assigns to the other learners in the class.
- Mainstream Schools** In this document, this term refers to schools which, in a historical context, did not make provision for learners with special needs, or made very limited provision, without being fully inclusive. The goal is for all “mainstream schools” to be Inclusive Schools.
- Orphan** “A child who has lost one or both parents because of death and is under the age of 18 years” (*National Policy on Orphans and Vulnerable Children, 2004*).
- Segregation** This refers to learners with different educational needs (e.g. those with physical or learning challenges) being placed in a segregated education setting (e.g. a “special school” or a school only for learners with disabilities). This tends to force children with disabilities to lead a separate life.
- Special Education or Special Needs Education** Education offered to learners with disabilities and extra-ordinary learning needs. This is a purposeful intervention aimed at overcoming barriers perceived to be possible obstacles to learning, and/or perceived to be limiting an individual’s full participation in societal activities. Traditionally, Special Education has been offered in “Special Schools” in a special setting, and the focus has been remedial and compensatory.
- Special Schools** Schools where education is offered to learners with disabilities, i.e. separately from their peers and general school settings. Existing Special Schools are to be transformed into “Resource Schools”.
- Vulnerable Child** “A child who needs care and protection” (*National Policy on Orphans and Vulnerable Children, 2004*).



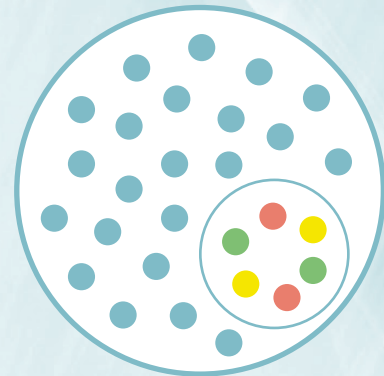
INCLUSION



Exclusion



Segregation



Integration

Section 1

SECTOR POLICY ON INCLUSIVE EDUCATION

Vision of the Policy

This policy paves the way for **all** children in Namibia to learn and participate fully in the education system, particularly in the schools commonly referred to as “mainstream schools”. In addition, this policy aims to create a supporting learning environment which is accommodating and learner-centred.

Mission of the Policy

The Ministry of Education recognises that all children need educational support, and that this support should be integral to every school and to the work of every teacher. Therefore, the mission of the Ministry of Education is to create an enabling, supporting environment in every school for all learners and teachers.

1.1 Introduction

Rationale

The enrolment rate in primary and secondary education has been on the increase in Namibia, especially since the early 2000s. However, despite the steady improvement in the primary education net enrolment rate – 98.5% in 2010, 99.8% in 2011 and 99.7% in 2012 (EMIS, 2010, 2011, 2012) – there is a worrying trend of non-retention of primary-phase learners through to the secondary phase. The net enrolment for secondary education stood at 55.7% in 2010, 59.1% in 2011 and 57.8% in 2012 (EMIS, 2010, 2011, 2012). Thus, proportionally more children drop out or do not gain access to secondary education at all. As the Task Force on Educationally Marginalised Children noted in 1996, educationally marginalised children are more likely than others to be affected by this trend of non-retention. Thus, in 2010, in commemorating 20 years of Namibia’s independence, the Office of the Prime Minister stressed the importance of prioritising the attainment of greater equity for educationally marginalised children.

Despite the advances in the expansion and provision of basic education, a remaining major challenge is to address the needs of educationally marginalised children and young people. If these needs are not addressed, the goal of *Education for All* will be elusive in Namibia. For this reason, this policy deliberately reinforces principles which are implicit in the national legislation and international treaties elaborated on below.

Background and Context

Namibia, by virtue of the international agreements ratified and the national laws and policies put in place, is committed to realising Inclusive Education. Until recently, the global understanding of Inclusive Education was restricted to the domain of children with disabilities and a framework of Special Education. The new (albeit still-emerging) understanding of Inclusive Education recognises that ‘inclusion’ is a process for *all* educational institutions and the education system in general – a process resulting in good practices of inclusion across the board.

As a signatory to the following international agreements, the Government of Namibia is committed to establishing an Inclusive Education system:

- **UN Convention on the Rights of the Child (1989)**. This agreement outlines the right to education and training of all children to achieve the greatest degree of self-reliance and social integration possible.
- **Jomtien World Declaration on Education for All (1990)**. This agreement highlights the commitment to a child-centred pedagogy where individual differences are accepted as a challenge and not as a problem.
- **Salamanca Statement and Framework for Action (UNESCO, 1994)**. This agreement reinforces schools’ obligation to accommodate all children regardless of their physical, intellectual, social, emotional, linguistic or other conditions.
- **Dakar Framework for Action (Dakar World Education Conference, UNESCO 2000)**. In *Notes on the Dakar Framework for Action (2000)*, the World Education Forum highlights the importance of Inclusive Education, and reiterates that “the inclusion of children with various educationally disadvantaged positions, such as children with special needs, from ethnic minorities, remote communities, and others excluded from education, must be an integral part of strategies to achieve universal primary education”.
- **UN Convention on the Rights of Persons with Disabilities (2006)**. Article 24 recognises the right of persons with disabilities to education in an Inclusive Education system. This agreement urges States to offer education for persons with disabilities without discrimination and on the basis of equal opportunity.

Likewise, the following national laws and policies commit the Government of Namibia to realising Inclusive Education:

- **Constitution of the Republic of Namibia (1990)**. Article 20 states that all persons shall have the right to education, and that primary education shall be free and obligatory for all children up to the age of 16. The implementation of Universal Primary Education (UPE) in Namibia in 2013 is one realisation of these constitutional rights.

2

Sector Policy on Inclusive Education (Republic of Namibia 2013)

- **National Policy on Disability (1997).** This policy stresses that the government shall ensure that children and youth with disabilities have the same right to education as children and youth without disabilities.
- **The Presidential Commission on Education, Culture and Training (1999, 2000)** has endorsed the *National Policy on Disability* by recommending that *all* schools be inclusive, and that they be supported to achieve this goal of inclusivity.
- **National Policy Options for Educationally Marginalised Children (2000).** This policy proposes a two-pronged targeted approach encompassing poverty-related actions and attitude-related policy options. This approach can be applied through the *Sector Policy on Inclusive Education*.
- **Namibian National Plan of Action for EFA 2001-2015 (2000).** The following are among the priorities set down in this plan: equitable access; teacher quality; teacher education and support; HIV and AIDS; physical facilities; efficiency and effectiveness; and lifelong learning.

These priorities are to be addressed in the context of the government's broad goal of reducing poverty and making Namibia a more inclusive society. This goal is backed up by strategies to improve both the quality and cost-effectiveness of education. The *Sector Policy on Inclusive Education* will contribute to attaining these improvements and addressing the above-mentioned EFA priorities.

- **Namibia Vision 2030: Policy Framework for Long-term National Development (2004).** This policy framework explicitly recognises the education and training system as the key to national growth and development. It recommends, inter alia, strengthening the quality of the education and training system, improving its efficiency and eliminating inequalities in the system. This 'vision' is crucial for the successful development and implementation of Inclusive Education .
- **National Disability Council Act (2004).** The main aims of this law are to create equal opportunities for persons with disabilities and ensure their access to vocational, educational and employment training.
- **Education and Training Sector Improvement Programme (ETSIP) (2007).** This programme sets out to address the key weaknesses in the education sector. Among the critical sector priorities are pro-poor proper expansion of senior secondary education, and building system equity, quality and efficiency. Especially the latter priority provides a platform for a *Sector Policy on Inclusive Education*.
- **Education Sector Policy for Orphans and Vulnerable Children (2008).** This policy promotes child-centred education and child-centred leadership in schools and regional education offices (including head office). It also underscores the inherent dignity of every learner and every primary caregiver. The guiding principles are embedded in the *Sector Policy on Inclusive Education*.
- **Ministry of Education Strategic Plan (2012-2017).** This Plan calls for an accessible and equitable Inclusive Education System.

