Evaluation of IIEP-UNESCO/UNICEF Online Course: 'Foundations of Disability-Inclusive Education Sector Planning'

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Background and Purpose

The course

The jointly developed UNESCO IIEP and UNICEF online course "Foundations of Disability-Inclusive Education Sector Planning"[1] was held from January 27-March 29, 2020 on IIEP's virtual campus platform. The course responds to the findings from a Global Partnership for Education (GPE) consultation on disability-inclusive education in 2015. It is a key activity of the partnership between UNESCO- IIEP and UNICEF formed in 2018 on capacity development of technical staff within ministries of education in UNESCO member states. The course content is based on input gathered during two technical roundtables in 2018 and 2019 at IIEP-Paris. The course is the first of a series of four that are being rolled out to different regions in 2020 and 2021.

The overall goal of the course was to provide participants with the foundational knowledge and skills on disability-inclusive education sector planning, in order to prepare them to take an active role in mainstreaming inclusive education into education sector plans. The primary target audience was Ministry of Education staff in Eastern and Southern Africa and key development partners whose work areas cover issues of equity and inclusion in regard to children with disabilities, including participants from departments of special needs and inclusive education as well as departments of planning, budget, finance, statistics, teacher training and curriculum.

Teams of professionals from various departments within Ministries of Education, teaching colleges and UNICEF country offices worked together in country groups of 4-8 people, completing both group and individual assignments. The course consisted of three thematic modules[2] offering a variety of resources including introductory videos, animated presentations, selected readings, live webinars and discussion forums.

The course objectives were to:

- *define* principles, key concepts, and benefits related to inclusion in education systems;
- *examine* strengths and weaknesses of the education system using an inclusive lens;
- *formulate* strategies to improve inclusion in the education sector in their country with a focus on children with disabilities;
- *assess* their own role and contribution to making the education system more inclusive.

There were 72 total registered participants from 8 Eastern and Southern Anglophone African countries: Eswatini, Ethiopia, Kenya, Malawi, Namibia, Rwanda, Uganda and Tanzania (with a separate team from Zanzibar). Additionally, there were 10 observers from various bilateral and international organizations. Out of the 72 registered, 66 participants successfully completed the course. The IED course is the first of its kind, focusing specifically on the foundations of inclusive education *planning*. It comes at a time when inclusive education[3] is rising to the forefront of the global agenda, as evidenced by its selection as the theme for the 2020 Global Education Monitoring Report- *Inclusion for Education: All Means All*. As countries push for the achievement of SDG 4, which calls to "ensure inclusive and equitable quality

[1] Referred to in this report as "IED course."

[2] Module 1: exploring key concepts, principles and benefits related to inclusion in education systems. Module 2: Recognizing disability-inclusive education sector analysis as a key starting point in planning. Module 3: Identifying steps and formulating strategies to include the issue of disability in analysis and planning.

[3] The UNESCO International Bureau of Education 2008 definition states that inclusive education is: "an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination" (UNESCO-IBE, 2008, p. 126).

education and promote lifelong learning opportunities for all" governments are grappling with the reality that many groups of children are still excluded from their education systems, and in particular children with disabilities, who remain one of the most marginalized and excluded groups. The course therefore comes at an opportune moment, seeking to provide education policy planners with the core knowledge and skills for them to be able to address the needs of children with disabilities in planning processes and move towards a truly inclusive education system.

Evaluation purpose

- Learn about the long-term effects of the course
- Learn about the strengths and weaknesses of the course design
- Provide accountability to member states, donors, IIEP board and the general public
- Learn about whether outcome harvesting is a useful method for evaluating IIEP courses

The purpose of this evaluation is to foremost learn about the longer-term results of the IED course, both in changing individual's professional practice around disability-inclusive education and in affecting larger scale institutional change within countries' education ministries and related organizations. Ultimately the aim is to understand what type of contribution the IED course was able to make on building more inclusive education system. The evaluation also serves to learn about the strengths and weaknesses of the course design in relation to achieving these longer-term outcomes, in order to provide adjustments and improve the future offerings of this course and other related IIEP trainings. It is hoped that sharing these findings will serve as an accountability mechanism to partners and member states, demonstrating the usefulness of an online IE foundational course and what type of changes can result from this type of capacity development activity. Lastly, the evaluation is a type of pilot exercise, to determine whether the outcome harvesting approach used in this evaluation is an appropriate method to evaluate IIEP courses and whether it should be utilized to evaluate future trainings.

Evaluation Methodology

Survey, focus groups and interviews

The evaluation was designed around the Kirkpatrick model—the main framework used by IIEP for evaluation of its training activities. The Kirkpatrick model includes four levels of evaluation: reaction (level 1), learning (level 2), behaviour (level 3), and results (level 4). Levels 1 and 2 were already assessed by an end of program questionnaire and participant's assessments, so this evaluation focused on levels 3 and 4—*behaviour,* meaning how the participants have actually applied what they learned in the course, and *results,* to what degree targeted outcomes have occurred as a result of the training. It was initially intended to collect this information through both a follow-up survey and selected interviews with course participants. However, it was suggested by IIEP colleagues to pilot the outcome harvesting methodology, in lieu of a traditional question-answer interview format, as it had proven very effective in collecting level 3 and 4 data for an earlier evaluation conducted by the Technical Cooperation department. Outcome harvesting is particularly useful in capturing unexpected changes as well as changes in complex scenarios, where there may be multiple interventions contributing to the change, which was expected to be the case for the type of changes that this foundational course would have impacted. Additionally, the group work that outcome harvesting involves was considered especially pertinent, as the participants had worked in country teams during the course. Further details about outcome harvesting are provided below.

The survey was still carried out as initially planned, in November 2020, nine months after the course completion, distributed to all 66 individuals who had completed the course. Out of the 66 course completers, 40 responded, a 61% response rate. The outcome harvesting was then conducted January-February 2021, with 4 target countries: Namibia, Eswatini, Kenya and Malawi. Only four countries were

included in the harvest because it was decided that the evaluation would be more substantial if it focused on depth rather than breadth. The selection of the four countries was based on the number of participants (minimum of five) as well as the country's level of progress in the area of disability-inclusive education policy, legislation and practice and its level of socio-economic development, in order to provide maximum variation of country contexts for a richer dataset. There was therefore one higher middle income country included (Namibia), two lower-middle income countries (Kenya and Eswatini) and one low income country (Malawi).

For the outcome harvesting data collection, two focus group sessions and several individual sessions[4] were conducted in each country over video conferencing. All of the informants in the focus groups and individual sessions were former course participants who had completed the IED course. The focus groups typically had 3-6 individuals, who the country's team coordinator had identified as good representatives of the various units that had taken part in the course.[5] The country team coordinators, having also completed the IED course, likewise took part in their country's focus group sessions. During the initial focus group session, participants worked in groups to draft outcome statements, containing a description of the change, its significance and how the IED course contributed. The second session was used to clarify and revise outcome statements and designate a contribution rating (explained below).

Individual sessions followed the same structure, and the participant was also asked to review the outcomes produced by the group to provide any clarifications or additions. As with the focus groups, the individual participants had completed the IED course and were also selected based on their availability (generally individuals who indicated they wanted to participate in the exercise, but were not able to attend the group session), with consideration of the relevancy of their positions to inclusive education and their contributions to the survey. In order to collect additional information about the course design, several direct questions were asked in the individual sessions after the outcome harvesting portion was completed.[6]

While this report primarily covers the results of the outcome harvest, the survey results[7] are also interwoven throughout. It should therefore be noted that figures from the survey represent all of the countries that completed the course, while the results from the outcome harvest discuss only the outcomes provided by the target countries (Namibia, Eswatini, Kenya and Malawi).

Overview of outcome harvesting method

Outcome harvesting[8] is an evaluation approach where evaluators "identify, formulate, verify, analyse and interpret 'outcomes' in programming contexts where relations of cause and effect are not fully understood" (Wilson-Grau, 2015). Outcomes are defined as observable and significant changes in a social actor's behaviour that have been influenced by an intervention. Social actors can be an individual, group, organization or institution and the changed behaviour can include an action, activity, practice,

[4] In Eswatini two individual sessions were conducted with the same individual who was a particularly useful source (almost all other team members were in the focus group sessions). In Kenya only one individual session was conducted through video conferencing, while the second individual provided their inputs through email due to connectivity issues. In Malawi and Namibia, two individual sessions were conducted.

[5] In the cases of Eswatini and Namibia, which had smaller country groups, all course participants were invited to take part in the focus groups.

[6] These direct questions included: What were the activities and resources that you found to be most useful from the course? What additional content and activities could have been included in the course to make it more relevant to your work? Do you have any other suggestions to improve the online course?

[7] See Annex 3 for graphs on the survey results.

[8] For detailed resources on the outcome harvesting methodology, please refer to: https://outcomeharvesting.net/documents/

relationship or policy. Evaluators works "backward" by first collecting evidence about what changes have occurred, and then determining whether and in what ways the intervention contributed. It is thus a particularly useful evaluation method for more complex scenarios where the relationships of cause and effect are not clearly evident and where there may be many different interventions that contribute to a single outcome.

Outcome harvesting generally consists of six steps:

1. Design the harvest
2. Review documentation
3. Engage with informants
4. Substantiate
5. Analyse, interpret
6. Support use of findings

For a detailed description of each step for this evaluation, please see Annex 2.

As part of the data collection phase, informants are asked to formulate outcome statements, which consist of three parts: the **outcome description**, which is a short narrative describing the significant change in the social actor; the **significance**, describing why the outcome is important and adding context information; and the **contribution**, which details how the intervention contributed to the outcome.

Additionally, informants were asked to attribute contribution ratings to each outcome, in order to designate to what extent the IED course contributed to the change. The ratings were as follows:

- *Little contribution*: the course was one of many other contributions to the outcome;
- *Moderate contribution*: the course was amongst the most important contributions to the outcome;
- *Great contribution*: the course was one contribution combined with one other contribution;
- *Very great contribution*: the outcome would not have occurred without the course.

A selected portion of outcomes are then substantiated by knowledgeable independent sources (further detailed below). All of the collected outcome statements for this evaluation can be found in Annex 5.

Users of evaluation findings

As outcome harvesting is intended to be participatory and utilization focused, at the beginning of the evaluation a user committee[9] was formed, which participated in the design of the outcome harvest. Several members of the user committee also provided guidance throughout the data collection and analysis phases, ultimately helping improve the evaluation's validity and utility.

The primary users of this evaluation are the course team (including UNICEF and the IIEP staff involved in the course); the TEP (Training and Education Program unit) head; and IIEP's M&E committee. Secondary users include the IIEP board, IIEP management team, UNICEF Headquarters together with its regional office, UNESCO national commissions and the FCDO (Foreign, Commonwealth and Development Office). The specific uses of each user group can be found in Annex 1.

[9] The user committee included: Mioko Saito (IIEP Training and Education Programme -TEP- unit Head), Jennifer Pye (TEP), Jimena Pereyra (TEP) Stephanie Leite (TEP), Anna Haas (IIEP Technical Cooperation unit) and Hannah Maddrey (consultant). Although not on the user committee, external consultant Goele Scheers also participated in the data collection and substantiation processes and provided guidance throughout the evaluation.

Substantiation

After the outcomes were harvested, there was a substantiation process, where external substantiators, independent from the course but knowledgeable about the outcome statements, were asked to validate all three parts of the outcome statement and provide any additional comments, based on their own knowledge and expertise. While the informants in the focus groups and individual sessions were considered to be the most knowledgeable sources about the changes that had taken place, the substantiation process provides an additional level of verification, to increase the accuracy and credibility of the findings.

Criteria and process:

A sample[10] of 15 outcomes (approximately 32% of the total outcomes) was selected by the evaluator and several members of the user committee to be substantiated: four outcomes from Namibia, Eswatini and Malawi and three outcomes from Kenya. The selection criteria were outcomes with the highest significance and contribution, as well as several outcomes where the contribution to the course could be contested. Individual level outcomes were excluded, as only the social actors themselves would be able to testify if the change occurred due to a contribution of the course.

Substantiators were only asked to substantiate the relevant outcomes from their country of expertise, i.e. the substantiator working in Kenya was asked to verify the three Kenya outcome statements. In the case of Eswatini, one of the substantiators was identified specifically for the substantiation of two of the outcomes, but was not specifically knowledgeable about the other topics, so another substantiator was asked to verify the remaining two outcomes. Substantiators received the relevant full outcome statements by email and were requested to indicate whether they agreed with each part of the outcome statement (outcome description, significance, and contribution[11]) as well as the contribution rating. Each outcome was sent to multiple substantiators, but confirmation of one substantiator per outcome was considered sufficient.

Threshold:

The threshold for deciding if the whole set of outcomes was substantiated was 90%: if 90% of the outcomes selected for substantiation were fully substantiated, the whole set of outcomes would be considered substantiated.

The review of the outcomes could lead to one of the following results:

- The outcome statement was fully substantiated if the substantiator agreed to all elements of the outcome statement.
- The outcome statement was also considered substantiated if the substantiator indicated that they only 'partially agreed' with the outcome, significance or contribution, but their comments indicate that only minor details need to adapted, which do not change the core of the outcome or the contribution.
- The outcome was considered substantiated if the substantiator agreed to two of the three elements of the outcome statement, but did not have knowledge on the third one.
- The outcome was not substantiated if core elements of either the outcome itself and/or of the contribution are not confirmed and/or required adaptation. (This outcome was still included in the analysis, but with a disclaimer.)
- If the substantiator does not agree with the significance of an outcome, the consultant decides if their response questioned the facts of the outcome itself or reflected a different point of view.

[10] Only selected outcomes were substantiated due to time considerations and the constraints in finding relevant and willing substantiators.

[11] It was expected that substantiators might have difficulties commenting on the course's contribution, as the individuals most knowledgeable about the course's specific contribution to the outcomes were the participants themselves.

Results:
Nine substantiators were contacted, of which five responded—two substantiators from Eswatini, who each substantiated two outcomes, and one substantiator from each of the other countries, who were able to substantiate all of the outcomes from their respective countries (information on the substantiators can be found in Annex 2). Out of the 15 outcomes selected for substantiation, 14 were substantiated, hence meeting the 90% threshold.

In three cases, the substantiator did not have knowledge on the contribution of the outcome (Outcomes 3, 4 and 7) and in one case they did not have knowledge on the outcome statement (Outcome 23). There was only one outcome which was not substantiated, Outcome 29 from Malawi, because the substantiator did not agree with the contribution. This outcome is still included in the analysis, but with a disclaimer. There were also some additional comments made by some of the substantiators, which did not change the core of the outcomes.

Substantiators were also asked to review the contribution ratings of each outcome. The substantiators agreed with the ratings for seven of the outcomes, while they scaled down the contribution ratings of five outcomes by one level (Outcomes 17, 19, 23, 29, 40).[12] In three cases, the substantiators indicated that they did not have enough knowledge to comment on the contribution ratings.

The results of the substantiation are presented in more detail in the Annex 5 'harvested outcome' index.

Evaluation questions

The following evaluation questions were adapted from the initial evaluation design based on the Kirkpatrick model, and were agreed upon by the user committee:

Evaluation question 1:
To what extent did the training help participants improve their professional practice and develop positive attitudes towards disability-inclusive education sector planning?

Evaluation question 2:
To what extent did the course contribute to changes in the participant's Department/ Unit/Organization?

Evaluation question(s) 3:
How did the course resources/activities contribute to outcomes? How could the design of the course be further improved?

Limitations

- The IED course ended mid-March 2020, just at the beginning of the Covid-19 global crisis. As such, the potential results and effects of the course are undoubtedly impacted by the pandemic. For example, many potential in-country initiatives were cancelled or delayed and at the time of the evaluation, many participants expressed that the ministry's priorities were still centred around Covid-19 response. The pandemic's impact will be discussed in more detail in the following sections.

- The harvested outcomes should not be considered exhaustive. It was beyond the scope of the evaluation to interview every course participant and as mentioned, only 4 of the 8 countries were included in the harvest. It is also important to bear in mind that the number of outcomes

[12] In most cases, the changes in contribution ratings were the subjective opinion of the substantiator. For a few outcomes, they provided justification, but it was not always relevant. Further details can be found in Annex 5.

collected in each country was likely impacted by the number of individuals available for the focus groups and interview sessions and the respective amount of time they were able to dedicate to the exercise. However, it is believed that the most significant outcomes were captured. The findings are also sufficiently thorough to be able to determine trends and draw reasonable conclusions on the course's results.

- A major challenge of this evaluation was the limitations in objectively pinpointing the level of contribution that the course had towards each identified outcome. Especially considering that it was a foundational course, providing participants with not just specific knowledge and skills but also broader core concepts and motivation around inclusive education, it is often only the participants themselves who could describe the role of the course in leading them to pursue certain initiatives. This made it difficult for external substantiators to adequately comment on or verify the level of contribution of the course. Furthermore, as the type of changes influenced were usually institutional level changes, there were naturally also many other inputs that contributed to the outcome apart from the course, but it proved difficult to quantify the relative level of contribution of each intervention. The evaluation attempted to address these issues by requesting participants to designate a 'contribution rating' of each outcome. While in the focus groups these ratings were decided among multiple individuals, they still remain relatively subjective interpretations. For future evaluations of this course or similar courses using the outcome harvesting methodology, it is recommended to collect more detailed information on the nature of the other interventions contributing to each outcome. While this goes further than what the methodology calls for, it could provide a better understanding of the course's proportionate contribution and would facilitate substantiators' verification. The contribution ratings should therefore be interpreted as an indication of the course's level of contribution to the outcome, not as an absolute measurement.

Inclusive Education Context in Target Countries

The following descriptions provide basic background information on the major inclusive education policies and practices in the four countries included the outcome harvest. Most of the content is derived from the 2020 GEM Report- Profiles Enhancing Education Reviews (PEER) and the policy documents and reports cited within these profiles.

Eswatini

Eswatini's current National Education and Training Sector Policy 2018 is based on principles of inclusion and designates inclusive education as one of the overarching sector-wide policy objectives. It states that "as a cross-cutting approach, IE should inform and guide the sub-sector policy rationales, goals and objectives at all levels of the education sector" (Eswatini, 2018a).

Eswatini has been slowly phasing in inclusive education practices, starting with initiatives such as the piloting of nine mainstream schools in 2006 as models of inclusive education, the introduction of a special and inclusive education course in teacher training colleges in 2009 and the establishment of resource centres in 2010 in two of the countries' four regions (UNESCO, 2020a; S.A.D.P.D., 2012). A 2015 baseline survey on the accomplishments of the first National Education and Training Improvement Programme (NETIP I), included in the 2018/19-2020/21 NETP II document suggests a continuation of this gradual approach, recommending piloting 1-2 inclusive schools per region so that schools are able to sufficiently cater to SEN (Special Educational Needs) students, by building up the capacity of their facilities, staff and resources. The study noted that at the time of the survey, the general school environment did not cater for learners with special education needs, teachers did not feel that their training adequately prepared them for integrating learners with SEN in their classrooms and SEN enrolment in mainstream primary and secondary schools was very low. Planned measures in NETP II include to build capacity of educators and relevant stakeholders on SEN issues; modify infrastructure in selected schools to ensure access for learners with special needs; develop norms and standards for the SEN and inclusive education; develop inclusive materials for Grades 1-4 in line with competency-based curriculum; and implement the strategy on Early Identification and Intervention for children with special needs and disability.

Namibia

Namibia's 2013 sector Policy on Inclusive Education brought about a transformational change from a system of separate specialized schools for children with disabilities, to a call for the establishment of inclusive schools nation-wide, the policy vision stating: "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.'" The country is however still in the process of transitioning from a special education system and mind-set to inclusive education practices. There are currently three school placement options in Namibia: mainstream schools with learning support classes, which provide specialized support to learners requiring higher levels of assistance, in segregated classes, following the mainstream curriculum; inclusive schools that accommodate all learners in the same classrooms, providing learners with the necessary support needed; and resource schools (formally known as special schools), which are segregated schools for children requiring high level of support (Namibia, 2018). Resource schools also now have the role of providing outreach and supporting inclusive and mainstream schools.

According to a 2018 report, *Assessing Inclusive Education in Practice in Namibia*, there are still many challenges to be addressed. Inclusive schools were not found to be following principles of full inclusion, and teachers were not provided with adapted training, materials or facilities to support inclusive education practices. Overcrowded classrooms were a particular challenge, preventing teachers from being able to provide special need learners with adequate support. Whereas it was found that resource

schools and learning support classes were able to provide a better education to learners with disabilities, compared to inclusive schools, even if they are not the long-term goal. While Namibia's current Education Strategic Plan 2017/18-2021/22 mentions inclusive education concepts throughout, it does not include specific programs for children with disabilities.

Kenya

Kenya's 2018 Sector Policy for Learners and Trainees with Disabilities was a significant shift from their previous 2009 SNE policy, placing inclusive education as the overarching principle "advocating for the right of every learner with disability to be enrolled in regular classroom together with his or her peers without disabilities." It notes however that the MoE still recognizes the important role of other approaches including special institutions of learning, special units in regular institutions of learning and home-based education for learners and trainees with severe disabilities and vulnerable situations, as well as the need to maintain special schools while they strive to achieve a transition towards inclusive education. While the 2009 SNE policy had a broader definition of learners with special needs to include not only children with disabilities but also refugee children, orphans and gifted and talented children, the 2018 sector policy only addresses learners and trainees with disabilities.

The policy details the various challenges in the provision of education and training for learners and trainees with disabilities that still exist including lack of comprehensive policy guidelines on inclusion; lack of appropriate tools, skills and equipment for early identification and assessment; inaccessible physical infrastructure; inadequate human resource capacity; inadequate relevant teaching and learning resources and technology for learners and trainees with disabilities; inadequate data; inappropriate identification and placement of children with disabilities; and negative community attitudes. It lays out a network of comprehensive strategies under 14 different thematic areas to respond to these and other challenges.

Kenya's current National Education Strategic Plan 2018-2022 also extensively addresses inclusive education for learners with disabilities as one of its main sub-sector priority programs. It includes policy priorities and activities around access and participation of learners and trainees with special needs and disabilities, quality and relevance of inclusive education, and governance and accountability. This includes a progressive transition to inclusive education through the transformation of special and integrated schools to Inclusive Education Resource Centres.

Malawi

Malawi's recent National Strategy on Inclusive Education 2017-2021 was developed to translate the inclusive education policy statement of the 2016 National Education Policy into a plan of action (Malawi, 2017) with the goal to "ensure the learners with diverse needs in Malawi have equitable access to quality education in inclusive settings at all levels through the removal of barriers to learning, participation, attendance and achievement." The strategy recognizes that the concept of inclusive education is relatively new in the country, and while in the past was associated with learners with SEN and disabilities, it is now recognized as responding to the diverse needs of all learners.

Malawi is currently following a "twin-track" approach to inclusive education implementation, where learners with "severe cases," such as those with hearing impairments go to special schools and those with "mild cases" go to inclusive settings (Malawi, 2016), as the system moves towards full inclusion. However currently there are only selected mainstream schools that are able to accommodate children with special needs (UNESCO, 2020c). Special needs schools are also being transformed into resource centres, to support the needs of students in mainstream schools.

Particular barriers reported in the National Strategy on Inclusive Education include inaccessible infrastructure; negative attitudes and discrimination; lack of teacher experience and knowledge to

teach diverse classrooms; lack of appropriate assistive devices and learning support; lack of early identification, assessment and intervention; inadequate teaching-learning and specialized materials; and limited capacity for inclusive education at different levels. In response to these challenges, the policy proposes strategies in eight key priority areas: capacity for inclusive education; governance and management; learner identification and assessment; inclusive education management information system; teacher education and motivation; partnerships for inclusive education; enabling environment for teacher and learning; and financing inclusive education.

Evaluation Findings

Question(s) 1: To what extent did the training help participants improve their professional practice and develop positive attitudes towards disability-inclusive education sector planning?

The first evaluation questions focus on potential individual-level changes in participants' professional practices; to what extent they applied what they learned in the course and how, and whether it resulted in a shift in their own attitudes or understanding of their role in making their education systems more inclusive.

According to the survey results[13] (collected 8 months after the end of the course) *all* respondents indicated that the course had helped them improve their professional practice in the area of disability-inclusive education sector planning to a very large extent or to large extent (65% and 35% respectively). In terms of the frequency in which they applied what they learned in their work, 35% said they apply what they learned very frequently, 45% frequently, and 20% sometimes.

While most of the outcomes collected in the harvest were institutional level changes[14] (38 of the 47 outcomes), which will be discussed in the next section, the nine individual outcomes collected provide some concrete examples of individual improvement in professional practice. The majority, six of the nine outcomes, reflected an **increased focus on disability-inclusive issues in the participants' work**. This often involved the participant advocating for their colleagues to provide appropriate adapted learning support (Outcomes 16, 21, 25 and 37) as well as advocating to make planning processes more inclusive (Outcomes 9 and 38).

This finding is in line with the survey results, where 42.5% responded that the course contributed to increasing focus on children with disabilities in their work to *a very large extent* and 55% to a *large extent*.

Box 1: **Individual-level outcomes relates to "increased focus on disability-inclusive issues"**

Outcome 16: Around March 2020, the Chief Inspector for Tertiary Education instructed a Principal in one of the Technical and Vocational Education Training institutions to follow up with a student with Albinism who had dropped out of the institution and provide her appropriate learning accommodations as per the requirement of the Ministry of Education and Training policy. **Eswatini – Very great contribution**

Outcome 21: Around February/March 2020, the Coordinator for the MoES in the EMIS/Planning department discussed her specific concerns about the provision of psycho-social support for students with special learning needs, with the Director of Guidance and Counselling (ETGPS- Education Training Guidance Psycho-social Services) in the MoE, and advised her to provide materials and resources to enhance their well-being and learning e.g., sunscreens and eyeglasses for children with albinism. **Eswatini – Great contribution**

Outcome 25: Starting around June 2020, the Coordinator for the MoES in the EMIS/Planning Department has become an ambassador for inclusive education for children. She is engaging in discussions confidently and convinces senior management of the importance of children's rights to education. She influences decisions during weekly senior management meetings to ensure children living with disabilities are adequately catered for. She also advocates for people living with disabilities in her personal life; at the family level, she ensures that her children are sensitive to the needs of other children with disabilities like helping them if need be, and not

[13] See Annex 3.

[14] An institutional level change is considered to be a change in a department, ministry, organization or institution, such as its activities, programming, processes, tools or policy.

bullying them or saying hurtful things regarding their disability. While at church, she ensures that the needs of people with disabilities are met, such as the use of sign language for those learning with hearing impairments. Eswatini – Very great contribution

Outcome 37: In January 2021, the Teacher Training College coordinator for IE at the Machinga Teacher Training College started encouraging his colleagues during staff meetings to have inclusive lesson plans and to make sure that adapted materials and special support are available such as braille materials and sign language interpreters. Malawi – Great contribution

Outcome 9: Since mid-February 2020, the chief audiologist in the Diagnostic, Advisory and Training Services Division has been making more efforts to learn about how to accommodate all learners, not only those with hearing disabilities. She is also more conscious when attending meetings with regards to annual planning and trying to incorporate some of the inclusive key concepts. For example, as a part of the teacher leadership study, which aims to convert special schools into resource centres, she is working to improve the special school application form to be more accessible and easier to use in all regions (not only Khomas region which is an urban setup and where most health services are available to fill in the form). Namibia – Great contribution

Outcome 38: On February 12, 2021, when planning for the degree/diploma curriculum regional consultation meetings, the Ministry's Civic Education and Community Engagement Coordinator suggested that the process should be inclusive and involve either people with disabilities, or someone that works with people with disabilities. Malawi – Very great contribution

Two of the other individual level outcomes involved the participant being **better equipped to fulfil their position functions** (Outcomes 8 and 13), the course having provided them with specific knowledge on how to improve inclusive education curriculum. While Outcome 12 involved a participant being inspired to apply for the IIEP advanced educational planning training program.

As far as changes in participants' **understanding of their own role in disability-inclusive education**, while the survey indicated that this was also the case for the vast majority of participants (50% indicated to a very large extent and 42.5% to a large extent) this change appeared less prevalent in the outcome harvest, relating to four of the individual outcomes (Outcomes 9, 21, 25, 38), with outcomes 21 and 25 referring to the same individual.[15] This likely has to do with the fact that in the harvest, we only classified an outcome as a shift in the understanding of the participant's role if there was an expressed change in the understanding of their own specific responsibilities, not simply an increased focus on disability issues. The comments in the survey indicate that some participants responded to this survey question more broadly, considering a shift in their role to include a deeper understanding of disability inclusive concepts. The related outcomes also demonstrate *a change in behaviour* of the individual, due to this new understanding of their own role, (as compared to the survey, where participants did not have to provide an example of actual behaviour change) such as the EMIS coordinator in Eswatini who is now influencing decisions during weekly senior management meetings regarding special needs students and advocating for people with disabilities in her personal life, while prior to the course she was "more of a spectator on disability issues" and "thought it was the responsibility of people who had specialized in the subject" (Outcome 25).

A **shift in attitudes** themselves are also more difficult to capture, and the initial survey administered prior to the beginning of the course demonstrated that the vast majority of participants already had a very positive attitude towards disability-inclusive education[16] (see Annex 4 for the full results of the pre-course survey). However, the overall responses of participants in the survey, focus groups and

[15] Note that some of these outcomes were also categorized as "increased focus on disability-inclusive issues in the participants' work."

[16] 100% of respondents believed an inclusive classroom is beneficial for all children, 82.5% believed that all children are capable of learning inclusive settings, 76% believed that inclusive education is a cost-effective system of education.

interviews, did demonstrate a clear elevated level of general *enthusiasm and motivation* to implement inclusive education practices and push forward initiatives in this area, compared to before the course, which does reflect a type of positive attitudinal change.

The course's contribution
As can be seen in Box 1, all of the individual level outcomes related to an increased focus on disability-inclusive issues have high contribution ratings, of either *great* or *very great*, indicating the course played a large role in enacting these individual level changes. As would be expected, the individual-level outcomes that involved broader changes, such a change in the participant's understanding in their own role in disability-inclusive education, were generally brought about by the overall impact of the course, and its emphasis on the importance of inclusion and supporting special-need learners (Outcomes 9, 25 and 38).

In some cases, it was not only the overall concepts of the course, but also a specific resource that led to the change, such as the 'What disability is and what it is not' course resource, which helped the Chief Inspector for Tertiary Education in Eswatini "realize that there are students who have invisible disabilities," leading her to follow-up on a student who had dropped out and provide her with accommodation (Outcome 16). Similarly, the course's Kenya case study provided another Eswatini participant with an example of the type of discrimination that children with albinism face, inspiring her "to investigate the practices in Eswatini to see what type of support they were receiving" (Outcome 21). While the Malawi TTC IE coordinator was influenced by Module 3 and a webinar that looked at specialized resources and materials, inspiring him "to implement these practices within his institution and among his colleagues" (Outcome 37).

Question 2: To what extent did the course contribute to changes in the participant's Department/Unit/Organization?

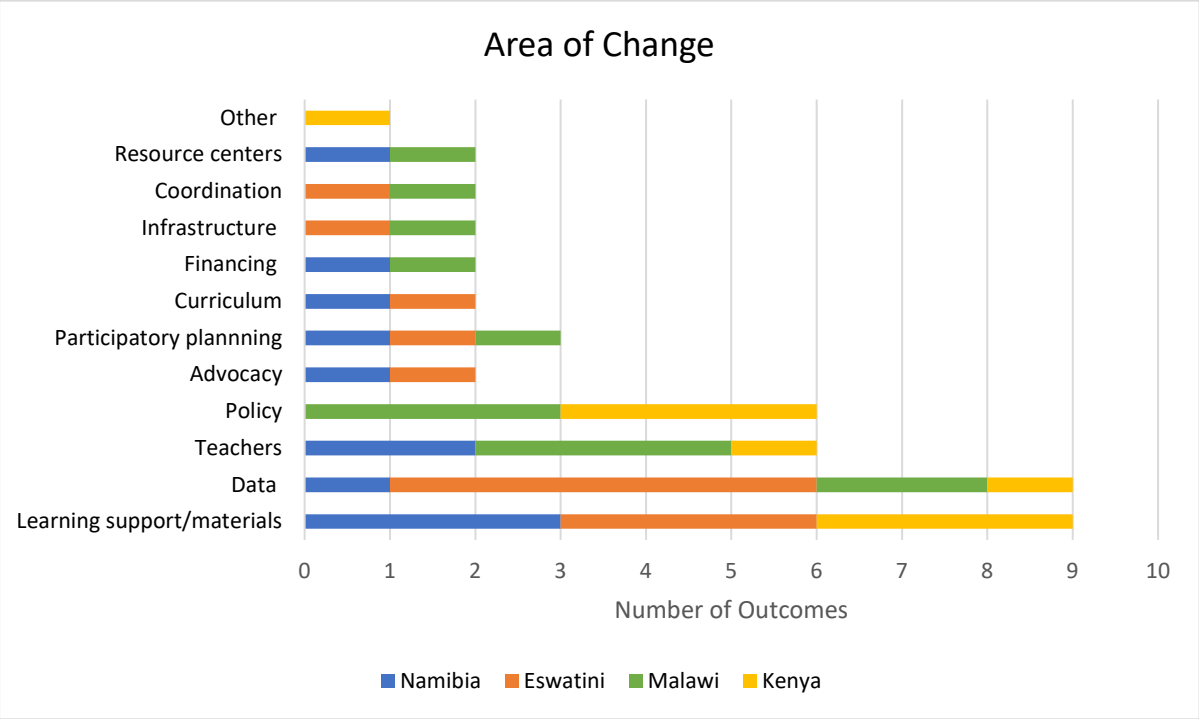
The course was designed to promote collaboration between country teams throughout and beyond the course, as well as to encourage the application of knowledge and skills into the workplace to effect broader changes at department, unit and ministry levels. The results do point to very positive achievements in this regard as the majority of the outcomes collected did involve higher-level changes in the institution's processes, tools, programming, activities and policy.