1.2 Policy Framework

Statement of Policy

The Ministry of Education recognises that barriers to learning arise when learning needs are not met, and that learning needs stem from a range of factors, including, inter alia: impairments; psychosocial disturbances; differences in abilities; life experiences; deprivation; negative attitudes; inflexible curriculum; language of instruction/learning; inaccessible or unsafe environments; policies and legislation; and education managers' and teachers' lack of skills or inappropriate skills. The Ministry of Education also recognises that *all* children need educational support, and that this support should be an integral part of the entire education system – provided at every school and by every teacher.

Aim of the Policy

The aim of this *Sector Policy on Inclusive Education* is to ensure that all learners are educated in the least-restrictive education setting and in schools in their neighbourhood to the fullest extent possible. The policy contributes to pedagogical and wider educational development, and correlates with the policy directions of the *National Curriculum for Basic Education*, the *Curriculum Framework for Inclusive Education* and the *Education Sector Policy for Orphans and Vulnerable Children*.

Objectives of the Policy

The main objectives of the *Sector Policy on Inclusive Education* are:

- to expand access to and provision of quality education, especially for educationally marginalised learners; and
- to support learners with a wide range of individual abilities and needs in compulsory education at Early Childhood Development (ECD), pre-primary, primary and secondary levels.

Guiding Principles

The *Sector Policy on Inclusive Education* will contribute to the achievement of the goal of *Education for All* through a holistic framework for learning and participation, with a specific focus on learners who have been educationally marginalised. The guiding principles of the policy are:

- identification and addressing of challenges and/or barriers in the education system;
- creation and development of an Inclusive Education sector;
- development of capacity at national, regional, circuit, cluster, school and community levels;
- application of an inclusive cross-directorate approach to education-related programme planning, development and implementation;
- reorientation of teacher education (i.e. improvement of pre- and in-service teacher training);

- inculcation of flexible and differentiated teaching and learning approaches;
- offering institutional support;
- engagement of schools and communities on the issues of human and educational rights;
- expansion of access to education at all levels;
- inclusion as early as the inception of any form of early childhood education;
- diversification of the curriculum and creation of a positive climate for diversity;
- greater flexibility in assessing and examining, including putting in place regulations for concessions; and
- development and strengthening of a cycle of collaboration and support on inclusion.

Scope of Application

Legal Compliance

The *Sector Policy on Inclusive Education* is applicable to all government bodies including government-subsidised institutions responsible for education (i.e. Early Childhood Development [ECD], pre-primary, primary, secondary and post-secondary education and training). Teacher training institutions are expected to support the implementation of this policy.

Targeted Population

The *Sector Policy on Inclusive Education* aims to provide access, equity and quality education to *all* children. Although the policy is aimed at ensuring that the education system becomes inclusive, sensitive and responsive to the needs of *all* children, and that *all* children receive education, it has a specific focus on children and young people who have been, or are, or are more likely to be, educationally marginalised.

Educationally marginalised children may be:

- children of farmworkers;
- children in remote areas as defined in the *Policy Options for the Educationally Marginalised Children*;
- 'street' children;
- children in squatter, resettlement and refugee camps;
- children with disabilities and impairments;
- children who are considered 'over-aged' in the current education policies (be they within or outside the education system);
- children of families living in extreme poverty;
- children who head households;
- child labourers;
- children with learning difficulties;
- orphans and vulnerable children;
- the girl-child;
- the learner-parent;
- children with extreme health conditions or chronic illnesses;
- children with emotional and behavioural challenges; and
- children who are gifted/talented.

1.3 Inclusive Education Policy Strategies

To realise the vision and mission of the *Sector Policy on Inclusive Education*, it is mandatory to fully understand the concept of “Inclusive Education”.

What is Inclusive Education?

UNESCO defines Inclusive Education as:

“... [a] process of addressing and responding to 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 appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.” (UNESCO, 2008)

Justification for Inclusion

Educational justification: The requirement of inclusive schools to educate all children together means that schools have to develop ways of teaching that respond to individual differences and thereby benefit all children.

Social justification: Inclusive schools are able to change negative attitudes to diversity by educating all children together, thus inclusive schools form the foundation of a just and non-discriminatory society.

Economic justification: It is less costly to establish and maintain schools that educate all children together than to set up a complex system of different types of schools which specialise in educating different groups of children (UNESCO, 2008).

Inclusive Education does not pertain only to integrating children and young people with disabilities, or those who are vulnerable, into mainstream schools, or only to ensuring that excluded learners have access to education. **Inclusive Education means ending segregation or the deliberate exclusion of individuals or groups on the grounds of academic performance, gender, race, culture, religion, lifestyle, health conditions or disability.** Inclusive Education is based on the understanding that *all* learners have the right to be educated with peers, friends and family members, in their own neighbourhood or local community.

Inclusion is a process of increasing participation in learning, and identifying and reducing barriers that inhibit the learning and participation of any learner. Some barriers may stem from, inter alia, a learner’s economic situation, environment, culture, disability/impairment or socio-emotional situation, and others may stem from poor educational practices. What is important about Inclusive Education is that it shifts the focus from blaming the child for difficulties in learning to the interaction between the learner and his/her environment. This interaction is about the quality of a learner’s experience and how he/she is welcomed, assisted to learn, and enabled to participate fully in school life.

Developing good inclusive practices involves institutional change. Such change requires that all schools and other educational settings regularly review their policies and practices to ensure that they meet the needs and aspirations of *all* learners, and also it requires analysing the education system and identifying factors that may inhibit teaching and learning, including caring and supporting. It is also important to recognise that inclusive practices mean ensuring that all adults and youth in an educational setting (parents, caregivers, educators, school staff, school board members and communities at large) have their access needs met and are able to participate fully in that educational setting.

An Inclusive Education system creates opportunities for participation and collaboration, and in so doing, develops new approaches and resources – i.e. not necessarily material, but rather resources developed through diversifying teaching and learning and providing care and support, and resources resulting from teachers' improved pedagogical skills and broader understanding of diversity. Eventually, Inclusive Education practices will improve the quality of education in general.

It is crucial that every school (including its management and every teacher) takes responsibility for educating every learner and ensures that learning is indeed taking place. To these ends, emphasis is placed on consultation, collaboration, communication and well-defined roles and responsibilities of every stakeholder. To succeed, every school must have access to resources such as specialist support for addressing learning, language or behaviour needs which may arise. The teacher must understand the learner's learning strategies and functioning, and guide his/her education accordingly. The specialist support would be geared to giving the teacher advice rather than taking responsibility away from the teacher. In accepting additional support, teachers do not remove themselves from the centre of the relationship with the child, but rather enable themselves to learn through their collaboration with colleagues, learners and others.

Inclusive Education implies a major shift in thinking: providing education for various marginalised groups is not about technical intervention, but rather it is about a change in one's attitudes to differences, and in one's practices and actions at all levels of education.

The Eight Strategies and their Outcomes

The following strategies are the vehicle for achieving the objectives of the *Sector Policy on Inclusive Education*. The desired outcomes of each strategy are articulated on the following pages. It is envisaged that the policy will be reviewed and updated every 10 years.

1. Integrate the *Sector Policy on Inclusive Education* into all other legal frameworks and policies of the education sector.
2. Raise awareness of the constitutional right to education and foster attitudinal change.
3. Support institutional development by developing human and instructional resources.
4. Review the National Curriculum for Basic Education to reflect the diversity of learning needs of all learners.
5. Widen and develop educational support services.
6. Develop teacher education and training for paramedical and support staff.
7. Strengthen and widen in-service training for stakeholders.
8. Develop a mechanism for monitoring and evaluating the implementation of the *Sector Policy on Inclusive Education*.

**Strategy
1**

Integrate the *Sector Policy on Inclusive Education* into all other legal frameworks and policies of the education sector.

Outcomes:

- Reviewed education legislation and norms.
- A mechanism developed for inter-ministerial, intra-ministerial and stakeholder collaboration on Inclusive Education.
- An administrative and advisory structure established for the development of Inclusive Education at all levels.
- Priorities set for developing educational support services and expanding access to these services.
- Funding arrangements for Inclusive Education within national and decentralised structures revised and effected.
- Physical facilities and education programmes accessible to all.

**Strategy
2**

Raise awareness of the constitutional right to education and foster attitudinal change.