Areas of Change

It is interesting to first examine the outcomes according to the area (meaning the sector/topic) where the changes took place. As can be seen in Figure 1 below, the areas where the most institutional level outcomes occurred were learning support/materials; data; teachers and policy.[17]

[17] Note that some outcomes are categorized in multiple areas of change i.e., an outcome could relate to both the category of data, and that of coordination.

Figure 1: Areas of Change of Institutional-Level Outcomes



Source: Outcome harvest

Learning support and materials

Outcomes involving the provision of inclusive education learning support and materials (including individual education plans, classroom assistance, sign language instruction, visual and hearing aids, audiobooks, captions etc.) were particularly associated with Covid-19 responses. Of the twelve outcomes that were related to Covid-19, half were in this area. As countries grappled with school closings and the implementation of remote learning, the need to ensure inclusivity and that vulnerable learners were not even further marginalized, became more acute. Course participants were able to apply both overall concepts of the importance of catering for every learner, as well as specific examples of inclusive learning support that they had learned in the course during this period of rapid crisis response. They advocated for the adaptation of remote lessons to be more accessible (Outcomes 15, 39) and for the provision of additional learning supports for special needs learners (Outcomes 3, 24). The pandemic was also an opportunity to demonstrate the importance of individual learning support and accommodation for every student, as part of a shift towards a more inclusive education system (Outcome 2).

Box 2: **Outcomes related to learning and support materials + Covid-19 response**

Outcome 15: In March 2020, the MoET revised their Covid-19 response distance learning programme to include Sign Language interpretation for the Television Lessons, in order to accommodate learners who use Eswatini Sign Language. **Eswatini** – Great contribution

Outcome 39: In May-June 2020, KICD, Kenya Institute of Curriculum Development, adapted their remote learning lessons to be more accessible for learners with disabilities, including adding captioning and sign language in the lessons. **Kenya** – Moderate contribution

Outcome 3: During the school closure due to the COVID 19 pandemic from March-June 2020, the Directorate of Special Programmes and Schools followed up with children with special needs to see if they needed any additional learning support. This included providing braille paper, food baskets, blanket, sanitizers and masks for children with disabilities and vulnerable children. **Namibia** – Moderate contribution

Outcome 24: On February 1, 2021, during a senior management meeting, the Senior Inspector of SEN submitted a request to the Cabinet to strengthen SEN through provision of assistant teachers to support learners with disabilities, during the Covid school closings. **Eswatini – Very great contribution**

Outcome 2: During the curriculum rationalisation, which is an adaptation of the curriculum, on 22nd September 2020 due to COVID 19 pandemic, The National Institute for Educational Development (NIED) put increased emphasis on the importance of learning support: not only for learners with special needs and disabilities, but for ALL learners. The rationalised curriculum required that teachers regularly assess learners to establish individual learner's level of competencies in specific subjects. It also called for differentiated assessment methods that were adaptable to accommodate each learner. **Namibia – Little contribution**

The course's contribution

The IED course contributed to these outcomes by providing participants with ideas, skills and motivation to advocate for support and accommodation for special needs learners. The relative level of the course's contribution varied, as shown by the respective contribution ratings in Box 2. In Eswatini, the knowledge and skills they had learned from the course made the four course members on the MoET Distance Learning Coordinating team realize that the "platforms used for online learning did not cater for all learners" (Outcome 15), which inspired them to push for inclusive accommodation. While in Kenya, the two course participants in the Directorate of Special Needs Education were likely already aware of these issues, but the course "empowered them to speak out on behalf of learners with disabilities" and gave them further "ideas on how to lobby and advocate for inclusion" (Outcome 39), hence providing a *moderate* contribution.

There was similarly a *moderate* contribution to Outcome 3, where the course reminded Namibian participants from the Directorate of Special Programmes and Schools to make sure that "children with disabilities and other vulnerable situations are not left behind, especially in situations of emergency." Namibia participants also "brought up what they learned in the course in ministry discussions," which provided some support for implementation of initiatives that were already under-way (Outcome 2), meaning that while the course did contribute to this outcome, it was one among many other contributions. The one outcome with a *very great* contribution rating, Outcome 24 in Eswatini, was influenced both by the specific knowledge learned in the course – specifically the international frameworks that declare inclusive education as a human right and the importance of learning supports including teacher assistants – and by general inspiration from the course, which motivated course participants to submit this accommodation request to the Cabinet.

Data

Changes in inclusive education data, including in data collection instruments, data management systems and data analyses processes (i.e. questionnaires, surveys, EMIS, ESA) were prevalent in all four countries and represent potential consequential shifts in inclusive education systems, considering the importance of relevant data in informing planning processes. This is particularly true for outcomes involving the central information management system EMIS (Outcomes 6, 17, 23, 30, 40), which was often revised to include disaggregated and more individualized data, such as the severity of disabilities and specific difficulties of students. Eswatini was the only country that reported changes in actually ESA elaboration processes (Outcome 22) which likely has to do with timing, as the other countries were not currently preparing ESAs, which are typically developed prior to a new national education sector plan. But it is also worth noting that Eswatini had two individuals from the EMIS department in their country teams, which undoubtedly facilitated the actual implementation of changes in data processes. Indeed, while a shift in understanding about the importance of disability-inclusive data was widely cited by course participants as a major effect of the course, five out of the nine data related outcomes occurred in Eswatini.

Box 3: Selected outcomes related to data

Outcome 6: In July 2020, the MOEAC; Division of Special Programmes and Schools in collaboration with the Directorate of Planning, introduced the Washington Group Questionnaire into the EMIS statistics. **Namibia –** Great contribution

Outcome 17: In Dec 2020 the EMIS department revised the annual data collection questionnaire to capture learners' individual data using their Personal Identity Numbers. The Personal Identify Numbers track individual learners throughout their schooling careers and provide specific information about each child including disabilities and accessibility issues. **Eswatini –** Very great contribution[18]

Outcome 23: Starting around June 2020 the Ministry of Education has been making efforts to harmonize data with partners including NGOs and other line ministries. Specifically, ECCD data is now being coordinated with the DPMO (Deputy Prime Ministers' Office) and is being used to inform the elaboration of the Education Sector Analysis. **Eswatini –** Very great contribution[19]

Outcome 30: In July 2020, the Department of Inclusive Education at the MoE included students with Albinism in the EMIS data. **Malawi –** Great contribution

Outcome 40: Starting around December 2020, the central planning unit in cooperation with the Directorate of Special Needs Education (DSNE) in the MoE began the process to make sure that the EMIS captures data on learners with disabilities- including the level of severity of disabilities, and available resources in schools. The Ministry is also preparing an activity to capture baseline data on all learners with disabilities in the school system, to be included in the EMIS. **Kenya –**Very great contribution[20]

Outcome 22: In March- April 2020 Eswatini's Education Sector Analysis (ESA) was developed by the MoE using a participatory process and with a disability-inclusive lens. This included involving diverse partners who support children with disabilities as part of the Local Education Group (FAWESWA, SWANCEFA, World Vision, UNICEF, EU, Save the Children, teacher representatives, education development partners and NGOs) and formulating questions and collecting data specific to how all children will be supported in the education system (accessibility of infrastructure, learning supports, etc.) **Eswatini –** Great contribution

The course's contribution

It can be noted that all of the data related outcomes in Box 2 have contribution ratings of either *great* or *very great*. The course's content on the importance of relevant disaggregated data, specifically Module 2, had a significant effect on course participants, which some described as "eye-opening." In the case of Namibia, while course participants were aware of the Washington Group Questionnaire prior to the course, it was the IED course that pushed them to adapt these questions into their EMIS (Outcome 6). In Malawi, the Department of Inclusive Education held a workshop with the planning department that houses EMIS, where course participants proposed that data for learners with disabilities should be disaggregated, following the key concepts they learned in Module 2 (Outcome 30). Likewise, in Kenya, the participants learned in Module 2 about the importance of having data on the type of resources and support available at school level and providing information about functionality, which led them to advocate for the change in their EMIS (Outcome 40).

[18] Note that the Eswatini substantiator believed that this outcome should have a lower contribution rating, as the course could have been one of many other contributors.

[19] Note that the Eswatini substantiator believed that this outcome should have a *great* contribution rating, because "the standards for equipment and structures are now catering inclusivity" and the Senior Inspector for Special Education is "knowledgeable on these issues… and is always advocating for them at high level decision platforms."

[20] Note that the Kenya substantiator believed that this outcome should have a *great* contribution rating, because the "policy environment was also conducive."

As mentioned, in Eswatini there were two individuals from the EMIS department. Both had limited exposure to inclusive education concepts prior to the course, leaving opportunity for the course to have a high level of influence. They both suggested to the EMIS manager to reach out to ECE partners to include data in the EMIS system, after learning about the importance of having specific data on learners from an early age (Outcome 23). The Statistician course participant "influenced the EMIS department to revise the questionnaire" to include learner's personal identity numbers following key concepts learned in the course (Outcome 17) and the EMIS/planning department coordinator "advocated for inclusion of LEG partners in the ESA development process," after learning about the importance of representation and a participatory approach (Outcome 22).

Teachers

Outcomes related to teachers were varied, including adaptation of training material and support tools (Outcomes 5, 10) inclusion of inclusive education modules within teacher curriculum (Outcome 44) and specialized training on sign language (Outcome 36). Additionally, several interesting and significant outcomes in Malawi were recorded; a new IE desk officer position was created within the Teacher Directorate, in order to provide technical inclusive education guidance on designing and implementing teacher education programs (Outcome 28), and an affirmative action policy was put in place for teacher trainee recruitment (Outcome 29). Three members of the Malawi team were part of the Directorate of Teacher Education and Development, again illustrating the unsurprising correlation between participant's profiles and the areas where they are likely to affect the most impactful changes.

Box 4: Institutional level outcomes related to teachers

Outcome 5: In February 2019, the MoEAC in collaboration with UNICEF, commenced the process of developing a basic reference tool called the Inclusive Education Awareness Flipchart. This tool creates awareness by providing information on the background to inclusive education, models of disability, access to the curriculum, how to identify and support learners with SEND as well as the referral procedures in Namibian government schools. The tool was finalised and printed in December 2020 and is therefore ready to be rolled out (i.e. for training and distribution). **Namibia** – Moderate contribution

Outcome 10: In November 2020, a training of trainers on learning support for class teachers of various grades, Senior Education Officers, Chief Education Officers and Inspectors of Education, conducted by the Division of Special Programmes and Schools, was adapted to include information about Individualized Education Plans (IEPs) and specific examples of learning support. **Namibia** – Great contribution

Outcome 44: Around August 2020, the Ministry of Education included a module on inclusive education within the teacher training curriculum. It discusses certain disadvantages that learners may have, including learners with disabilities and how teachers can respond to and support these learners. **Kenya** – Moderate contribution

Outcome 36: Around January 2021, The Directorate of Special Needs developed a training in the Machinga Teacher Training College on sign language. **Malawi** – Moderate contribution

Outcome 28: On 5th October 2020, the Ministry of Education created an IE desk officer position within the Directorate of Teacher Education and Development. The individual hired was previously working as a teacher trainer and IE resource person in one of the public Teacher Training Colleges. **Malawi** – Great contribution

***Outcome 29**: In July 2020, the IE Department and the Teacher Education and Development Directorate mutually agreed to give special treatment to student teacher candidates who are visually challenged, during the recruitment process for the Initial Primary Teacher Education training programmes in the public Teacher Training Colleges. These candidates will now be exempted from writing Aptitude Tests. **Malawi** –Great contribution[21]

[21] Note that the Malawi substantiator believed this outcome should have a *moderate* contribution rating.

*See footnote 19

The course's contribution

Specific content and resources from the course directly contributed to the teacher-related outcomes in Namibia: the course's Conceptual Framework was utilized in the development of an Inclusive Education Awareness Flipchart (Outcome 5); and the resources from the course on service delivery and individual education plans were used in a training of trainers on learning support (Outcome 10). While both of these activities would have occurred without the course, it nevertheless added further key information and in the case of the Awareness Flipchart, "contributed to the prioritization of the activity" and fast-tracking its development.

The initiatives developed by the Directorate of Teacher Education and Development (DTED) in Malawi were more generally inspired by overall concepts learned and motivation from the course. The DTED lobbied the Directorate of Human Resources and Management for the IE desk officer position (Outcome 28) because the course had taught the participants the importance of looking at inclusive education holistically and "encouraged them to lobby for inclusive education opportunities." They decided that they wanted to have "someone technical to be able to provide them with inclusive education guidance" on teacher training. The course participants within the DTED were also inspired to provide exemptions for student teacher candidates who are visually challenged because the course "emphasized to them the importance of including everyone in the education system, including teacher training candidates with disabilities" (Outcome 29).[22] Kenya's initiative to include a module on inclusive education within the teacher training curriculum (Outcome 44) was also generally inspired from the course, due to the "holistic approach it took towards inclusive education," and the discussions within the course around teacher professional development and the "importance of mainstreaming inclusive education teacher training."

Policy

Changes in actual policy were only recorded in Malawi and Kenya. In the case of Kenya, who already has a strong inclusive education policy framework, it mainly included mainstreaming inclusive education issues into other policy documents, such as Covid-19 school reopening documents (Outcomes 41 and 46) and the Physical Education and Sports Policy (Outcome 45). While Malawi on the other hand is in the process of developing a national policy on inclusive education (Outcome 33) and notably dedicated a stand-alone section to IE in their most recent National Education Sector Plan (Outcome 27). Additionally, in collaboration with Ministry of Gender, they are developing an action plan to support children with Albinism in schools (Outcome 31).

Box 5: Outcomes related to policy

Outcome 41: In October 2020, the MoE included issues for children with special education needs within the school re-opening protocol document, following the lockdown due to Covid-19. **Kenya** – Little contribution

Outcome 46: In June 2020, the Kenya Education Management Institute (KEMI), which is charged with the responsibility of capacity building of education managers of various cadres, developed guidelines on "Re-opening of schools in COVID-19 environment". In addition to the general guidelines targeting all learners, one Unit of the manual was on learners with special needs. **Kenya** – Great contribution

[22] The Malawi substantiator was not in agreement with this outcome's contribution description. She notes that this outcome "came as a result of agreement between the Department of IE and Department for Teacher Education and Development" and it was the IE Department who lobbied the DTED to be more inclusive in the pre-service training of teachers.

Outcome 45: In February-March 2020 during the development of the physical education and sports policy, the MoE ensured that the policy addressed PE and sports for learners with disabilities. **Kenya** – Great contribution

Outcome 33: In January 2021, UNICEF agreed to fund the development of a national policy on inclusive education. The development of the policy has also been added into NESIP (National Education Sector Investment Plan). **Malawi** – Very great contribution

Outcome 27: In April 2020, the task force led by the planning directorate included a stand-alone section dedicated to IE in the National Education Sector Investment Plan (NESIP). **Malawi** – Great contribution

Outcome 31: Around June 2020, the Ministry of Education in collaboration with the Department of Disability in the Ministry of Gender, developed an action plan to support children with Albinism in schools. **Malawi** – Moderate contribution

The course's contribution

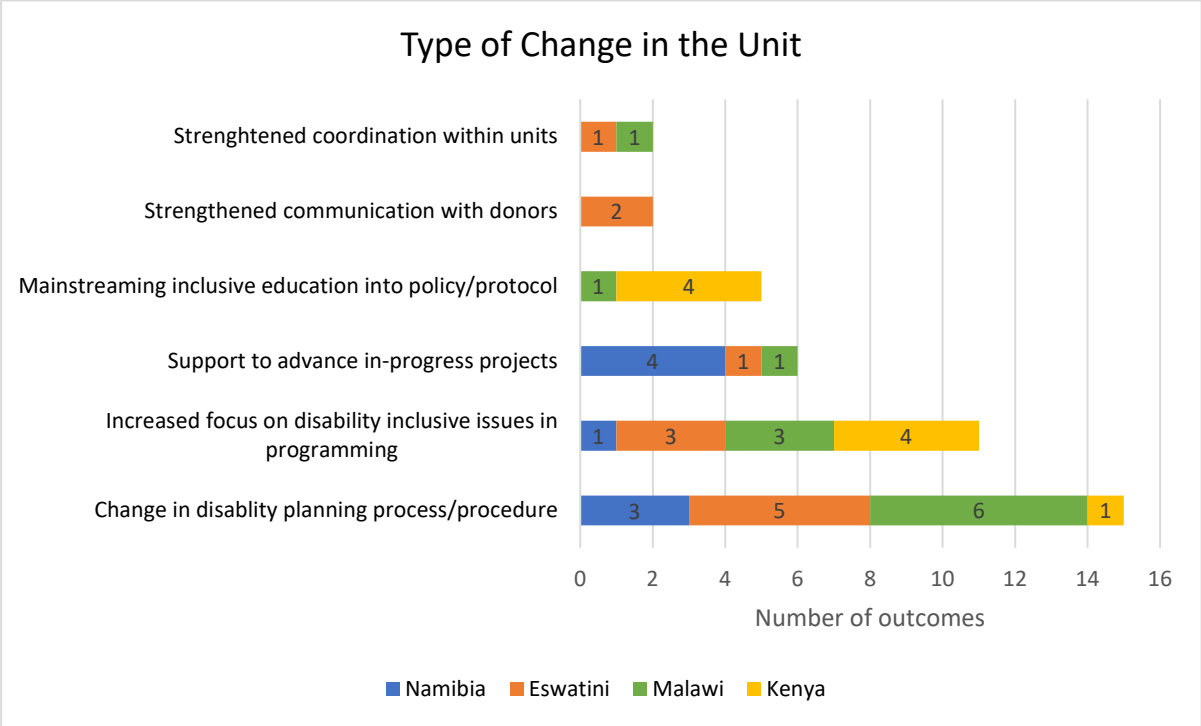
The course inspired the Kenya participants to advocate for special needs learners within the ministry and ensure that inclusion in mainstreamed through different education responses. While the course had *little contribution* to Outcome 41, which was initiated by the two course participants from the Directorate of Special Needs Education (including the Director) who were likely already advocating for these issues prior to the course, the two other Kenya policy outcomes, initiated by individuals in other departments had *great contribution* ratings, as the course had exposed them to new concepts. The Training Materials Developer in the KEMI, gained "knowledge, skills and attitudes" from the course which "helped in understanding the concept of inclusive education better" and allowed her "create awareness among her colleagues involved in the development of the 're-opening schools' guidelines" (Outcome 46). In Outcome 45, the course provided the Principal Education Officer within the Policy and Partnership Department with "the knowledge and inspiration to advocate for inclusion of children with disabilities" in the physical education and sports policy and "articulate the type of issues that should be addressed."

Whereas in Malawi, the course seemed to have a stronger effect on individuals within the Department of Inclusive Education. The Malawi policy-related outcome with the highest contribution rating was Outcome 33, an initiative led by the Department of Inclusive Education, with support from the other course participants, after they learned from the course "the importance of policy guidelines and legal frameworks" which "encouraged them to pursue the development" of a standalone IE policy. The development of an action plan to support children with Albinism in schools (Outcome 31) had already been talked about prior to the course, but the school visit activity during the IED course really influenced the participants within the Department of Inclusive Education, as they witnessed first-hand the challenges that students with Albinism faced, leading them to "propel the action plan's implementation." The other policy-related outcome in Malawi, Outcome 27, was initiated by the Research Monitoring and evaluation Officer in the Directorate of Teacher education and Development, who was on the task force to develop the NESIP and applied what he had learned in the course to advocate for a standalone IE section.

Type of change in unit

Beyond the *area* of the change, which discussed the sector where the change took place, it is also useful to examine the outcomes through the lens of the *type* of change that actually occurred within units, such as whether the outcome was related to units further supporting projects already underway, increasing a focus on disability inclusive issues in their programming or actually changing their planning processes or procedures.

Figure 2: Type of Change in the Unit



Source: Outcome harvest

The most common type of change within units was **changes in disability planning processes/procedures**, which includes changes in data collection, budgeting, ESA and ESP processes and other policy elaboration, which were particularly prevalent in Malawi and Eswatini (Outcomes 27, 30, 31, 32, 33, 34 & 14, 17, 20, 22, 23 respectively).

Increased focus on disability inclusive issues in programming, meaning that new inclusive education services/programmes were implemented, or existing programmes revised to include accommodations for special needs students, was also quite prevalent, almost equally across all countries, with the exception of Namibia. As Namibia already has established inclusive education programming and activities within its education ministry, more of their outcomes were related to **increased support to advance in-progress projects**, meaning that projects were already underway prior to the IED course, which acted as a catalyst in some way to advance their implementation, such as providing additional evidence, resources or prioritization to the project (Outcomes 1, 2, 5 and 11). For example, while the administrative process of implementing the inclusive education strategy which included converting special schools into resource centres (Outcome 1) had begun years prior, "the IIEP course added more weight and importance that this strategy needed in order to be fully implemented."

Almost half of all of Kenya's outcomes involved **mainstreaming inclusive education into policy/protocol**, entailing drafting or revising policy, protocols and guidelines to include inclusive education issues and to address the requirements of special needs learners (Outcomes 41, 42, 45, 46). This was mentioned by the Director of Special Needs Education as a particular focus for the team following the end of the course—ensuring that inclusion is mainstreamed throughout different education responses, rather than treated as a separate issue. The Director stated that the Kenya team identified this as an area where they could really make a difference in their ministry.

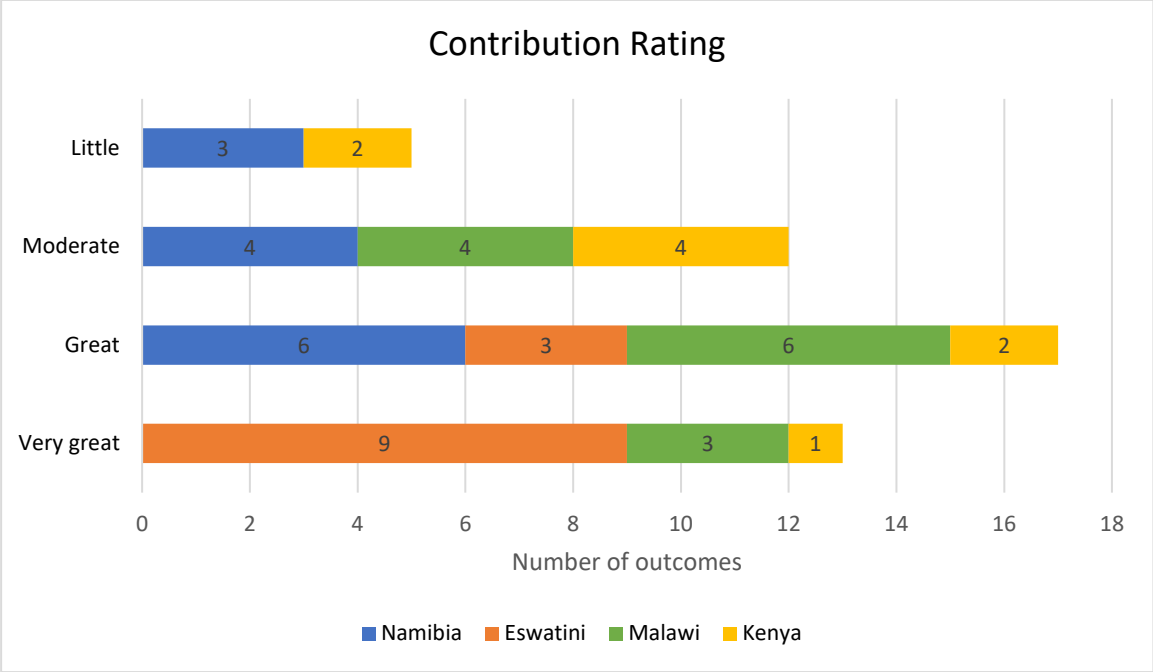
Strengthened communication with donors and coordination within units were barely reflected in the outcomes, mainly only occurring in Eswatini, related to including stakeholders in participatory planning processes (Outcome 22) and harmonizing data with partners (Outcome 23).

Contribution rating

As shown in *Figure 3*, the majority of outcomes had great (17 outcomes) or very great (13 outcomes) contribution ratings, meaning that respectively: *the course was one contribution combined with one other contribution*, and that *the outcome would not have occurred without the course*.[23]

When examining the distribution by country, it can be seen that Eswatini had a very high proportion of "very great" rated outcomes (nine out of their eleven rated outcomes), considerably more than the other three countries. While the IED course contributed to a lesser extent to Kenya's outcomes, 4 of which were rated "moderate." Potential reasons for the particularly strong impact in Eswatini are the small country size, team cohesiveness, and profiles of the participants which will be discussed in the Conclusions and Recommendations section. It should be noted that the main participants in the Kenya outcome harvesting focus group were the Director of the Directorate of Special Needs Education and a Principal Education Officer within the SNE Directorate, individuals who already had extensive experience in the inclusive education prior to the course and therefore who the course would less likely have impacted.

Figure 3: Contribution Rating



Source: Outcome harvest

Question(s) 3: How did the course resources/activities contribute to outcomes? How could the design of the course be further improved?

The last evaluation questions focus specifically on the course design, looking at what activities and elements of the course contributed to the outcomes, and how the course can be further improved.

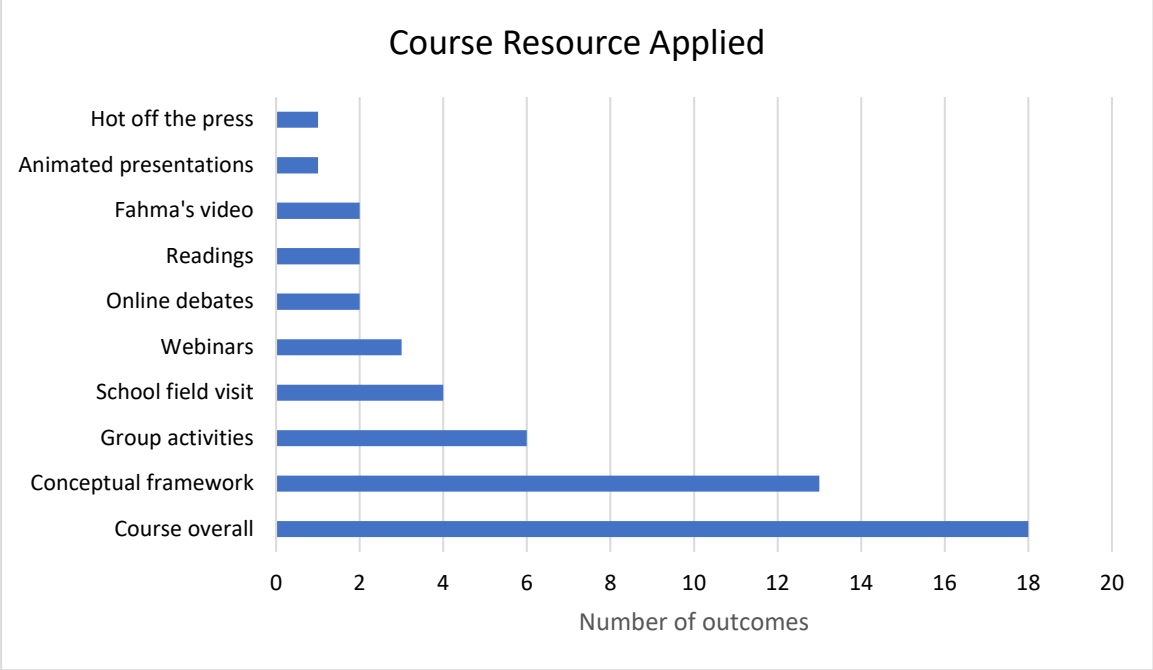
[23] Note that substantiators believed contribution ratings should be scaled down in five of the fifteen substantiated outcomes: Outcomes 17, 19 and 23 in Eswatini; Outcome 29 in Malawi; and Outcome 40 in Kenya.

Course resources and modules applied

As can be seen in *Figure 4* below, **"the course overall" was cited most frequently**, in 18 outcomes. This categorization was applied when the individual/group described the change as being due to the impact of the course in its entirety, rather than due to a specific resource or activity. As it was a foundational course, it is expected that that the overall evidence and impact of the course would have a cumulative effect. The continued emphasis on the importance of looking at education from a disability inclusive lens, advocating for children with special needs, and providing them with specific support, had a lasting impact on course participants and encouraged them to implement changes in their own systems. There were also certain topics, such as teacher training and development, that were incorporated throughout all three modules and therefore changes in this domain were also categorized as coming from the course in its entirety.

It should be mentioned that as the outcome harvest was conducted nearly one year after the end of the course, participants were not always able to remember a particular resource or activity that contributed to an outcome. Fox example, the animated presentations were rarely cited, but provided much of the core information for the course, so likely contributed to more outcomes than they were given credit for. This is another possible reason for attribution of the "course overall"—when participants were not able to recall specifics.

Figure 4: Course Resource Applied in Outcomes



Source: Outcome harvest

The course resources most often cited as contributing to outcomes were the **UNICEF/IIEP Conceptual Framework** (including the one-pagers[24]) and the **group activities**, mentioned in 13 outcomes and 6 outcomes respectively. The Conceptual Framework was generally used to assess the inclusiveness of participant's countries' education systems and institutions (Outcomes 8, 27, 45); as a resource to develop a reference tool for teachers (Outcomes 5); to assess disability-inclusive instruction material (Outcome 18); in the development of a data collection tool (Outcome 20); and in providing specific information about learning supports (Outcome 24).

[24] The one-pagers were put together by IIEP and UNICEF for use during the technical roundtables and are based on the UNICEF Inclusive Education Technical Booklets (2014) and a related webinar series.

In some instances, participants also mentioned utilizing the specific one-pagers within the CF. For example, "2: Service Delivery-Supply Side: Infrastructure" was used to assess Eswatini's level of disability of inclusion in infrastructure development, informing the adaptation of WASH facilities in their schools to be disability-inclusive (Outcome 19). In Namibia, "6: Service Delivery- Quality Learning Support" provided specific information of Individual Education Plans, used in a training for class teachers (Outcome 10), while "8: Service Delivery- Demand Side Cost" informed the development of guideline documents to access an Education Development Fund for learners with special needs (Outcome 4).

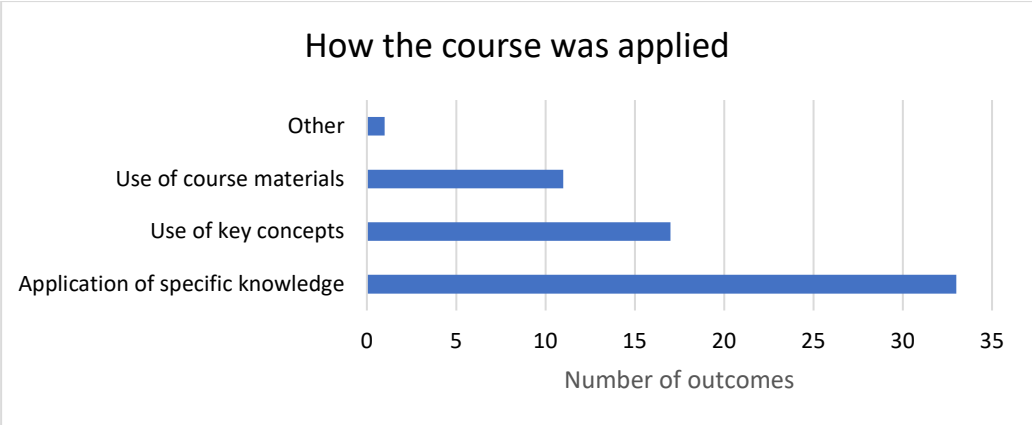
In regard to the specific group activities that were cited in the outcome statements, the Module 2 group activity, on assessing their country's inclusive education system using the CF was mentioned in two outcomes (35 & 36), while the Module 1 activity, and specifically section C involving the review of the ESP, was discussed in one individual level outcome (9). The other three outcomes that attributed part of the course's contribution to group activities mentioned the group activities in general, not a specific exercise (22, 26, 45). While the school field visit was technically a group activity, it has been designated as a separate category because of its unique features. It was mentioned in four outcomes (17, 31, 45, 47) relating respectively to changes in EMIS, development of an action plan to support children with Albinism, development of a physical education policy and development of a handbook for cyber safety in learning environment.