Outcomes:

- A common vision, understanding and language on Inclusive Education developed.
- The right of every child to education made known to all parents, guardians and communities.
- Parents' role and responsibilities in their children's education emphasised and promoted.
- Civil society contribution to education delivery sought and underlined.
- Communities capacitated and well informed on where to report educational institutions and educators who discriminate against the group targeted by this policy by way of non-admission to school, not providing additional support where needed, withholding progress reports or any other discriminatory practices.
- Communities capacitated to support Inclusive Education.
- A collective approach used at all times in fostering receptive attitudes to Inclusive Education and in developing the Inclusive Education system.

**Strategy
3**

Support institutional development by developing human and instructional resources.

Outcomes:

- All schools become inclusive.
- Inclusive Education system established at the beginning of any form of early childhood education.
- Current roles of Special Classes re-defined as roles of educational support, to be rendered in Learning Support Classrooms at school level.

- Proportional to the need, current Special Schools transformed into Resource Schools.
- At least one Resource School per region constructed to cater to learners with severe special educational needs and learners needing intensive educational support.
- Regional Inclusive Education Unit(s) established at schools to bring education closer to those in need of intensified educational support in an inclusive school setting.
- Good teaching and learning approaches applied, and care and support offered to all learners at all schools.
- Effective instructional resources structured.

Strategy 4

Review the National Curriculum for Basic Education to reflect the diversity of learning needs of all learners.

Outcomes:

- Curriculum reviewed – the National Curriculum for Basic Education must be guided by the Inclusive Education Philosophical Framework.
- Reviewed Curriculum responsive to diversity.
- Acceptance and appreciation of diversity promoted through the media, textbooks and instructional resources.
- Reviewed and responsive Curriculum promoted.
- Clearly articulated language policy in education formulated, taking into account Namibia's existing diversities.
- Modification/adaptation of subject content applied where justified, with suitable methodologies and materials used.
- Examinations, assessment and progressions designed in the light of learner diversities.
- Examinations and assessment concessions developed without sacrificing quality.

Strategy 5

Widen and develop educational support services.

Outcomes:

- Special Needs Education provision decentralised and fully supported.
- Barriers to teaching and learning addressed continuously.
- Learning Support Team/Group established in each school.
- Roles and functions of the Learning Support Team/Group defined.
- An Individual Education Plan Form developed and its modalities outlined in consultation with relevant stakeholders.
- An Individual Education Plan (IEP) developed for learners in need of intensified educational support, in consultation with the Learning Support Team/Group, the class/subject teacher and the parents/guardians.
- Intensity of additional education and psychosocial support provision reflected in the IEP, also specifying the IEP duration and support staff.

- Challenges experienced by learners, support provided, progress made and communications with parents/guardians monitored and documented.
- Teachers, school management and parents work in support of each other for the benefit of each learner.
- Teachers, school management and learners supported by regional and national structures including communities.
- Learning Support Materials and required supplementary instructional resources provided for use by all learners with a view to removing stigma and supporting any learner in need of extra or intensified educational support.
- Regional Inclusive Education Units established for learners with severe needs but where parents/guardians opt for inclusion.
- Educational Support Units established at tertiary education institutions for Continuous Professional Development (CPD), in-service training (courses or workshops) and upgrading courses.
- Use of Information and Communication Technology (ICT) including internet in teaching and learning promoted.
- Schools perceived as centres of care and support in addition to teaching and learning.
- Psychosocial support provided as an integral activity at every school.
- Every teacher takes responsibility for the educational, social and psychological wellbeing of each learner in her/his classroom, if necessary in consultation with and the support of the Learning Support Team/Group.

Strategy 6

Develop teacher education and training for paramedical and support staff.

Outcomes:

- Inclusive Education practices infused in all teacher-training programmes such that values and beliefs of inclusion are reflected in teaching and learning at all levels.
- All teaching staff trained in differentiated instruction and learning support provision.
- Paramedical staff (occupational therapists, speech/language therapists, social workers, audiologists, etc.) trained and qualified to provide services in schools.
- Support professionals (teacher assistants/facilitators, mobility and orientation instructors, interpreters, etc.) trained and appointed where needed.
- Inclusive Education specialists trained and serving regional offices and schools at advisory level.
- Advisory teachers/officers, inspectors of education and education officers trained on Inclusive Education practices.
- Specialised staff trained in other disciplines such as specific disabilities, HIV and AIDS education, Early Childhood Development (ECD), gender-mainstreaming, counselling and school health (to enable the staff to identify common illnesses and health conditions (e.g. asthma, diabetes and epilepsy).
- Continuous Professional Development programmes on Inclusive Education for teachers designed and delivered.
- Culture of volunteerism instilled in the parent communities.

**Strategy
7**

**Strengthen and widen in-service
training for stakeholders.**

Outcomes:

- Continuous Professional Development (CPD) programme for Inclusive Education Officers developed and offered to all education officials and stakeholders.
- CPD on Inclusive Education practices, programme, development, implementation and monitoring developed.
- Physical planners capacitated to plan, renovate and construct accessible disabled and child-friendly facilities.
- Budget holders sensitised on budgeting inclusively.

**Strategy
8**

**Develop a mechanism for monitoring and
evaluating the implementation of the
*Sector Policy on Inclusive Education.***

Outcomes:

- Monitoring and evaluation tool for successful implementation of Inclusive Education Philosophical Framework developed at national, regional, circuit, cluster and school levels.
- Wide scope of data-collection method on educationally marginalised learners developed.
- Cumulative cards (file/case history) on every learner used effectively.
- Qualitative and quantitative research and analysis on measuring progress and impact of Inclusive Education applied, and action research promoted at all levels.
- Mechanism in place for early identification of individuals at risk of educational marginalisation and exclusion from accessing education.
- Innovative and successful Inclusive Education practices documented and shared among relevant stakeholders.
- Procedures in place for reporting non-compliance with this policy.
- Annual report on progress made in implementing this policy tabled for the Office of the Prime Minister / Ministry of Justice to report to the United Nations / African Union as per specifications of ratified international conventions.

NB: *Sector Policy on Inclusive Education* reviewed and updated every 10 years.

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Inclusive Education



Section 2

IMPLEMENTATION PLAN: STRATEGY GUIDELINES AND RECOMMENDATIONS

Policy Objective 1: To expand access to and provision of quality education, especially for educationally marginalised learners.

Policy Objective 2: To support learners with a wide range of individual abilities and needs in compulsory education at Early Childhood Development (ECD), pre-primary, primary and secondary levels.

Abbreviations and Acronyms used in the tables that follow:

CBR	Community-Based Rehabilitation	LSGs/LSCs	Learning Support Groups/Classes
CPD	Continuous Professional Development	MoHSS	Ministry of Health and Social Services
DAE	Directorate: Adult Education	NAMCOL	Namibia College of Open Learning
DATS	Division: Diagnostic, Advisory and Training Services	NESE	National External School Evaluation
DF	Directorate: Finance	NGO	Non-Governmental Organisation
DHE	Directorate: Higher Education	NIED	National Institute for Educational Development
DNEA	Directorate: National Examinations and Assessment	PAD	Directorate: Planning and Development
DSPS	Division: Special Programmes and Schools	PQA	Directorate: Programmes and Quality Assurance
EMIS	Education Management and Information System	RCs	Regional Councils
ETSIP	Education and Training Sector Improvement Programme	RDEs	Regional Directorates of Education
HQ	Headquarters	RIECCs	Regional Inclusive Education Coordination Committees
IED	Inclusive Education Division	RIEOs	Regional Inclusive Education Officers
IESC	Inclusive Education Steering Committee	RIEUs	Regional Inclusive Education Units
IMC	Inter-Ministerial Committee	SBs	School Boards
		ToR	Terms of Reference
		UNAM	University of Namibia

STRATEGY 1: Integrate the Sector Policy on Inclusive Education into all other legal frameworks and policies of the education sector.**OUTCOME 1.1: Reviewed education legislation and norms**