As far as the course modules that were applied, Module 1 was mentioned in five outcomes, Module 2 in eleven outcomes and Module 3 in six outcomes. Module 2 covers disability-inclusive education sector analyses and data issues and was highlighted as being particularly eye-opening by participants, especially in relation to data. For example, in Eswatini it was said the module "changed the way the unit asks questions about learners with disabilities to ensure that they get specific and relevant information" (Outcome 14).

How was the course applied?

It is also useful to examine *how* participants applied what they had learned in the IED course.

Figure 5: How the course was applied



Source: Outcome harvest

The majority of outcomes involved participants **applying specific knowledge** that they had learned in the IED course, which was considered to be application of knowledge, examples and practices such as the disability-inclusive framework and assessment of their own inclusive education system; applying a disability-inclusive lens in data collection; strategies in inclusive education service delivery etc. **Use of key concepts,** defined as applying overarching key ideas, principles and definitions learned from the course (definition of inclusive education, looking at the education system holistically, benefits of

inclusive education etc.) was attributed to seventeen of the outcomes. This demonstrates that even learning broad overarching concepts, can result in a number of concrete outcomes.

While the use of course materials (utilizing the course materials directly in their professional practice) was only mentioned in eleven of the outcomes, the survey results show that course materials were fairly frequently *shared*: 22.5% of respondents said that they shared course materials and resources very frequently, and 47.5% frequently. Materials and resources were reportedly most often shared for the preparation of trainings and workshops, and with colleagues and partners.

Most useful activities and resources- cited in individual interviews

Subjects in the individual interviews specifically mentioned their great appreciation for sharing strategies and south-south best practices with other countries and participants in the online forums and webinars. They found it very helpful to learn how other countries are handling their policies, tackling common problems and implementing inclusive education on school level and in different learning environments. They also said that the school field visit had a strong impact, opening them up to the realities on the ground and providing a practical aspect that complemented the theoretical parts of the course.

As far as the course resources, Fahma's story[25] was also often cited as being particularly inspirational and impactful, providing a rich emotional story that allowed them to understand all of the issues at stake from the beginning and that continued to motivate them throughout the course. Again Module 2 and the focus on disability-inclusive data was mentioned as particularly beneficial, even among individuals who already had expertise in inclusive education. In general, they found the course to be very well structured, with relevant and useful activities and resources.

Suggestions for improvement

Within the survey, the three most frequently cited suggestions were to:

- increase the duration of the course;
- add a face-to-face component; and
- and add more webinars.

The items above were also mentioned in several of the individual interviews. Another suggestion was to add examples from broader contexts— such as from Anglophone countries, Asia, other parts of Africa etc. to have a better balance (as additional examples, not to replace those provided). There was also a proposal to have an established IE monitoring and evaluation mechanism and designated IE "champions" within the country teams, to ensure implementation of activities following the end of the course.

There was a question in the survey on additional actors in the field of disability/inclusive education in participants' countries that they believe the course and follow-up activities should target, which solicited a very broad array of responses. The most cited groups included:

- Disability organizations
- Teachers/principals/school managers
- Higher education institutions and lecturers
- Higher level officials/MoE management
- Regional/District education officers
- Other line ministries (Planning, Finance, Labour, Social Development, Economic Development)
- Development partners

[25] An introductory animated video demonstrating the educational challenges and barriers of a young girl with cerebral palsy.

UNICEF's role

Three of the four target countries for the outcome harvest (Namibia, Eswatini and Kenya) had a UNICEF representative within their course country teams. In the case of Namibia and Eswatini, the UNICEF education specialist continued to collaborate with the country participants following the end of the course. The UNICEF education specialist from Namibia mentioned that she and the team kept up constant contact although she already had a very good working relationship with the participants prior to the course. Whereas in Kenya, it does not appear that the UNICEF course participant continued to work with the Kenya team members. One of the Kenya participants from the individual interviews mentioned that they had planned to meet with the UNICEF representative, but due to Covid-19 they could not meet for critical activities as a team as they had originally envisioned. It should also be noted that the Kenya UNICEF individual has since left UNICEF for another position.

Conclusions and Recommendations

Key takeaways

Overall, the IED course was found to have had a significant impact on the course participants and their institutions, leading to concrete changes in their country's inclusive education systems. Participants frequently applied both key concepts and specific skills and knowledge from the course in their professional practice. On an individual level this often consisted of an increased focus on disability-inclusive issues in their work, such as advocating for adapted support for special needs students or for making internal processes more inclusive. The IED course was designed to inspire participants to champion inclusive education issues and was shown to have been effective in motivating them to take actions towards improving inclusive education in their country following the end of the course, as evidenced by the numerous outcomes reported in each country—13 outcomes in Namibia and Malawi, 12 in Eswatini and 9 in Kenya.

The majority of the outcomes collected involved institutional level changes in the participants' department/unit/organization, which were most frequently **changes in disability planning processes/procedure** and an **increased focus on disability-inclusive issues in programming**. These outcomes most often occurred in the areas of **learning support/materials; data; teachers; and policy**. Changes in learning support/procedures were particularly related to Covid-19 response, which provided participants with opportunities to rapidly apply course knowledge to fast-acting emergency programs. Therefore, while the Covid-19 pandemic delayed many in-country initiatives, potentially reducing the number of outcomes that were implemented following the course, the nature of the fast-moving emergency response also potentially provided increased opportunities to quickly implement inclusive education practices. This will be an interesting point of comparison against the future iterations of the course. **All countries reported changes in their EMIS**, to include individual data or data around specific disabilities and discussed **the particular impact of the IED course's inclusive education data related content and activities.** The teacher related outcomes were diverse, including adaptation of training material and support tools, the inclusion of inclusive education modules within teachers' curriculum, and the creation of a new IE desk officer position within a Teacher Directorate. Policy related outcomes only occurred in Kenya and Malawi, involving both the inclusion of inclusive education issues in general policy documents, and the development of a national inclusive education policy.

Respective outcomes and the type of course impact varied among the country teams. In Namibia, the IED course's biggest role was pushing forward and providing extra support to projects that were already in-progress prior to the course. While Namibia already had a strong inclusive education unit, the course did provide extra motivation and useful resources to advance these projects and increase their prioritization. The Kenya participants tended to focus more on mainstreaming inclusive education issues into general education policies and protocol, in efforts to apply a holistic approach towards inclusive education in their country. The Director of Special Needs Education mentioned that following the end

of the course, the team decided that this was an area where they could really make a difference in their ministry—ensuring that inclusion is mainstreamed throughout processes, rather than being treated as a separate issue. Malawi had a high proportion of outcomes related to changes in disability planning/processes and procedure and particularly changes in policy, such as their development of a national policy on inclusive education. As Malawi had three participants from the Teacher Education and Development Directorate, and several from teacher training colleges, they also had numerous outcomes in the areas of teacher training, curriculum and recruitment. Eswatini had the highest proportion of data-related outcomes, likely related to their two participants in the EMIS department, as well as the reported impact that the data-related content had on their team members and the timing of their ESA elaboration.

The IED course significantly contributed to the collected outcomes: 28% of outcomes had a "very great" contribution rating, meaning they would not have occurred without the course, 36% had a "great" rating, 25% "moderate" and 11% were designated "little" contribution. When broken down by country, Eswatini had the highest proportion of "very great" outcomes, followed by Malawi. In the case of Eswatini, there are various potential factors that can explain the course's particularly high level of impact. It can first be noted that Eswatini had very tight and cohesive country groups. This greatly facilitated the implementation of activities following the end of the course, as the teams continued to work together and collaborate on inclusive education issues. While the same can be said of Namibia, many of Namibia's participants were already working in inclusive education, meaning there was less room for the course to bring about new initiatives. The team members in Eswatini had more diverse profiles, which, with the exception of the Senior Inspector, were not specifically inclusive education focused (including three inspectors for ECE, primary and tertiary levels). Even though Eswatini has a relatively established inclusive education system, new individuals were being exposed to inclusive education concepts, opening up the possibility for mainstreaming inclusive education into different areas, like school inspection and the EMIS department. Eswatini also has the smallest education ministry compared to the other countries, which facilitates this type of collaboration.

As for Malawi, the team also seemed to make distinct efforts to continue their collaboration, as evidenced by Outcome 26, which describes their continued contact through their WhatsApp group following the end of the course, which they used to "discuss, reflect and collaborate on IE issues that their institutions are responsible for." Similar to Eswatini, there was a block of Malawi participants from a particular directorate (Teacher Education and Development) not directly related to IE issues, which therefore left more opportunities for new IE initiatives and a higher relative impact of the course.

In comparison, Kenya is the biggest country and had the widest range of profiles, spread across various departments and units, likely making it more difficult for the teams to collaborate following the end of the course. As mentioned, one of the main contributors of outcomes from Kenya was the Director from the Directorate of Special Needs, who it would be expected the course would have had less an impact on as he was already an expert in special education issues and was already in the position of implementing inclusive education programming and shaping policy.

The Conceptual Framework and group exercises were found the be the most impactful resources/activities. The Conceptual Framework contributed to a wide array of outcomes both directly and indirectly, providing an analytical framework to examine the IE practices of the participants' countries, and a reference tool with useful specific examples. While all three modules were cited as contributing to outcomes, Module 2 was mentioned twice as often and particularly its content relating to disability-inclusive data. Additional input from individual interviews also highlighted an appreciation for the sharing of best practices throughout the course, through the online forums and webinars; the Fahma's story motivational video; and the school visit exercise. The "course overall" was also attributed to 18 outcomes, meaning that the overall concepts, resources and activities from the course as a whole were also particularly impactful to outcomes.

Recommendations- The Course

- **Participant selection**

  The evaluation showed that more impactful outcomes were achieved when country teams continued to collaborate and work together following the end of the IED course. This should be taken into account as country teams are forming, favouring teams from the same department, or individuals that will be easily able to coordinate across their units. While it is clearly important to include representatives from the ministry's special education unit, it is also greatly beneficial including profiles without much experience related to inclusive education, but who are in roles where they would be able to influence the integration inclusive education practices following the end of the course, such as in EMIS, teacher development and curriculum. Participant selection could be guided by the special needs education representative, who could reflect on areas in their country's ministry where inclusive education practices most need to be mainstreamed.

- **Country selection**

  The course team could target countries based on the timing of their policy and planning processes, such as those that are about to elaborate a new national education sector plan. This would allow for even more synchronization and potentially more significant outcomes, as was seen in Eswatini, who directly applied course concepts in the development of their new ESA.

- **Course resources**

  Considering the frequent and diverse utilization of the Conceptual Framework, the course team could consider providing specific suggestions and encouragement of how the CF and one-pagers could be applied following the end of the course. This could include for example, as resources in trainings, advocacy, awareness campaigns and informing specific programming and service delivery.

  The group activities were both found to be particularly impactful and appreciated by course participants. A possibility could be to include an additional activity(s) with a more practical and personal aspect, in the same vein as the school field visit, such as interacting with individuals with special learning needs from participants' country.

  The course team should be very intentional with examples that they provide in the course activities and forums, with the aim to expose participants to new ideas that are relevant and applicable in their country context. For instance, there was only one activity that discussed children with albinism, but this inspired several outcomes, as it was a particularly pertinent issue in several of the countries. With this being said, there is also room to provide examples that are not only from the region of the country teams, but that still provide inspiration for best practices.

- **Formalized goal setting**

  The majority of participants appeared to be incredibly motivated by the course and eager to put what they had learned into practice. A goal setting exercise at the end of the course, could be a key moment to capitalize on this enthusiasm, to formally elaborate goals and initiatives that participants intend to implement both as a country group and as individuals. The UNICEF representative and/or country coordinators could serve as the point person, reminding the participants of their intended objectives and rallying the group to carry through with their plans following the end of the course. Outcomes from this evaluation could even potentially be used as examples, to inspire country teams and show them the type of initiatives that it is possible and realistic to implement.

- **UNICEF role**

  The UNICEF representative could have a clearer and more formalized role, with the expected responsibility of continued coordination with the country team following the course. As mentioned

above, this could include spearheading a goal setting exercise, and following-up on team members' progress in the year after the course, to continue to encourage participants and hold them accountable to their set objectives. This is also a way to maintain team spirit and cohesiveness, which was found to be an important element in triggering outcomes.

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Annex 1: Users and Uses of Evaluation

Data collection method	USES	PRIMARY USERS			SECONDARY USERS				
		TEP Course Team (including UNICEF, HQ, TEP, instructional design team)	TEP Head	Training M&E Committee	IIEP board	IIEP Mngt team	UNICEF HQ + regional offices	National commissions	FCDO (DFID)
Outcome harvesting Survey	1. Learn about the effects of the disability course, both in changing professional practice and attitude, and in effecting organizational and institutional change.	X	X	X	X	X	X	X	X
Interview questions Survey	2. Learn about the strengths and weaknesses of the course design, in relation to achieving longer term outcomes. This will be used to adjust and improve further offerings of the course.	X	X						
Outcome harvesting	3. Learn about whether the outcome harvesting method is useful for TEP, and how it could be applied for future courses.	X	X	X	X	X			
Outcome harvesting Survey	4. Accountability to Member States and donors, IIEP board, general public.		X		X	X	X		
Outcome harvesting Survey	5. Share findings with others (donors, Member States, IIEP board, general public) to convince them about the value of this course and other training offers.	X	X		X	X		X	

Annex 2: Overview of the Evaluation Design and Process

Following the outcome harvesting methodology, this evaluation included six major phases:

1. **Harvest design** (October - November 2020): A small user committee of six members[26] was formed, in order to coordinate the evaluation and ensure that it was utilization focused. As the first step of the harvest design, the user committee determined the main uses of the evaluation as well as the primary and secondary users (Annex 1). The committee then validated the evaluation questions, and drafted data categories for each evaluation question, which would be used to classify the outcomes once they were harvested (phase 5) to help detect trends and patterns and answer the defined evaluation questions. The user committee also decided on the criteria for countries to be included in the evaluation.

2. **Review documentation** (November 2020): This short phase consisted of extracting possible outcomes from the participants' surveys and learning journals (an activity from the course). These possible outcomes were then verified during the informant engagement stage (phase 3).

3. **Engage with informants** (January-February 2021): This crucial step involved the consultants directly engaging with human sources to formulate outcomes. For this evaluation, both focus groups and individual sessions were conducted over video-conferencing, with participants from the four target countries who had completed the IED course. Participants in the focus groups worked in country teams over two separate sessions to draft outcome statements containing: a description of the change that had occurred; the significance of the change; and how the IED course contributed. In-between focus group sessions, the consultant reviewed and refined the outcomes and provided feedback and clarifying questions, which were addressed in the second session. During the individual sessions, participants reviewed the outcomes from the group sessions, provided any additions and then drafted their own outcome statements. In a few instances, the consultant followed-up over email to further clarify outcomes that were not finished during the focus group or individual sessions.

4. **Substantiation of outcomes** (March-May 2021): In order to improve the validity of the evaluation, several members of the user committee selected a sample of outcomes (15 of the 45) to be verified by external substantiators, who are independent from the course but knowledgeable about the changes that occurred. Substantiators were asked to verify the outcome statements from their country of expertise, by designating to what point they agree with each part of the statement (fully agree, partially agree, disagree, do not know) and to provide any additional comments. Of the 15 outcomes selected for substantiation, 14 were substantiated. The one outcome not substantiated, Outcome 29 from Malawi, was due to the substantiator not agreeing with the contribution. It is still included in the analysis, but with a disclaimer. The full results of the substantiation can be found in Annex 5.

5. **Analysis and interpretation** (March-May 2021): This step included organizing the harvested outcomes in an excel database according to the categories defined in the harvest design, so that the evaluation questions could be answered and harvesters could interpret and draw conclusions about the results. Initial results and a first draft evaluation report were shared and discussed with the user committee.

[26] The user committee included: Mioko Saito (IIEP Training and Education Programme -TEP- unit Head), Jennifer Pye (TEP), Jimena Pereyra (TEP) Stephanie Leite (TEP), Anna Haas (Technical Cooperation unit) and Hannah Maddrey (consultant). Although not on the user committee, external consultant Goele Scheers also participated in the data collection and substantiation processes and provided guidance throughout the evaluation.

6. **Support the use of findings** (June-July 2021): This last step included discussions among the user committee on how best to present the outcome harvest results considering its uses and users. This lead to several revisions of this final evaluation report so that it was accessible and useful to a wider external audience as well as for IIEP's internal purposes.

Please note that all informants—in the focus groups and individual sessions—were individuals who had completed the IED course. Substantiators on the other hand were independent from the IED course, but knowledgeable about the sector.

Outcome Harvest Focus Group and Individual Session Participants

Country	Name	Position
Eswatini	Cebsile Nxumalo	Senior Inspector – Special Education Needs, Department of Special Needs
	Constance Dlamini	Chief Inspector – Primary
	Gwendolyne Simelane	Senior Inspector – Early Childhood Education
	Fikile Mdluli	Chief Inspector - Tertiary
	Musa Hlophe	Director, National Curriculum Centre
	Nelsiwe Dlamini	Statistician, EMIS
	Victor Nkambule	UNICEF Education Specialist
	Phumzile Magagula	Sector Wide Coordinator, EMIS/Planning Department
Namibia	Irene Barrion-Garthoff	Chief Audiologist, Directorate of Programmes and Quality Assurance
	Rachel Philander	Chief Education Officer, Directorate of Programmes and Quality Assurance
	Regina Hausiku	Senior Education Officer, Directorate of Programmes and Quality Assurance
	Regina Garises	Senior Education Officer, National Institute for Educational Development
	Ingenisia Katjiuongua	Senior Education Officer, Directorate of Programmes and Quality Assurance
	Aune Victor	UNICEF Education Specialist
Malawi	Rabson Jim Papa Madi	Research, Monitoring and Evaluation Officer, Directorate of Teacher Education and Development
	Victor Mdangwe	Principal Education Officer, Directorate of Teacher Education and Development
	Hastings Magombo	Senior Inclusive Education Officer, Department of Inclusive Education
	Noah Chirwah	Senior Lecturer and Head of Education, Domasi College of Education
	Felix Moses Makolija	Lecturer, Machinga Teacher Training College
	Thununu Mafuleka	Civic Education and Community Engagement Coordinator, Directorate of Teacher Education and Development
Kenya	Fredrick Haga Ochieng	Director Special Needs Education, Directorate of Special Needs Education

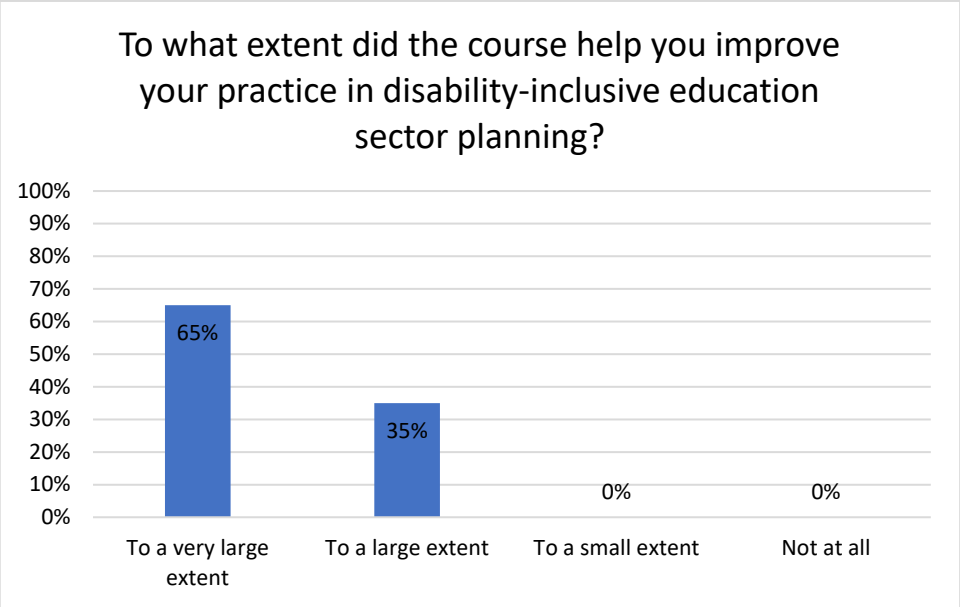
	Kakuu KIMANDO	Principal Education Officer, Directorate of Special Needs Education
	Samuel NGARUIYA	Principal Education Officer, Policy and Partnerships
	Purity Kibui	National Management Trainer, Kenya Education Management Institute (KEMI)

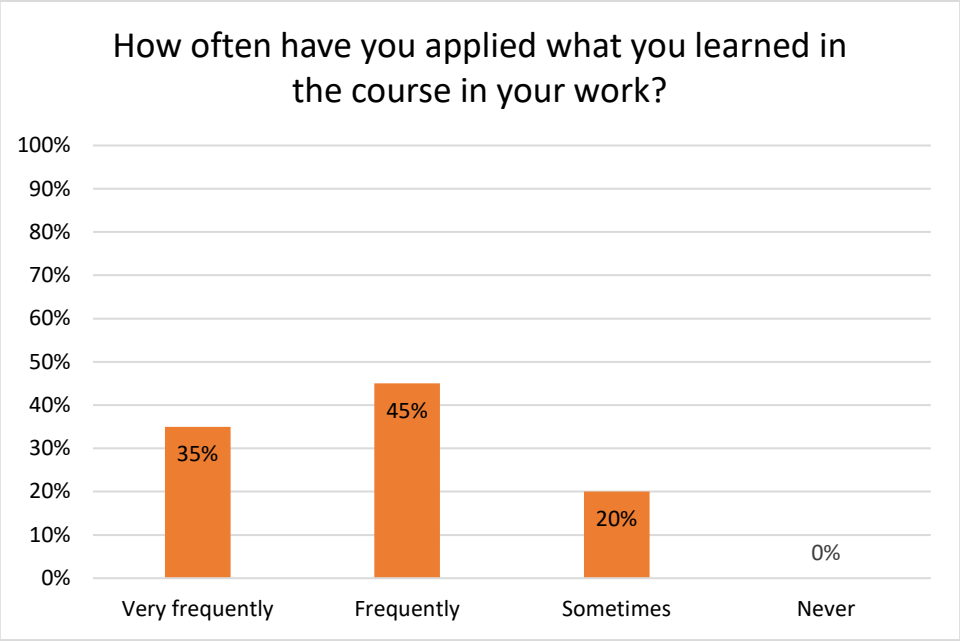
Substantiators

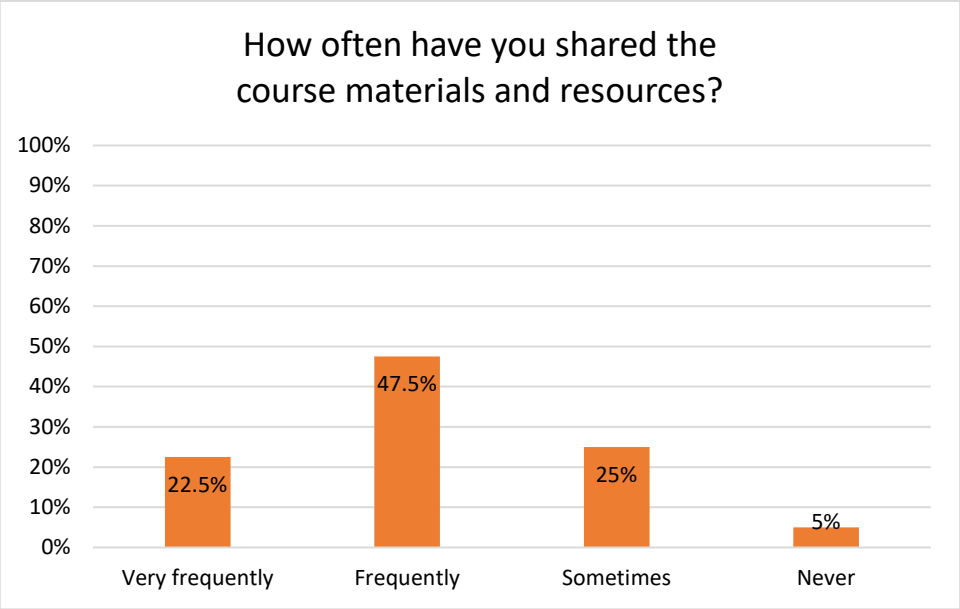
Country	Name	Position
Eswatini	Nelisiwe Nhlabatsi	SWANCEFA (Swaziland Network Campaign for Education for All)
Eswatini	Bavukile Dlamini	Assistant Economist and Education Cluster Coordinator
Namibia	Ayesha Wentworth	Director, Programme Quality Assurance
Malawi	Grace Milner	Deputy Director, Directorate of Teacher Education and Development
Kenya	Constance Kouakou	UNICEF Education specialist

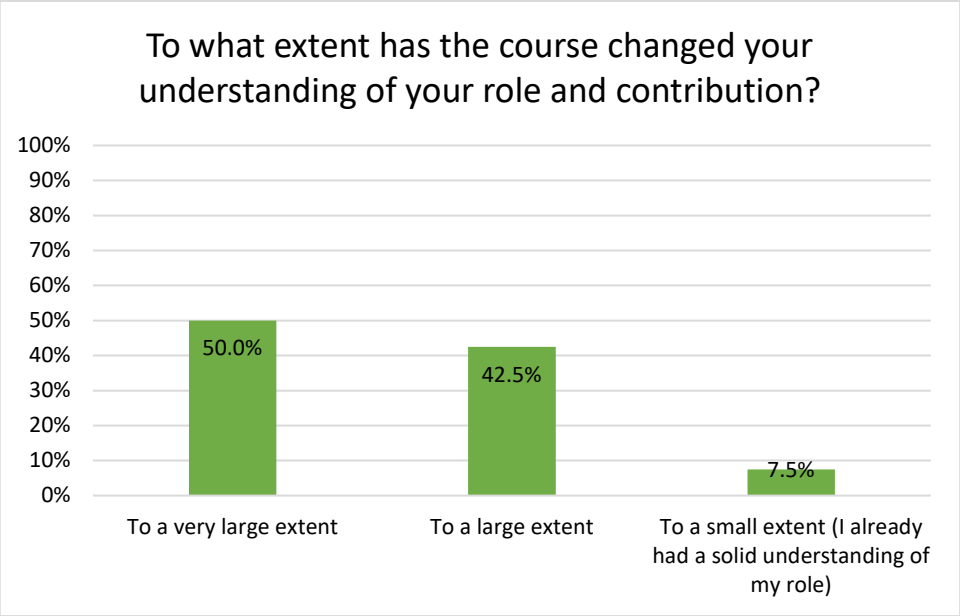
Annex 3: Evaluation Survey

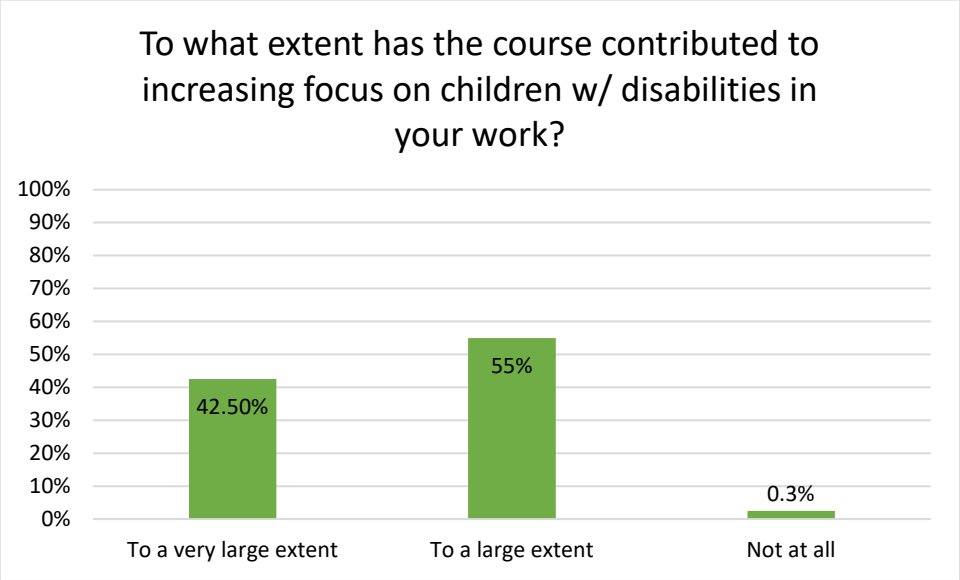
The following graphs display the responses from the nine-month post course evaluation survey, conducted in November 2020. The survey was sent to all 66 participants who completed the course and there were 40 respondents.

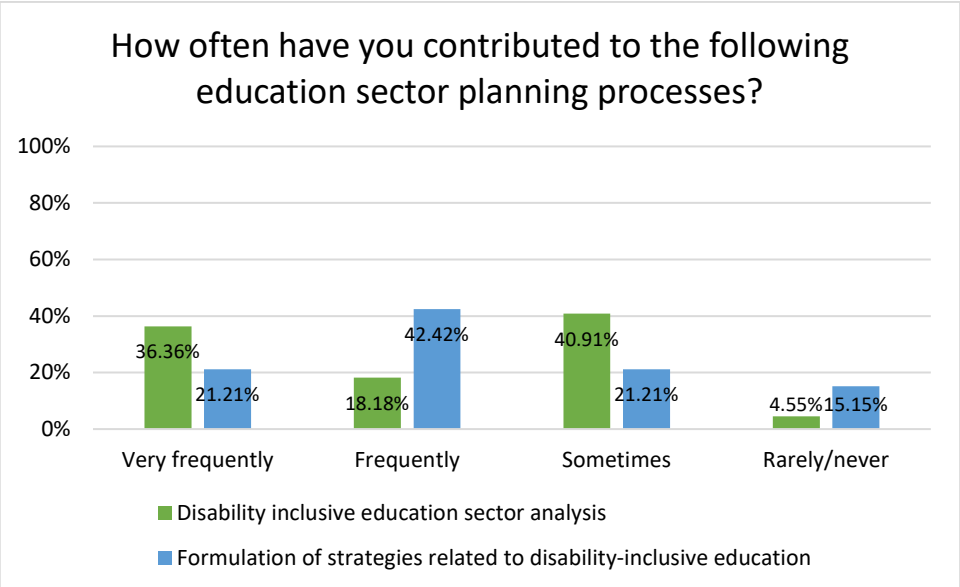


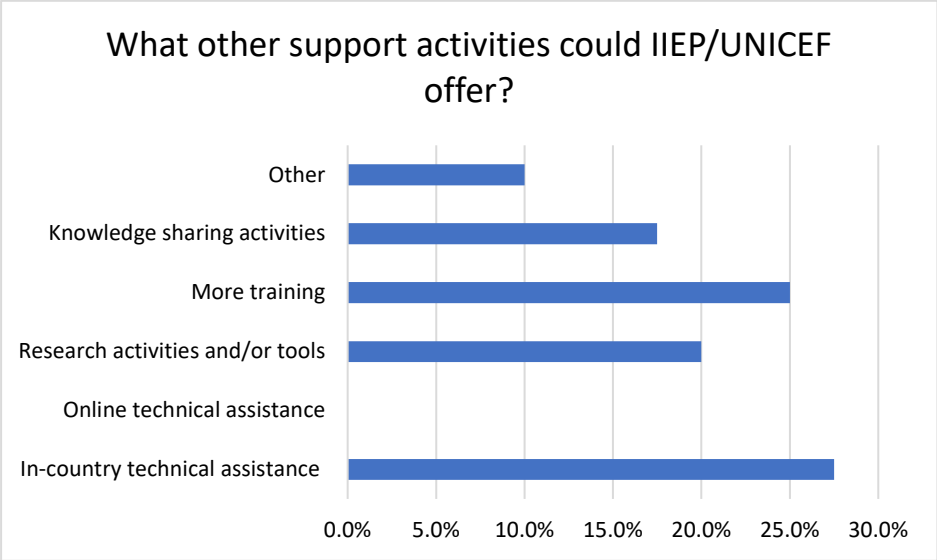

How often have you applied what you learned in the course in your work?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
35%
45%
20%
0%
Very frequently
Frequently
Sometimes
Never


How often have you shared the course materials and resources?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
22.5%
47.5%
25%
5%
Very frequently
Frequently
Sometimes
Never


To what extent has the course changed your understanding of your role and contribution?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
50.0%
42.5%
7.5%
To a very large extent
To a large extent
To a small extent (I already had a solid understanding of my role)


To what extent has the course contributed to increasing focus on children w/ disabilities in your work?
100%
90%
80%
70%
60%
50%
40%
30%
20%
10%
0%
42.50%
55%
0.3%
To a very large extent
To a large extent
Not at all


How often have you contributed to the following education sector planning processes?
100%
80%
60%
40%
20%
0%
36.36%
21.21%
18.18%
42.42%
40.91%
21.21%
4.55%
15.15%
Very frequently
Frequently
Sometimes
Rarely/never
Disability inclusive education sector analysis
Formulation of strategies related to disability-inclusive education


What other support activities could IIEP/UNICEF offer?
Other
Knowledge sharing activities
More training
Research activities and/or tools
Online technical assistance
In-country technical assistance
0.0%
5.0%
10.0%
15.0%
20.0%
25.0%
30.0%

Annex 4: Pre-course Attitude Survey

The following table includes the results of a survey administered to all participants prior to the beginning of the course.