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Amend the Education Act (Act No. 16 of 2001).	IESC (IED-PQA)	100 000	2013 – ongoing	<ul style="list-style-type: none"> Legislation at the first stage should: (a) articulate Inclusive Education principles and rights; (b) reform the elements that inhibit inclusion; (c) mandate fundamental inclusive practices; and (d) establish procedure and practices that facilitate inclusion throughout the education system (e.g. flexible curriculum and assessment). Detailed legislation (e.g. class size and staffing), can be taken on later when there is more experience on Inclusive Education.
Amend ETSIP to include the new policy elements.			2013 – ongoing	
Revise education standards and input norms in accordance with the policy.			2015 – ongoing	

OUTCOME 1.2: A mechanism for inter-ministerial, intra-ministerial and stakeholder collaboration on Inclusive Education

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Develop Terms of Reference (ToR) for an Inter-Ministerial Committee on Inclusive Education.	IESC (IED-PQA)	40 000	2013	<ul style="list-style-type: none"> In line with the broad concept of Inclusive Education, a wide participation of ministries is required. The IESC would: (a) discuss the situation of various vulnerable and marginalised groups; (b) agree on taking responsibility for various development tasks; and (c) promote acceptance of marginalised groups. To improve collaboration, information sharing and implementing Inclusive Education in the education system, an intra-ministerial steering committee is recommended. The IESC should have wide representation from mainstream education, but also from units responsible for education for various marginalised groups. The IESC could be an interim measure while other administrative arrangements take shape, or it could be a permanent body if such a body is deemed necessary at a later stage. To promote, discuss and share in the field of education for various marginalised groups, an annual consultation with broad participation of stakeholders is recommended. The annual consultation should include representatives of NGOs, CBOs and other providers of services for marginalised groups and in Special Needs Education.
Review the existing mechanisms with a view to merging the issues of Inclusive Education with the current structure.			2014 – ongoing	
Develop ToR for an Inclusive Education Steering Committee (IESC) in the Ministry of Education.			2015	
Establish an IESC or revise the ToR of the Task Force on Inclusive Education.			2015	
Develop ToR for a mechanism for multi-sectoral stakeholder collaboration.			2015	

Outcome 1.3: An administrative and advisory structure for the development of Inclusive Education at all levels

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Discuss, debate and develop ToR for Inclusive Education administration at Ministry of Education Headquarters (HQ).	HQ: IED-PQA; IESC	8 000	2015 – ongoing	<ul style="list-style-type: none"> To ensure that Inclusive Education is conceptualised broadly in scope and implanted in the framework of Mainstream Education, it is recommended that the presently separate administrations of Special Needs Education and Mainstream Education be merged. The new (merged) structure should be organised and run in accordance with the Inclusive Education philosophy, legislative mandate, pedagogy, theory and practice. The development of job descriptions for the prospective staff of the new structure requires careful consideration. As the policy proposes developing education support at regional level, it may not be necessary for HQ to define the expertise needed according to the categories of disability; it may be preferable that regional offices define this expertise according to the main axes of this policy. The role of the new structure would be in policy development, coordination and collaboration with various service providers. The new structure should include the current DSPS and DATS, and should cover the specific issues relating to marginalised children and HIV/AIDS. It should also have a strong component on Guidance and Counselling.
Identify and implement roles and responsibilities of the Directorate staff.	HQ: IED-PQA		2015 – ongoing	
Monitor and evaluate the development of duties and successful implementation of the <i>Sector Policy on Inclusive Education</i> .	HQ: IED-PQA; stakeholders	35 000	2015 – ongoing	
Develop ToR for Regional Inclusive Education Coordination Committees (RIECCs).	HQ: IED-PQA; RDEs	30 000	2015	<ul style="list-style-type: none"> The RIECCs should oversee the implementation, management and monitoring of Inclusive Education. The RIECCs should be representative of different stakeholders providing education for marginalised groups.
Review existing structures (e.g. OVC and EFA forums) for their suitability to take on the issues of Inclusive Education.	HQ: IED-PQA; RDEs		2015	<ul style="list-style-type: none"> All relevant education forums should promote the implementation of Inclusive Education.
Decentralise Special Needs Education provision.	HQ: PS		2012-2015	<ul style="list-style-type: none"> Finalise the “Sector Specific Delivery Standards” for Special Education provision. Implement the <i>Sector Policy on Inclusive Education</i> with reference to decentralised functions.

Outcome 1.3 continued				
Establish Regional Inclusive Education Units (RIEUs) in all Educational Regions.	HQ: PS, IED-PQA; RDEs	3 500 000	2014-2016	<ul style="list-style-type: none"> The RIEUs would oversee the implementation of Inclusive Education, and the running and development of Resource Schools and Special Classes where they exist. In so doing, the RIEUs would plan, coordinate and budget for all education support activities in the regions, and ensure that the provision of education support at regional level is guided by clear programmes for identifying, assessing, placing, teaching and/or referring learners who experience barriers to learning. In the first phase, a focal person could be assigned in each region to initiate the development of Inclusive Education.
Identify and implement the roles of Regional Directors, Inclusive Education Unit Managers, School Boards, Principals, Teachers and other professionals in relation to Inclusive Education.	HQ: IED-PQA; RDEs	200 000	2014 – ongoing	
Engage Regional Directors and Principals in regional planning for expanding provision for children with disabilities and other educationally marginalised children.	RDEs; RIEUs; Principals	30 000	2014 – ongoing	<ul style="list-style-type: none"> The RIEUs should undertake a collaborative and participatory planning process, engaging both the regional administration and schools. The RIEUs should provide planning guidelines as well as feedback to inform the planning.
Outcome 1.4: Priorities set for developing educational support services and expanding access to these services				
Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Collect data / undertake a baseline survey on the needs in terms of support and expansion of access.	HQ: IED-PQA; IESC; EMIS; RDEs; RIEUs	80 000	2015	<ul style="list-style-type: none"> As Inclusive Education should be embedded in all education implementation plans, it is important that the implementation plan is in line with existing documents so as to facilitate getting support from other initiatives. The implementation plan should prioritise disadvantaged areas, and should allocate the necessary resource to those areas. Resources existing in the community should also be included in the resource allocation.
Develop a detailed implementation plan at national level, with prioritised geographical and thematic areas of action.	HQ: IED-PQA; IESC; EMIS	10 000	2015	
Adjust the ETSIP programme accordingly.	HQ: ETSIP General Education	5,000 000	2014 – ongoing	

Review the staffing situation, and establish and fill positions in the geographically most challenging areas.	HQ: IED-PQA; IESC	50,000	2013 – ongoing	<ul style="list-style-type: none"> Actively engage NGOs and CBOs regarding the implementation of the <i>Sector Policy on Inclusive Education</i> and the progress thereof.
Review, align and rationalise education provision and support provided by NGOs and CBOs.	HQ: IED-PQA; IESC	50,000	2013-2016	<ul style="list-style-type: none"> Use the “Sector Specific Service Delivery Standards” as guidelines for implementing decentralised functions. Regions should provide annual reports on the progress made in implementing the <i>Sector Policy on Inclusive Education</i>.
Ensure that all central and regional priorities are adhered to consistently.	HQ: IED-PQA; RDEs		2014 – ongoing	<ul style="list-style-type: none"> The guidelines for school placement should include a realistic procedure for assessment, support and educational arrangements for children with disabilities and for those who are in other ways educationally disadvantaged. The guidelines should also provide a mechanism for resolving any disagreements about placements.
Develop guidelines for school placement in the regions, with a view to increasing access to education.	HQ: IED-PQA; RDEs		2015	
Outcome 1.5: Funding arrangements for Inclusive Education within national and decentralised structures revised and effected				
Activities	Implementer(s)	Cost (N\$)		Recommendations
Review the Education Budget in line with the policy.	HQ: IED-PQA; IESC; IMC; DF		2013-2016	<ul style="list-style-type: none"> Resources available to support Inclusive Education should be identified across the ministries, and the ministries should reach agreement on how best to direct the resources to those who need them most.
Determine resource allocations on the basis of needs identified and priorities set, and decentralise funding through the RIEUs.	HQ: IED-PQA; IESC; RDEs; RIEUs	40000000	2014-2015	<ul style="list-style-type: none"> The review of the Education Budget should include a critical look at how the resources could be more effectively used to support learning in an inclusive setting, with a particular focus on marginalised children and learners with disabilities.
Include the principles and needs of Inclusive Education in the formula for the per capita funding mechanism.	HQ: IED-PQA; IESC; RDEs; RIEUs	20000	2016	<ul style="list-style-type: none"> The budget review should also include an examination of resource allocations and other incentives that would be likely to encourage inclusion.
Review social, medical and other available grants for children with disabilities.	IMC		2016	<ul style="list-style-type: none"> At the preliminary stage of Inclusive Education, a separate budget vote might be needed for the development of Inclusive Education / Special Needs Education. Review the grants available for children with disabilities, and assess their effectiveness in terms of reaching those in need.