Statement	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
All children are capable of learning in inclusive settings.	6.25%	6.25%	5%	27.5%	55%
Inclusive education means embracing the diversity of learners and their identities of gender, language, race and ethnicity, class, sexuality, (dis)ability, and tribal and religious affiliations.	8.75%	3.75%	0%	7.5%	80%
Effective teachers are able to meet the needs of all children in the classes they teach.	3.75%	6.25%	12.5%	32.5%	56.25%
Inclusive Education only refers to the inclusion of children with disabilities.	70%	23.75%	2.5%	1.25%	2.5%
I believe inclusion should be an educational practice in all schools.	3.75%	0%	0%	17.5%	78.75%
An inclusive classroom is beneficial for children with and without disabilities.	0%	0%	0%	18%	83%
The community is a key stakeholder in supporting inclusive education systems.	3%	1%	0%	11%	85%
It is too difficult to accommodate all students' differences in an inclusive classroom.	15%	38%	18%	23%	8%
You need knowledge and skills in special education and 'special educational needs children' for inclusive education to work'.	4%	10%	6%	30%	50%
The learning of students without disabilities is affected negatively due to the presence of students with disabilities in regular classrooms.	61%	29%	3%	6%	1%
An inclusive classroom lowers the academic expectations for all students.	56%	35%	3%	4%	3%
Adaptations in methods and techniques of assessment and evaluation are required for inclusive classrooms.	3%	1%	1%	19%	76%
Children with disabilities should be educated in regular classrooms.	4%	11%	11%	38%	36%
Inclusive education is a cost-effective system of education.	5%	9%	10%	34%	43%
I see positive results in the academic achievements in children with learning difficulties due to inclusion.	0%	3%	4%	44%	50%
Diversity within the classroom enriches the learning environment.	1%	1%	3%	30%	65%
Students with severe disabilities cannot be included in the regular classroom.	14%	30%	19%	20%	18%
Parents should be consulted when their child with a disability joins an inclusive school.	3%	3%	6%	36%	53%
The labelling of children and young people as having 'special needs' is conducive to the development of more inclusive education systems.	25%	28%	11%	21%	15%
I need more training on inclusion.	1%	1%	1%	33%	64%

Annex 5: Harvested Outcomes

		Outcome Description	Significance of the Outcome	Contribution of IIEP	Rating	Substantiation Results
1.	Namibia	In February 2020, the Ministry of Education, Arts and Culture continued the implementation of the inclusive education policy strategy which included converting special schools into resource centres through a pilot project at two (2) special schools, namely Dagbreek and Moreson Special schools for learners with intellectual disabilities, located in Windhoek.	Namibia's current system of specialized segregated schools for learners with disabilities is not in line with inclusive education principles and the CRC convention, which calls for all children to be provided with quality education in inclusive settings. Currently, the teachers at special schools have experience in and knowledge on working with learners with special educational needs and disabilities and are better equipped at meeting their learning needs. By converting special schools into resource schools, the teachers at resource schools will be able to support the teachers at mainstream schools to help learners with special needs and disabilities. Thus learners will be able to receive the support they require while being able to attend mainstream schools instead of being referred to special schools. It is hoped that the negative connotation associated with special schools will change with the conversion process.	The course—and more specifically, Module 1—highlighted that Namibia is a signatory to various international agreements aimed at promoting the basic human rights for all. Education in Namibia is perceived as a right. Therefore, the policies and plans that are developed need to be implemented with an inclusive mindset for every learner to benefit. While the administrative process of implementing the strategy began in 2013 (i.e. the development of the proposal and document), the IIEP course added more weight and importance that this strategy needed in order to be fully implemented. The implementation included the feedback collected from the consultative and working group meetings that took place during 2020—all of the Namibian course participants were part of these working groups.	Little contribution	N/A
2.	Namibia	During the curriculum rationalisation, which is an adaptation of the curriculum, on 22nd September 2020 due to COVID 19 pandemic, The National Institute for Educational Development (NIED) put increased emphasis on the importance of learning support: not only for learners with special needs and disabilities, but for ALL learners. The	Previously, the learning support programme was only viewed as relevant and applicable to learners with special needs and disabilities. However, during the COVID pandemic learning support was seen more as a need and therefore, mandatory so that every learner's specific learning needs are addressed. Hence, continuous learner assessment and support through the	The IIEP/UNICEF course was held by recognised international partners and in such, carried weight in propelling the implementation of many of the initiatives that were already in progress. The participants from the course (which included the Inclusive Education Curriculum	Little contribution	N/A

		rationalised curriculum required that teachers regularly assess learners to establish individual learner's level of competencies in specific subjects. It also called for differentiated assessment methods that were adaptable to accommodate each learner.	learning support programme is being implemented and will become a daily practice in each classroom. This represents a shift towards a more inclusive education system that is able to adapt to accommodate every learner and support their whole learning process.	Designer from the NIED and officers from the Directorate- Programmes of Quality Assurance) continually brought up what they had learned in the IIEP course in ministry discussions, to support the initiative's implementation. Specifically, the course had highlighted the need for flexibility and adaptability of the curriculum for all learners and provided information about Individual Education Plans and learning support.		
3.	Namibia	During the school closure due to the COVID 19 pandemic from March-June 2020, the Directorate of Special Programmes and Schools followed up with children with special needs to see if they needed any additional learning support. This included providing braille paper, food baskets, blanket, sanitizers and masks for children with disabilities and vulnerable children.	Learners with special needs were particularly vulnerable during school closures. More awareness has been raised on always considering the individual needs of children with disabilities.	The course reminded the participants of the importance to make sure that children with disabilities and those with other vulnerable needs are not left behind, especially in situations of emergency and are also benefitting from key social services. The Deputy Director and the directorate worked closely with the UNICEF partner to make sure that the funding was available for this initiative.	Moderate contribution	Outcome and significance substantiated. Substantiator not able to comment on contribution or contribution rating.
4.	Namibia	Early June 2020, the Ministry of Education, Arts & Culture began to develop documents and establish the procedures needed to access the Education Development Fund (EDF) for learners with special needs and disabilities (SEND). This included the development of guidelines, stipulating which activities need to be funded during the period (including accessibility to specialised health services and assistive devices); the EDF Plan which further elaborates on the activities and indicates Key Performance Indicators; the EDF Terms of Reference (ToR) which describes the process of how to access the funds; and the Circular 14 of 2020, which communicates with the regions (or nationally) on how to utilise the funds. Approval of these documents occurred on the 2nd of July 2020, 19th	While the EDF has been within the financial structure of the Ministry, it was previously not explicit in how it addresses the needs of various vulnerable populations- especially for children with special needs and disabilities. The development of these documents and formal procedures has initiated the implementation of access to the EDF for children with special needs. These funds can now be utilised for personal needs and specialised services e.g. Occupational Therapy (OT), Physiotherapy, Psychological services, Speech Language Therapy etc. aimed at addressing learning needs. Clear budget lines and items dedicated to education for children with SEND promotes an enabling environment for inclusive education.	The completion of the course in March 2020 provided officers in the Division of Special Programmes and Schools with guidance on the development process of the above-mentioned documents. The Deputy Director of the Division was a major advocate, pushing for the grant to be used for learners with special needs following the end of the course. The idea of utilising the EDF to support learners with special needs came from previous years. However, the material from the IIEP course and more specifically the "Conceptual Framework 8: Service Delivery (Supply and demand cost)" resource supported and guided the EDF document development process in better detail. This included guidance on how to	Great contribution	Outcome and significance substantiated. Substantiator not able to comment on contribution or contribution rating.

		of July 2020, 21st of July 2020 and the 19th of November 2020 respectively.		utilise these funds and provide targeted support to learners with SEND.		
5.	Namibia	In February 2019, the MoEAC in collaboration with UNICEF, commenced the process of developing a basic reference tool called the Inclusive Education Awareness Flipchart. This tool creates awareness by providing information on the background to inclusive education, models of disability, access to the curriculum, how to identify and support learners with SEND as well as the referral procedures in Namibian government schools. The tool was finalised and printed in December 2020 and is therefore ready to be rolled out (i.e. for training and distribution).	Previously, teachers and educators expressed concern that they were unable to effectively identify and support learners with various learning needs. With the idea that IE should be implemented in ALL schools (i.e. mainstream), teachers and educators should be empowered to identify and provide the basic support in the learner's classroom. This tool serves as a quick reference for identification and management based on their individual learning ability. However, it should be noted that the tool should be provided in conjunction with additional training. The tool serves as a reference guide for teachers trained in inclusive practices and holistic learning support.	While this project was initiated in the year prior to participating in the course, the Inclusive Education Framework, which was elaborated on in the IIEP Course, was utilized as a key resource in the development of the IE Awareness Flipchart. The framework's emphasis on teacher training and material development also contributed to the prioritization of the activity and the fast tracking of the IE Flipchart's development. The entire team from the course advised the development of the tool and edited the final document. They suggested that it be made into one document placed on the teacher's desk that could be used as a daily reference.	Moderate contribution	N/A
6.		In July 2020, the MOEAC; Division of Special Programmes and Schools in collaboration with the Directorate of Planning, introduced the Washington Group Questionnaire into the EMIS statistics.	The Washington Group Questionnaire includes a set of six questions which reflect the understanding of disability. The questionnaire focuses on functionality rather than limitation, which is in line with the Convention on the Rights of Persons with Disabilities and the World Health Organisation's International Classifications of Functioning. The introduction of the Washington Group Questionnaire will enable the ministry to conduct proper planning with more focus on disability inclusive data. The issue of infrastructure was also addressed during this activity. While the division had tried to make schools and related buildings disability friendly, this area was lacking in the data collection of EMIS. With this reviewed data the education planners will be able to address the infrastructural needs as indicated in EMIS.	Although the course participants were aware of the Washington Group Questionnaire in their liaisons with other stakeholders, e.g the National Statistic Agency and UNICEF, they only adapted these questions into their EMIS after completion of the course. Specifically, Module 2 on the education sector analysis and how to apply the disability inclusive framework was eye-opening. The course taught them that in order to allow for learners with disabilities to be catered for, they need accurate statistics.	Great contribution	Outcome fully substantiated.
7.	Namibia	In order to create an enabling environment for inclusive education in Namibia, starting in November 2020, the MoEAC has been making efforts to include more stakeholders in the	While the implementation plan of the Sector Policy on Inclusive Education focuses on 8 strategies which involve a broader range of stakeholders, e.g., tertiary institutions, health professionals, etc., to date, the	The course influenced the education officers in the Division of Special Programmes and Schools to establish this committee. The disability- inclusive framework presented in	Moderate contribution	Outcome and significance substantiated.

		implementation of the Sector Policy of Inclusive Education, which is due for review in 2023. The Division of Special Programmes and Schools is now busy requesting nominations of relevant stakeholders to serve on the Disability-Inclusive Committee, which will consist of various experts from different sectors.	division mainly focused on what they can do in their ministry. Due to the nature of the name of the policy, many stakeholders hold the Ministry of Education, Arts and Culture accountable for inclusive education provision, without understanding their own required role. With the establishment of this committee the division hopes to create an understanding of the concept of inclusion amongst their stakeholders. They should not only get to understand the concept but also be empowered to mainstream disability into all their programmes.	the course made reference to policies and issues during implementation. The online debates with other participants during the course encouraged them to push for more stakeholders in the consultation process. The course highlighted the importance of stakeholders and the role they play in the policy framework.		Substantiator not able to comment on contribution or contribution rating.
8.	Namibia	During the teacher training workshops for Basic Pre-vocational skills course in June/July 2020, the Inclusive Education Curriculum Designer in the National Institute for Education Development Directorate guided vocational subject teachers on how the curriculum can be flexible and adapted based on the learners' learning needs. The teachers were encouraged to apply different accommodations, reasonable adjustments in differentiations in terms of teaching, learning and assessment.	The curriculum teaching, learning and assessment is usually a very rigid process, whereby the teachers have to follow set rules in terms of curriculum delivery. She now feels more empowered in terms of knowledge and skills to modify the learning outcomes and apply different assessment modes and to encourage teachers in the schools to do the same.	The framework for disability-inclusive education has guided her to step back and take stock of what inclusive education actually looks like. Hence, through the framework she came to understand and create enabling teaching and learning environments in terms of flexible curriculum implementation. The course reading materials, though some were not compulsory to read, are still helping her in her daily work as reference material that she can fall back to.	Great contribution	N/A
9.	Namibia	Since mid-February 2020, the chief audiologist in the Diagnostic, Advisory and Training Services Division has been making more efforts to learn about how to accommodate all learners, not only those with hearing disabilities. She is also more conscious when attending meetings with regards to annual planning and trying to incorporate some of the inclusive key concepts. For example, as a part of the teacher leadership study, which aims to convert special schools into resource centres, she is working to improve the special school application form to be more accessible and easier to use in all regions (not only Khomas region which is an urban setup and where most health services are available to fill in the form).	Although the Special Education Application form is accessible in all regions, it is not user-friendly. For starters there are multiple components which require "specialised tests" to be carried out before certain sections of the form can be filled in. In Namibia the health professionals that carry out these assessments are not based at a regional level (due to scarcity). As a result, parents and/or guardians of learners with various disabilities have to travel long distances to access these services in order to complete the form. Previously, she was not reflective of various components one had to look at when analysing the existing Education System - particularly with the inclusive lens. As a health professional and an audiologist, she had always thought that she was already implementing inclusivity by addressing the needs of learners with hearing difficulties in the	Module 1 and more specifically, Section C- Reviewing the Education Sector Plan (ESP) made her realise that whilst they have the plan in place it is not explicit in utilising the term inclusive education. Knowledge of key components from the course also enabled her to be more reflective in my practices and not to only be limited in her scope, which was preventing her from being fully inclusive. As an implementer of inclusive practices, one cannot be limited only to one type of disability.	Great contribution	N/A

			education system by assessing, referring learners with medical conditions and fitting learners with permanent hearing difficulties. However, there are several other persons with different disabilities and some with multiple disabilities.			
10	Namibia	In November 2020, a training for class teachers on learning support conducted by the Division of Special Programmes and Schools, was adapted to include information about Individualized Education Plans (IEPs) and specific examples of learning support.	The aim of the training was to empower schools to establish learning support teams and implement learning support through its related activities such as an IEP. The Sector Policy on Inclusive Education of 2013, states that all schools should develop and implement Individualized Education Plan (IEP) for learners with Special Educational Needs and Disabilities (SEND), however this has not been the case. There had not been any trainings provided by national officials on how to develop an IEP. Schools' implementation of IEPs and learning support as a whole program would be a big achievement for the ministry because the Education Act and policies advocate for learners to be supported in order to achieve according to their potential. Particularly now during the COVID 19 pandemic, learning support is urgently needed as part of a recovery plan.	The IED course had a topic on Service delivery that was very useful to the division and specifically the Senior Education Officer who led the training, as it discussed types of individual support that can be provided to learners and it also gave a brief explanation on what an IEP is. Although the course did not explain how one can develop and implement an IEP, the Senior Education Officer used its definition in her presentations and also added other information from a training that she had received in Japan in 2019 and from the internet. The course also provided further knowledge on assistive devices, which was used in the training as examples of learning support.	Great contribution	N/A
11	Namibia	From June-October 2020, the Ministry of Education raised awareness on national television/radio and through the ministry Facebook page on various disabilities including fetal alcohol syndrome, dyslexia, deaf awareness and white cane awareness. These campaigns also discussed the type of support that should be provided in schools to learners with special needs, particularly during the Covid-19 pandemic.	Most teachers in the country report that they do not have knowledge on different disabilities and how to support learners, hence awareness raising will empower teachers and parents to understand and support learners better. Learners with special educational needs and disabilities (SEND) will also feel accepted and be empowered to advocate for themselves.	While these activities were planned prior to the course, the course emphasized to the officers within the Division of Special Programmes and Schools, the importance of awareness raising and propelled the implementation of the radio and tv campaigns. Specifically, the module on service delivery provided crucial information about learner support and the need for public awareness. The course's webinar from Kenya also provided new ideas and information on how to support learners.	Little contribution	N/A
12	Namibia	In March 2020, a Senior Education Officer within the Division of Special Programmes and Schools applied for the IIEP-UNESCO Advanced Training Programme (ATP).	Prior to the course and IIEP's 2019 MOOC on early childhood education sector planning, she knew very little about the educational planning process. The ATP is an intensive Masters level degree in educational	The inclusive education course and the 2019 IIEP/UNICEF/GPE MOOC helped her understand sector planning concepts and made her interested in gaining further	Great contribution	N/A