STRATEGY 2: Raise awareness of the constitutional right to education and foster attitudinal change.

OUTCOME 2.1: A common vision, understanding and language on Inclusive Education.

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Disability Awareness programmes created as a component of Affirmative Action Policy.	IMC	50 000	2014 – ongoing	<ul style="list-style-type: none"> To make persons with disabilities more visible in Namibian society, it is recommended that the Ministry of Education's Affirmative Action Policy is implemented and that the Ministry creates Disability Awareness Programmes as a means to combat prejudice and promote social inclusion.
Sensitisation workshops on Inclusive Education at all levels of the Ministry of Education.	HQ: IED-PQA; RDEs; RIEUs	6 500 000	2012 – ongoing	<ul style="list-style-type: none"> The directives of the <i>Sector Policy on Inclusive Education</i> should be internalised and understood by all officers at all levels of the Ministry of Education. Sensitisation workshops, meetings and other such gatherings should be organised regularly in order to: (a) develop Inclusive Education in the Namibian context; (b) align and harmonise language used in addressing educational challenges; and (c) and provide support for learners.
Familiarisation and promotion of <i>Sector Policy on Inclusive Education</i> at regional level through meetings and discussions with Regional Education Officers, Principals and Teachers.	HQ: IED-PQA	700 000	2012 – ongoing	<ul style="list-style-type: none"> The Ministry of Education's mission states that collaboration with stakeholders is essential to provide access to education. Parents should be seen as equal partners in developing Inclusive Education, thus they should be provided with information on Inclusive Education as well as real opportunities to participate in developing Inclusive Education should they so wish. The print and broadcast media have a role to play in conveying the message of Inclusive Education and raising awareness of the right to education. NGOs and CBOs can also be engaged in promoting Inclusive Education through their contacts with the media. They may also be able to share innovative practices which exemplify successful inclusion of 'hard-to-reach' children.
Initiate collaboration with and involvement of parents and caregivers.	RDEs; RIEUs; parent communities	50 000	2014 – ongoing	
Initiate collaboration with the media to promote Inclusive Education.	HQ: IED-PQA; RDEs; RIEUs; Principals	50 000	2013 – ongoing	
Engage NGOs and CBOs in the promotion of Inclusive Education.	HQ: IED-PQA; RDEs; RIEUs	50 000	2013 – ongoing	

OUTCOME 2.2: Families and communities are aware of the right to education and their roles and responsibilities in education				
Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Integrate aspects of the right to education for all children, and the options available in community development and literacy programmes.	HQ: DAE; RDEs	50 000	2013 – ongoing	<ul style="list-style-type: none"> Strengthen collaboration with the Directorate: Adult Education
Use existing programmes to disseminate information about Inclusive Education and a positive image of Inclusive Education.	MoHSS – Primary Health Care System, CBR programmes, child-to-child programmes		2013 – ongoing	
Publicise the <i>Sector Policy on Inclusive Education</i> .	HQ: IED-PQA	20 000	2013 – ongoing	<ul style="list-style-type: none"> For public dissemination of the <i>Sector Policy on Inclusive Education</i>, the document should be attractive, and should be translated into local languages.
OUTCOME 2.3: Communities are capacitated to support Inclusive Education				
Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Identify existing programmes which support parent groups.	HQ: IED-PQA; RDEs; RIEUs		2015 – ongoing	<ul style="list-style-type: none"> Parental support to learning at home is a factor contributing to success. Thus, the programmes rendering support to families should target <i>all</i> families within the reach of the schools, not only families of children with disabilities. The programmes should widely address the responsibilities and rights of parents, and should provide practical tips on what parents could do to support their children. The programmes should respect and accommodate different lifestyles and cultures.
Encourage collaboration with community groups in support of education.	Schools; LSGs; LSCs		2014 – ongoing	
Develop outreach programmes for parent and family groups.	HQ: IED-PQA; IESC; IMC	50 000	2015-2016	

STRATEGY 3: Support institutional development by developing human and instructional resources

OUTCOME 3.1: All schools become inclusive.

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Based on the findings of the baseline survey (see Outcome 1.4), identify 3-5 schools in each region to become inclusive schools.	HQ: IED-PQA; RDEs; RIEUs	10 000 000	2014 – ongoing (until all schools are inclusive)	<ul style="list-style-type: none"> Start by identifying 3-5 schools, then 5-10 schools, and continue until all schools are inclusive. It is recommended to start with 3-5 schools in regions where provision for Special Needs Education is currently very limited. In regions where specialised services currently exist, Resource Schools / Resource Units / Learning Support Classes should be encouraged to work together with mainstream schools with a view to developing more inclusive approaches in education.
Develop a plan for supporting all schools.		100 000	2013-2015	<ul style="list-style-type: none"> Research findings suggest that training does not change the practice in schools unless schools and teachers are regularly and continuously supported in implementing what they have learnt. Careful preparation of a plan to support schools through a range of means is necessary, and the necessary resource allocations must be secured.
Develop ToR for Learning Support Groups (LSGs).		60 000	2013-2015	
Provide support and training to schools.		50 000	2013 – ongoing	
Ensure that the aspects of Inclusive Education are included in the Baseline Survey on the School Register of Needs.			2015-2016	<ul style="list-style-type: none"> Schools need to know <i>why</i> they are changing their ways of working; they need support to understand the ‘what’ and the ‘how’. This requires devoting time to holding initial discussions with schools on Inclusive Education. As experience increases, schools can be clustered in such a way that they would provide support to one another.
Clarify the roles and responsibilities of all staff in relation to Inclusive Education Practice.	HQ: IED-PQA; RDEs; RIEUs; Principals; SBs		2015-2016	<ul style="list-style-type: none"> LSGs are the most important means to support schools. The role of LSGs and the importance of their training cannot be overemphasised.
Establish LSGs.	RDEs; RIEUs; Principals		2014-2016	
Develop outreach programmes for schools.	RDEs; RIEUs		2015-2016	
Identify all possible support available in the vicinity of the school, and initiate collaboration.	RDEs; RIEUs; Principals		2014 – ongoing	

Nominate a focal point for Inclusive Education in the school.	RDEs; RIEUs; Principals	2015 – ongoing	<ul style="list-style-type: none"> Advocacy and instilling understanding on Inclusive Education is driven by the Focal Point Person at school level in collaboration with the Regional Inclusive Education Officer. Resource Schools should be capacitated to support and advise surrounding schools
Monitor developments across all schools.	RDEs; RIEUs; Principals	2015 – ongoing	
Encourage Resource Schools (Resource Centres) and Special Classes (Learning Support Classes) to initiate partnerships and collaborations with mainstream schools.	HQ: IED-PQA; RDEs; RIEUs	2016-2018	
OUTCOME 3.2: Special Classes transformed into Learning Support Classes (for educational support) at school level.			
Activities	Implementer(s)	Timeframe	Recommendations
Develop ToR for the tasks of Special Classes and Special Schools as Learning Support Classes / Resource Units / Resource Schools, aligned with the principles of Inclusive Education.	HQ: IED-PQA; RDEs; RIEUs	2015 – ongoing	<ul style="list-style-type: none"> If the principle of temporary placement in a Special Class is accepted, there is a need to change the ways in which Special Classes work – effectively to transform Special Classes into Learning Support Classes (LSCs). This means that there is a need to develop ToR or guidelines outlining the new tasks of Special Classes, especially in relation to Inclusive Education. These might have to include guidelines on how to organise the work in such a way that part of the time could be used to support the school in which the Resource Unit is located. The new way of working could be implemented in 5-10 Resource Units / Learning Support Classes for a start.
Nominate 5-10 Learning Support Classes / Resource Units to implement the new ToR.	RDEs; RIEUs; Principals; LSGs; LSCs		
Monitor and record the developments for further dissemination.	RDEs; RIEUs; Principals; LSGs; LSCs		

OUTCOME 3.3: Special Schools are transformed into Resource Schools

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Identify strengths and weaknesses of all Resource Schools.	HQ: IED-PQA; RDEs; RIEUs; Principals		2016-2019	<ul style="list-style-type: none"> Expertise already exists in Resource Schools, and it is necessary to use this expertise strategically, therefore it is recommended that Resource Schools widen their scope of work to include consultancy services and support to mainstream schools. For this to happen, the needs and current strengths should be identified and plans drawn up accordingly. It is suggested that there are unnecessarily many learners with learning difficulties in Resource Schools. At the first stage, they should be assessed and their transfer to local mainstream schools facilitated as a matter of urgency. In principle, all learners with disabilities studying in Resource Schools should be assessed annually for a possible transfer to mainstream education.
Support schools in their transformation process.	HQ: IED-PQA; RDEs; RIEUs	8 000 000	2016 – ongoing	
Assess all learners in Resource Schools for their possible transfer to mainstream education.	HQ: PQA; RDEs; RIEUs		2016-2017	
Draw up a plan for transfer to mainstream education.	HQ: PQA		2016	
Implement the transfers.	HQ: PQA; RDEs; RIEUs		2017 – ongoing	
Designate Resource Schools to mainstream schools in their vicinity to increase collaboration.	RDEs; RIEUs	1 000 000	2014-2016	
Ensure adequate resources to fulfil the tasks of Resource Schools, including the task of providing consultancy services to mainstream schools.	HQ: IED-PQA; RDEs; RIEUs		2016 – ongoing	
Develop guidelines for short-term attendance of Resource Schools.	HQ: PQA, RDEs; RIEUs		2016 – ongoing	
Identify learners for short-term attendance.	RDEs; RIEUs; HQ: PQA		2016 – ongoing	

STRATEGY 4: Review the National Curriculum for Basic Education to reflect the diversity of learning needs of all learners.

OUTCOME 4.1: Reviewed National Curriculum

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Review the curriculum used in Resource Schools.	HQ: IED-PQA, DHE; NIED; UNAM and other Higher Education Institutions	300 000	2013-2017	<ul style="list-style-type: none"> It is recommended that the subject options offered in Resource Schools be expanded to include vocational subjects and subjects for independent living, to enable learners with disabilities (e.g. intellectual impairment) to acquire occupational skills as well as skills for independent living.
Review and promote the National Curriculum with a view to differentiation.	HQ: IED-PQA; RIEUs	1 000 000	2013 – ongoing	<ul style="list-style-type: none"> The current curriculum advocates differentiation and learner-centred approaches. These approaches are powerful tools for inclusion. It is recommended that the curriculum training for teachers includes practical tips and orientations to help teachers to use the curriculum effectively to respond to a range of needs.

OUTCOME 4.2: Reviewed National Curriculum promoted

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Review and revise School Inspection Guides/Instructions.	HQ: PQA (division responsible for School Inspectorate); IED-PQA; NIED	50 000	2016 – ongoing	<ul style="list-style-type: none"> School inspection can be an effective means to promote Inclusive Education at school level. Inspections should include inspecting aspects of curriculum differentiation.

OUTCOME 4.3: A clearly articulated Language in Education Policy

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Set up a committee to review and revise the Language in Education Policy.	HQ: PQA; NIED; DNEA; IMC; NGOs	60 000	2014 – ongoing	<ul style="list-style-type: none"> Language facilitates or impedes learning. This fact has to be acknowledged and acted upon in articulating the Language in Education Policy. In addition to local language, Iconic languages, Namibian Sign Language and the use of Braille should be recognised.

OUTCOME 4.4: Examinations designed to cater for learner diversities

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Reconceptualise formal examinations and diversify their formats.	HQ: PQA; NIED; DNEA	100000	2014 – ongoing	<ul style="list-style-type: none"> Examinations should provide a fair opportunity for all learners to demonstrate their achievements. Therefore, the means and the format of examinations should not place some learners at a disadvantage.
Ensure that all learners are informed about special arrangements available in examinations.	RDEs; RIEUs; PQA; Principals		2014 – ongoing	<ul style="list-style-type: none"> Examination centres could be created at regional level where technology, assistive devices and support staff is available for learners with disabilities for their examinations.
Initiate the creation of examination centres with special facilities for learners with disabilities.	HQ: PQA; PAD; NAMCOL		2017 – ongoing	<ul style="list-style-type: none"> Examination centres could be located in Resource Schools or within the RIEUs, as appropriate.

STRATEGY 5: Widen and develop educational support.

OUTCOME 5.1: Special Needs Education provision decentralised

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Prepare a detailed strategic plan and carry out a needs assessment in education regions with a view to decentralising the provision of Special Needs Education to the regions.	HQ: IED-PQA; RDEs		2013-2014	<ul style="list-style-type: none"> It is recommended that decentralisation be implemented in phases. The first phase could include regions with reasonable existing resources, and two regions with currently inadequate resources. This approach would provide feedback on the different realities at the outset. Thereafter, decentralisation can proceed in 2-3 more regions per year – as resources and experience permit.
Take the necessary decisions and guidance for decentralising Special Needs Education provision to education regions.	HQ: PQA; RDEs; RCs		2012-2015	<ul style="list-style-type: none"> Finalise the “Sector Specific Service Delivery Standards” on decentralisation of special education functions through the relevant ministry. Schools should be capacitated for Learning Support provision through Regional Directorates of Education.
Prepare a budget and allocate the necessary resources (including staffing) to the regions.	HQ: PQA; RDEs; RIEU's; RCs	10 000 000	2015 – ongoing	
Ensure that all schools region are kept informed and are consulted on the allocation of learning support resources and staffing.		1 000 000	2016 – ongoing	
Ensure adequate government provision, supplemented by NGO and CBO assistance.	HQ: PQA; RDEs; RCs; IMC; NGOs		2015 – ongoing	
Ensure that all learners are reasonably provided with educational support when they need it.	HQ: PQA; RDEs; RIEU's; Principals; LSGs; LSCs		2015 – ongoing	

OUTCOME 5.2: Regional Inclusive Education Units (RIEUs) established

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Develop ToR for RIEUs.	HQ: IED-PQA; RDEs; RIEUs;	500 000	2015	<ul style="list-style-type: none"> It is recommended that the RIEUs follow the decentralisation plan (Outcome 5.1) in terms of regions and resources. The most important task of the RIEUs is to act as a focal point for education support services. The RIEUs will maintain, improve and actively provide human and material support for learners in mainstream schools, Resource Schools / Special Schools and Resource Units / Learning Support Classes. They will also liaise with LSGs/LSCs in mainstream schools to provide general and more specialised support as appropriate. The RIEUs should coordinate the work of support staff, such as regional/senior school counsellors, regional learning support teachers and school learning support staff, education inspectors, advisory teachers, social workers, HIV/AIDS service providers, paramedical and health professionals, and NGO workers. They should also coordinate the specialist services that the Resource Schools provide to mainstream schools. If necessary, RIEUs could also be located in Resource Schools in the first phase. In this case, the teaching duty in Resource Schools would have to be reduced and additional staff allocated so that the RIEUs are able to carry out their duties effectively.
Identify and train the RIEU staff.			2016 – ongoing	
Identify the locations of the RIEUs.	HQ: IED-PQA; RDEs; RIEUs;	30 000		
Compile an inventory of the existing skills, knowledge, expertise and other resources, and address the shortcomings.				
Provide resources for the development work.	RDEs; RIEUs; RIEUCCs		2016 – ongoing	
Monitor the progress of the development and consultancy work.			2016 – ongoing	
Each RIEU draws up its Work Plan.	HQ: IED-PQA; RDEs; RIEUs; MoHSS		2016 – ongoing	
Ensure communication and sharing of information between all stakeholders.			2016 – ongoing	
Ensure that the RIEUs carry out their responsibilities for the supervision and implementation of the <i>Sector Policy on Inclusive Education</i> and the applicable practices at regional level.	HQ: IED-PQA; RDEs; RIEUs; MoHSS		2016 – ongoing	
Monitor and document developments.			2016 – ongoing	

OUTCOME 5.3: Learning Support established in schools					
Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations	
Hospital Schools					
<ul style="list-style-type: none"> Conduct a survey to assess the need for establishing more Hospital Schools in major towns. Ensure adequate provision of education in hospitals. Institutionalise current education initiatives in hospitals, and make plans for expansion if required. 	<p>HQ: IED-PQA; RDEs; RIEUs; MoHSS;</p> <p>Principals; RIEUs</p> <p>RDEs; RIEUs; HQ: IED-PQA; NIED</p>	2 000 000	2014 – ongoing	<ul style="list-style-type: none"> It is recommended that a Hospital School be established in every major hospital to cater for the needs of all children who have to stay in hospital for an extended period. 	
Learning Support Groups (LSGs)					
<ul style="list-style-type: none"> Identify teachers with different skills to participate in the LSGs. Provide training on LSGs. Arrange for better working conditions for LSGs at school level Support and encourage the work of LSGs. Provide ongoing feedback and evaluation to the LSGs. 	<p>Principals</p> <p>HQ: IED-PQA; RDEs; RIEUs; Principals</p> <p>Principals; RDEs; RIEUs; HQ: IED-PQA</p>	1 000 000	2015 – ongoing	<ul style="list-style-type: none"> It is recommended that teachers volunteer to work in the LSG, rather than having principals nominate them. This may help to ensure the desired degree of teacher motivation for professional development and commitment to the work. In addition to training, the work of the LSG members will have to be organised in such a way that they can carry out their LSG tasks and responsibilities within their normal working hours. 	

STRATEGY 6: Develop teacher education and training for paramedical and support staff.

OUTCOME 6.1: Teacher training revised to reflect the values and practices of Inclusive Education

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Identify the skills and knowledge needed in terms of Inclusive Education and the National Curriculum.	HQ: DHE, IED-PQA, NIED, Higher Education Institutions	100000	2014	<ul style="list-style-type: none"> • Training of all teachers should focus on the new curricular approach. Linking with inclusive teacher education, this focus should be built through three levels of training: <ul style="list-style-type: none"> • All teachers need to have a general understanding of inclusive practices in the classroom. • Many teachers – ideally at least one in each school – need to develop some level of expertise for dealing with the more common difficulties and disabilities that learners experience. These teachers would also act as resource persons in their schools (see Outcome 5.3 on Learning Support Groups). • A few teachers need to develop a high level of expertise for dealing with learners’ difficulties and disabilities. These Special Teachers would gain more if their expertise is not too narrowly defined.
Review the Teacher Education Curriculum in terms of the skills and knowledge needed for Inclusive Education.			2014 – ongoing	
Amend the Teacher Education Curriculum.			2013 – ongoing	
Develop teacher education for Inclusive Education at different levels of expertise.				
Provide opportunities for professional development in Inclusive Education for staff of Higher Education Institutions.	HQ: DHE, IED-PQA; NGOs and other providers of teacher education	50000	2015 – ongoing	<ul style="list-style-type: none"> • Given that the broader conceptualisation of Inclusive Education is new in Namibia, it is recommended that the staff of Higher Education Institutions be given opportunities to upgrade their qualifications by undergoing training to increase their skills and knowledge pertaining to Inclusive Education. • It is also recommended that teacher training institutions build close relationships with schools that work towards Inclusive Education so as to increase information and experience sharing for the benefit of both partners. This could be done by creating opportunities for staff exchange, co-teaching, etc.
Promote networking between UNAM, other Higher Education Institutions, NGOs and other providers of teacher education.			2015 – ongoing	
Promote collaboration and exchange with schools working towards Inclusive Education.				

Review the admission criteria for teacher education with a view to expanding them and thereby widening the range of candidates for admission, so as to reflect the diversity of Namibian society.	HQ: DHE	2014 – ongoing
OUTCOME 6.2: Increased training of paramedical professionals and other support professionals		
Activities	Implementer(s)	Cost (N\$)
Develop programmes and initiatives for the training of paramedical staff.	MoHSS; NIED; Higher Education Institutions	200000
Evaluate the need and resources available for the training of Learning Support Assistants (i.e. Teaching Assistants).	HQ: IED-PQA (through consultations with Inclusive Education stakeholder)	2015 – ongoing
Develop the necessary training programmes.		2016-2017
Increase the number of School Counsellors and revise their induction in line with the principles and thinking of Inclusive Education.	HQ: PQA	2015-2017
OUTCOME 6.3: Continuous professional development programmes for Inclusive Education designed and delivered		
Activities	Implementer(s)	Cost (N\$)
Develop and deliver a national programme for teachers' Continuous Professional Development on Inclusive Education.	NIED; Higher Education Institutions; CPD Unit at UNAM	50 000
		2015-2018

Namibia currently relies on neighbouring countries for the training of paramedical staff. Should access to education be expanded for children with disabilities, they will also need paramedical support to facilitate their learning. The increased number of paramedical staff would eventually benefit *all* people who need paramedical services.

- Learning Support Assistants (Teacher Assistants) are widely used in resource-rich countries to support teachers' work in the classroom. After the first couple of years of implementation of the *Sector Policy on Inclusive Education*, there might be a need to review the situation regarding 'on-the-spot' support. If need be, community members could undergo on-the-job training as Learning Support Assistants.
- School Counsellors are part of the continuum of providers of support for learners – especially in relation to psychosocial support – thus their work should be aligned with the broad conceptualisation of Inclusive Education.

Training as such does not change anything; training has to be accompanied by monitoring and supporting mechanisms that encourage teachers to implement what they have learnt in the training.

Outcome 6.3 continued

<p>Create incentives for teachers who have attended these courses.</p>	<p>RIEUs</p>	<p>80 000</p>	<p>2016-2017</p>	<ul style="list-style-type: none"> • ETSIP foresees in-service training through clusters. Inclusive Education training should be integrated into this initiative. • The LSGs could be allocated some responsibilities for collegial evaluation, co-teaching, etc.
<p>Develop guidelines for school-based training, based on identified needs.</p>	<p>NIED; HQ: DHE, IED-PQA; Higher Education Institutions; CPD Unit at UNAM</p>	<p>2016</p>	<p>2016-2017</p>	<ul style="list-style-type: none"> • Tangible incentives motivate teachers to participate in in-service training. • Distance learning is a practical means of training, but it requires mechanisms that allow for sharing, communication and trying out ideas.
<p>Identify the gaps in skills and knowledge of current Special Teachers and teachers who are teaching learners with disabilities.</p>				<ul style="list-style-type: none"> • Some research suggests that the current skills and knowledge of Special Teachers may be inadequate in the changing education system, therefore it is recommended that targeted professional development courses be designed for Special Teachers.
<p>Design targeted programmes to increase their professional capacity.</p>			<p>2016-2017</p>	

STRATEGY 7: Strengthen and widen in-service training for stakeholders

OUTCOME 7.1: Continuous Professional Development for Inclusive Education administration established and institutionalised

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Establish a mechanism for Continuous Professional Development (CPD) for education administrators.	HQ: DHE, IED-PQA; NIED; Higher Education Institutions; CPD Unit at UNAM; RDEs; RIEUs		2016-2018	<ul style="list-style-type: none"> CPD could be provided for through a permanent mechanism such as an institution designated to take responsibility for CPD for education administrators, or through ad-hoc training opportunities for these administrators. In both cases the training should be planned and should respond to the identified development needs that would feature in an annual performance assessment.
Conduct a needs assessment for professional development.	HQ: IED-PQA; NIED		2015-2016	
Prepare a CPD programme.	HQ: DHE; NIED; Higher Education Institutions; CPD Unit at UNAM		2016-2018	
Provide professional development opportunities for education administrators.	HQ: IED-PQA, RDEs; RIEUs		2016 – ongoing	

STRATEGY 8: Develop a mechanism for monitoring and evaluating the implementation of the Sector Policy on Inclusive Education

OUTCOME 8.1: A well-developed monitoring and evaluation tool for the reviewed Inclusive Education Curriculum

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Identify the gaps in relation to Inclusive Education in the current monitoring and evaluation tools.	HQ: IED-PQA, PAD-EMIS; RDEs; RIEUs; RIECCs; IMC	100 000	2016 – ongoing	<ul style="list-style-type: none"> Quantitative indicators are useful for planning purposes, but <i>qualitative</i> information is needed to provide feedback on various training efforts and development work. Monitoring at school level could cover aspects such as: <ul style="list-style-type: none"> the use of professional advice, outreach or peripatetic teachers for developing teaching and learning, and the kind of support provided through such means; the appropriateness of arrangements made to meet learners' needs; the quality of teaching in relation to the learners' needs and resources available; the outcomes and effectiveness of the teacher's assessment of the learner's progress; the level of change in the teacher's daily practice in his/her classroom; and the school's education support provision in general, and its facilities, resources, curriculum modification and in-service initiatives to develop professional expertise.
Develop general monitoring and evaluation tools for Inclusive Education (administrative).			2016	
Develop EMIS modules for Inclusive Education, and fully integrate Inclusive Education into the EMIS.	HQ: PAD, PQA	1 000 000	2015-2016	
Develop National External School Evaluation (NESE) modules for Inclusive Education, and fully integrate Inclusive Education into the NESE system.	HQ: PQA		2015-2016	
Develop incentives for good performance.	HQ: PQA		2016-2017	
Develop tools for monitoring qualitative change in teaching practices at school level.	HQ: PQA, PAD-EMIS		2016 – ongoing	
Establish a review and evaluation of Inclusive Education process in regions and schools.	HQ: IED-PQA; RDEs; RIEUs; RIECCs; IMC		2017	

OUTCOME 8.2: A wide scope of data on educationally marginalised children

Activities	Implementer(s)	Cost (N\$)	Timeframe	Recommendations
Widen the scope of data on Inclusive Education / Special Needs.	HQ: IED-PQA; RDEs; RIEUs; RIECCs; EMIS	50000	2016	<ul style="list-style-type: none"> It is recommended that data be gathered on: <ul style="list-style-type: none"> the different educational settings (placements); the different categories/groups of learners; and the kinds of support that each category/group of learners in each educational setting has received or requires (educational support needs).
Establish databases for learners who experience barriers to learning in all government (MoE) schools.	IMC; HQ: IED-PQA; RDEs; RIEUs	10000	2015-2016	
Establish research, data collection and evaluation of Inclusive Education development from its inception.	HQ: PQA, PAD-EMIS; RDEs; RIEUs; LSGs; LSCs	50000	2016 – ongoing	
Develop research proposals on Inclusive Education to form an evidential basis for future development and funding.	HQ: PQA, PAD-EMIS; RDEs; RIEUs; LSGs; LSCs; DHE		2016 – ongoing	
Publish national and regional figures relating to Inclusive Education development.	UNAM; NIED	10000	2015 – ongoing	
Publish results of qualitative and quantitative research.	HQ: PQA; NIED	10000	2016 – ongoing	

Messages from UNICEF



#thisability

ALL CHILDREN HAVE RIGHTS



unite for children

unicef

Somewhere, a child is being told he cannot play because he cannot walk.

ALL CHILDREN HAVE A RIGHT TO PLAY

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unicef

A child is not disabled because they cannot walk, hear or see.

They are disabled by a society that excludes them.

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ALL CHILDREN SHOULD BE A PART OF SOCIETY

NOT APART FROM SOCIETY

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A child with a disability is around 10% less likely to finish primary school.

51% 61%

42% 53%

Estimated rate of primary school completion

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Children and Young People with Disabilities



Children with disabilities are among the most marginalised and excluded groups of children, experiencing widespread violations of their rights. Discrimination arises not due to the intrinsic nature of disability, but rather due to a lack of understanding and knowledge of its causes and implications, fear of difference, fear of contagion/contamination, or negative religious or cultural views of disability. It is compounded by poverty, social isolation, humanitarian emergencies, a lack of services and support, and a hostile and inaccessible environment. Too often, children with disabilities are defined and judged by what they lack rather than what they have. Their exclusion and invisibility render them uniquely vulnerable, denying them respect for their dignity, their individuality and even their right to life itself.

Access to education: Children with disabilities have a right to education without discrimination and on the basis of equality of opportunity. The goal of universal access to primary education cannot be achieved without their inclusion, yet many remain excluded from education and its associated benefits – better jobs, social and economic security, and opportunities for full participation in society.

- Only 10% of all children with disabilities are in school, and only half who begin their primary education complete it due to gaining little from the experience. Hence, only 5% of all children with disabilities worldwide have completed primary school.
- Millions of children with disabilities are left out of education sector plans due to poor data collection and a lack of knowledge of how to include them.
- Children with disabilities in rural areas and poor urban neighbourhoods are particularly at risk of not receiving an education, and those in these areas who hail from nomadic, ethnic and linguistic minorities face a double jeopardy in this regard.

Barriers to education: Multiple barriers impede access of children with disabilities to education:

- Discriminatory legislation often fails to recognise or specifically precludes some children with disabilities from accessing education (e.g. some countries still have legislation declaring certain categories of children ‘uneducable’, and some place the responsibility for educating children with disabilities with ministries other than education, thereby marginalising them).
- Many children with disabilities are not allowed to start school as their parents have low expectations. If they do start school, many drop out due to stigma, prejudice and bullying on the part of teachers, parents and other children – *not* due to academic inability.
- Most schools are physically inaccessible (e.g. in terms of hygiene and sanitation facilities, communication systems, appropriate equipment and materials, and transportation).
- Parents with several children often prioritise those without disabilities in respect of paying for books or uniforms, assuming that education is less important for those with disabilities.
- The percentage of children with disabilities who access secondary education is strikingly lower than that of their peers without disabilities, due to, inter alia, a lack of: resources; teacher and parental support; and awareness of the importance of education for their future. The problem is compounded by standardised exam systems which pose insurmountable barriers to children with disabilities due to inaccessible administration and grading processes.

Inclusive education: There is growing recognition of the right of children with disabilities to *inclusive* education. “Education for All” partners have committed to promoting a goal of inclusion, and *an inclusive education system at all levels*, for these reasons:

- A growing body of data shows that with appropriate support, children with disabilities thrive in an inclusive classroom setting, and that the costs of inclusive education and special schools is largely comparable, but academic achievement in inclusive schools is significantly higher.
- Inclusion enables children to grow up in their own family and community rather than at a distant school.
- Inclusive education embraces the principle of schools adapting to and accommodating all children, regardless of their physical, intellectual, social, emotional, linguistic or other conditions. Simply ‘mainstreaming’ children with disabilities into classrooms without understanding and addressing their individual needs does not guarantee them a full, equitable and inclusive education. Effective inclusion requires transforming policy, culture and practice in the school.
- Children who are educated alongside their peers have a much better chance of becoming productive members of society and being included in their communities. Studies on human capital formation affirm that there is a loss of GDP in low-income countries as a result of lack of education of persons with disabilities and their consequent non-participation in the economic workforce.

Source: UNICEF, *Children and Young People with Disabilities: Fact Sheet, May 2013* (shortened excerpts)

“Educators have the power to create an environment of equity and tolerance, but sometimes it takes courage. I see it as my responsibility to be a role model and, if necessary, an activist for educational practices that foster understanding, acceptance and inclusion of everyone whom we are trusted to educate.”

Kathleen Sullivan,
Teacher of the Year,
Vermont, USA

“Education should be valued as a key social investment and a means to reduce inequality. ... Inclusive strategies are needed to respond to marginal communities and students with special needs. Education legislation is committed to making education a right and making explicit the link between education and improving human capital and economic development.”

Namibia's National Agenda for Children 2012-2016

(Government of the Republic of Namibia 2011):

Commitment 2 – on equal access to quality integrated education



REPUBLIC OF NAMIBIA
Ministry of Education



European Union