			planning that would enable her to support policy planning in her ministry. She was accepted but was not able to receive a scholarship to fund her studies due to the Covid-19 pandemic. She has deferred to next year.	expertise to support inclusive education policy planning in Namibia.		
13	Namibia	In December 2020 the UNICEF education specialist provided input on how to strengthen the IE curriculum for master's degree students, including focusing on what the child can do rather than the disability itself and emphasizing the importance of community involvement.	The Master's program on Inclusive Education trains future Namibian teachers on inclusive education practices. The addition of these key issues in the curriculum will enable teachers to provide better support to all types of learners and will strengthen disability inclusive education in the country.	While she was already an expert on IE issues, the IED course provided the UNICEF education specialist with additional input and knowledge on how to strengthen inclusive education, such as types of individual learning support and the crucial role of community involvement.	Moderate contribution	N/A
14	Eswatini	On 27th July 2020, UNICEF revised their school reopening motoring data collection instrument on Covid-19 response to include data on learners' disabilities disaggregated by difficulty, (rather than disability), sex and grade.	Inadequate information on the level of difficulty faced by the learner makes it difficult for the MoET to prepare relevant policies and provide relevant and necessary support. The original data collection instrument developed by UNICEF only looked for the number of learners with disabilities, which did provide a true reflection of what the actual difficulty is and therefore how the learner could be supported.	The Eswatini SEN Unit recommended to UNICEF including data disaggregated by difficulty in the data collection instrument. These recommendations were influenced by the Module 2 topic on data collection and management. This Module changed the way that the unit asks questions about learners with disabilities to ensure that they get specific and relevant information.	Very great contribution	N/A
15	Eswatini	In March 2020, the MoET revised their Covid-19 response distance learning programme to include Sign Language interpretation for the Television Lessons, in order to accommodate learners who use Eswatini Sign Language.	Un-inclusive education programmes deny education access to learners with disabilities, which further intensifies their marginalization in society. Previously, TV lessons did not accommodate learners with disabilities.	The MoET Distance Learning (Media lessons during COVID-19) Coordinating team (which included four participants from the course from the Department of Special Education Needs; EMIS; and UNICEF) advocated for the integration of Sign Language interpretation for the Television Lessons to address the access gap for learners with disabilities. This was following the realisation that other media platforms used for Online Learning did not cater for all learners, as per the knowledge and skills acquired from the three modules of the IIEP online course. The course helped integrate inclusion in programming.	Great contribution	N/A
16	Eswatini	Around March 2020, the Chief Inspector for Tertiary Education and curriculum instructed a Principal in one of the Technical and Vocational Education Training institutions to follow up with a	The student has vision problems due to Albinism but had not been provided with proper support during lectures. The Chief Inspector informed the principal that although persons with Albinism are healthy with normal	The Chief Inspector - Tertiary contributed to the change after engaging with Module 2 resource on 'What disability is and what it is not' which helped her to realize that there	Very great contribution	N/A

		student with Albinism who had dropped out of the institution and provide her appropriate learning accommodations as per the requirement of the Ministry of Education and Training policy.	growth and development, they have visual difficulties which causes them to have challenges to see clearly where there is too much light. As a result of this intervention with the principal, the student was welcomed back and provided with proper support. She is now in her 3rd year of study.	are students who have invisible disabilities whose specific learning needs are not easily identified and hence not catered for. This document reminded the Chief Inspector of this particular student who had reported that she had dropped out of the programme because the learning environment was not conducive for her. Hence, she took the initiative to engage the institution.		
17	Eswatini	In Dec 2020 the EMIS department revised the annual data collection questionnaire to capture learners' individual data using their Personal Identity Numbers. The Personal Identify Numbers track individual learners throughout their schooling careers and provide specific information about each child including disabilities and accessibility issues.	Previously, the questionnaire did not include learners' Personal Identity Numbers and therefore did not describe their individual data, such as individual learners' disabilities. The redesigning of the questionnaire will help the MoE be aware of the status of every learner, and thus enable them to be able to provide help accordingly. This data will inform curriculum designers to develop and adapt instructional materials according to learners' needs. It will also help teachers to plan lessons that cater for all learners according to their special educational needs.	The course and in particular, the school visits, were very informative. The course participants were able to get first-hand information on how both the teachers and learners were affected by insufficient resources to accommodate special educational needs. The Statistician who participated in the IIEP course influenced the EMIS department to revise the questionnaire.	*Very great contribution	Outcome, significance and contribution substantiated. *Substantiator believes the course could have been one of many other contributions.
18	Eswatini	In January 2018 National Curriculum Centre started incorporating the needs of learners with SEN in the development of instructional materials (teacher guides) from grade 0 across the upper levels to include information to guide teachers on how to support learners with special needs. Furthermore, in January 2019, the departments uploaded e-books (instructional material) to assistive devices for teachers and learners who have vision difficulty from all levels starting from Grade 0.	Learners will have access to the instructional materials according to their needs. Previously, instructional material (Teacher's guides) did not have information on how teachers should support LSEN. The instructional material for learners was also only provided in print.	The NCC Director who participated in the IIEP Course influenced the change in the development of the instructional material. The Framework on Disability-Inclusion provided a tool that the National Curriculum Centre could use to assess disability inclusion in instructional material development and ensure that the material is presented in different formats.	Very great contribution	N/A
19	Eswatini	In June 2020, the Ministry of Education working together with Partners, improved hand washing facilities in all schools at all levels and institutions of higher learning by lowering them and also including foot pedals instead of using hands only as a safety measure and also to improve access to all learners with and without disabilities.	This initiative was part of a Covid-19 response. Inaccessible handwashing facilities were preventing learning from keeping their hands clean and thus making them vulnerable to health hazards.	The Technical Working Group whose membership includes participants in the IIEP course influenced the improvements of the handwashing facilities. They were part of the task force and brought up accessibility issues for children with disabilities and how the facilities should be strategically placed in schools and should be inclusive. The	*Very great contribution	Outcome, significance and contribution substantiated. *Substantiator designated a *great* contribution rating because:

				Framework on Disability-Inclusion especially - Framework 2 on Infrastructure provided a tool that the Ministry uses to assess the level of disability inclusion in infrastructure development.		"standards for equipment and structures are now catering inclusivity. Further, the Senior Inspector for Special Education is well knowledgeable on these issues through continuous development and is always advocating for them at high level decision platforms."
20	Eswatini	In December 2020, the EMIS department developed a new data collection tool to track the experience of learners with disabilities with the remote learning programmes developed in response to Covid-19. This specifically included children with albinism as well as those with hearing and seeing impairments.	The tool was administered after the roll-out of the Covid distance learning lessons, (held over the radio, TV and through print documents) to see how children with disabilities had responded to the program. This information will allow the Ministry to follow-up with appropriate interventions to ensure that all learners, and particularly those with disabilities, are sufficiently supported.	The development of the data collection tool was informed by seven participants from the course (Senior Inspector SEN; Chief Inspector Primary; Chief Inspector Secondary; Senior Inspector ECD; Coordinator EMIS/Planning, NCC Director, UNICEF representative). They were part of a technical working group within the Ministry that met to address the Covid 19 education response. The participants advocated for the development of the data collection tool within one of the working group's sessions. The course taught them the importance of looking at education from a disability inclusive lens and providing specific support to children with special needs. Since finishing the course, they have been actively implementing interventions with special need learners in mind. They also utilized the Conceptual Framework from the course in the development of the tool.	Very great contribution	N/A
21	Eswatini	Around February/March 2020, the Coordinator for the MoES in the EMIS/Planning department discussed her specific concerns about the provision of psycho-social support for students with special learning needs, with the Director of Guidance and Counselling (ETGPS- Education Training Guidance Psycho-social Services) in the	Prior to the course the Coordinator was not aware of disability issues and did not see it as her particular responsibility. She is now empowered to actively engage in discussions with colleagues on disability-inclusive issues and their impacts on learners' participation in education.	The Kenya case study in the course provided an example of the discrimination that children with albinism face and how these misconceptions affect the children and their learnings needs. This inspired the Coordinator to investigate the practices in Eswatini to see what type of support they	Great contribution	N/A

		MoE, and advised her to provide materials and resources to enhance their well-being and learning e.g., sunscreens and eyeglasses for children with albinism.		were receiving and inform her colleagues of best practices. Overall, the course taught her the importance of inclusive education and how she can make a difference in her role as an educational planner.		
22	Eswatini	In March- April 2020 the Eswatini MoE developed their 2020 Education Sector Analyses (ESA) in a participatory process and with a disability inclusive lens. This included involving diverse partners who support children with disabilities as part of the Local Education Group (FAWESWA, SWANCEFA, World Vision, UNICEF, EU, Save the Children, teacher representatives, education development partners and NGOs) and formulating questions and collecting data specific to how all children will be supported in the education system (accessibility of infrastructure, learning supports, etc.)	The ESA development process began March-April 2019 prior to the course, and during that time it only included the MoE--the LEG and other partners were not part of the ESA elaboration. The involvement of the LEG helps the Ministry to implement interventions that are sustainable and that respond to the real needs on the ground. Past ESAs also did not include any information specifically about children with disabilities nor information about the education system's inclusivity. The Education Sector Analysis will be the starting point for the development of the national medium-term Education Sector Plan and will inform the type of strategies and policies implemented.	The EMIS/Planning department coordinator, who was a course participant, advocated for the inclusion of the LEG partners in the ESA development process and led the ESA exercise with support from the Director of Education. She also explained the importance of having data specific to learners with disabilities in the policy development process and requested partners and other organizations on the ground to provide relevant data to inform the ESA process. All of the other participants from the course were also part of the ESA development working groups, where they participated in the discussions and brought up issues related to disability inclusive education. They were particularly influenced by the webinar and activities in the course that discussed the value of a participatory approach and the importance of including representation for learners with disabilities in the ESA/ESP process.	Great contribution	Outcome fully substantiated.
23	Eswatini	Starting around June 2020 the Ministry of Education has been making efforts to harmonize data with partners including NGOs and other line ministries. Specifically, ECCD data is now being coordinated with the DPMO (Deputy Prime Ministers' Office) and is being used to inform the elaboration of the Education Sector Analysis.	Previously, the Ministry of Education did not have access to this type of data, which affected its policy development process and implementation. In the case of ECCD, previously the ministry did not have disaggregated data on the severity of children's' disability. The DCMO conducts home visits to vulnerable families, so they regularly collect this raw data and now forward the information to the MoE, in regular meetings.	The Coordinator for the MoES in the EMIS/Planning Department and a statistician within the EMIS department, reviewed the EMIS data collection form and suggested to the EMIS manager to reach out to partners to be able to include their data in the EMIS system. They were influenced by the module that discussed issues of learners' disabilities, screening, referral, and diagnosis. It emphasized the importance of having specific and timely data on learners	*Very great contribution	Significance and contribution substantiated. Substantiator not able to comment on outcome. *Substantiator believes course could be one of other contributors to the outcome

				from an early age, in order to be able to provide them with adequate support.		
24	Eswatini	On February 1, 2021, during a senior management meeting, the Senior Inspector of SEN submitted a request to the Cabinet to strengthen SEN through provision of assistant teachers to support learners with disabilities, during the Covid school closings.	During this period of Covid-19 lockdown and school closings, children with disabilities are at extra risk of being left behind and require increased specialized support. Currently this type of support is only available in private schooling, which is expensive and not accessible to the majority of the population.	The Senior Inspector SEN led the development of the request with the support of The Coordinator for the MoES in the EMIS/Planning Department. They pointed out that governments have the obligation to safeguard the rights of children with disabilities, as stated in the UN Convention and the Dakar Framework. This citation helped to strengthen the submission. The IED course taught them about these international frameworks and laws which declare inclusive education as a human right. The IED course also discussed the importance of learning supports, including teacher assistants, covered in the UNICEF Conceptual Framework.	Very great contribution	N/A
25	Eswatini	Starting around June 2020, the Coordinator for the MoES in the EMIS/Planning Department has become an ambassador for inclusive education for children. She is engaging in discussions confidently and convinces senior management of the importance of children's rights to education. She influences decisions during weekly senior management meetings to ensure children living with disabilities are adequately catered for. She also advocates for people living with disabilities in her personal life; at the family level, she ensures that her children are sensitive to the needs of other children with disabilities like helping them if need be, and not bullying them or saying hurtful things regarding their disability. While at church, she ensures that the needs of people with disabilities are met, such as the use of sign language for those learning with hearing impairments.	Prior to the IED course, she was passive and more of a spectator on disability issues. She was not particularly interested in issues of disability and thought it was the responsibility of people who had specialized in the subject in university. She has now realized how important her role is in making a difference in the lives of children living with disabilities. She has also been enlightened in her role as educational planner, realizing that it is very important to not only talk about disability issues, but also ensure that they are properly planned for.	The course influenced her by showing here that all children are valued equally, and that through an inclusive education environment all children can experience a sense of belonging and can learn together in the same age-appropriate classroom while still being able to work on their individual goals. Lastly, the course has changed her mindset in the sense that beyond being an educational philosophy, inclusive education is a life skill with positive consequences in education.	Very great contribution	N/A
26	Malawi	During the 2020 financial year, immediately after the completion of the IED course, the Malawian participants started using a WhatsApp group to	The WhatsApp group allows for the timely updating of issues and information related to inclusive education and allows the team to keep in contact during Covid-19 disruptions and continue to have regular meetings and	The WhatsApp group was created for the purpose of the course. The IED course also encouraged the participants to have consultations with critical stakeholders; they	Very great contribution	N/A

		discuss, reflect and collaborate on IE issues that their institutions are responsible for.	consultations. It also allows them to consult each other on IE issues and learn from one another.	learned that policy decisions should be based on collective efforts. Additionally, working in teams during the course taught them how to work together and consolidate their ideas.		
27	Malawi	In April 2020, the task force led by the planning directorate included a stand-alone section dedicated to IE in the National Education Sector Investment Plan (NESIP).	The National Education Sector Investment Plan (NESIP, 2020-2030) is the Ministry of Education's overarching vision for education which covers ten years, from 2020 to 2030. The dedication of a stand-alone section is significant because all issues that pertain to IE can now be holistically and comprehensively covered, unlike the previous set-up where the issues were embedded in other subsectors. It also means there will be specific objectives and measurable targets related to IE initiatives included as part of the plan, which will help to institutionalize IE within the education system.	The Research Monitoring and Evaluation Officer in the Directorate of Teacher Education and Development (a course participant) was on the task force and advocated for the inclusion of IE as a standalone section. The course taught him the importance of prioritizing inclusive education and making sure it has the same platform as sub-sector issues. The Conceptual Framework in Module 2 provided relevant analytical and technical tools.	Great contribution	N/A
28	Malawi	On 5th October 2020, the Ministry of Education created an IE desk officer position within the Directorate of Teacher Education and Development. The individual hired was previously working as a teacher trainer and IE resource person in one of the public Teacher Training Colleges.	The presence of the IE desk officer is significant because he brings to the directorate expertise in IE that puts him in a position to advise and guide when the directorate is designing and implementing initial teacher education programmes and providing Continuous Professional Development, which are the key functions of the directorate. For instance, when the directorate is reviewing the curriculum for the teacher training colleges, he will be able to suggest aspects of IE that need to be featured in the curriculum, so that the student teachers have the knowledge and skills on how to support learners with disabilities. Additionally, the IE desk officer will ensure that the DTED addresses issues of IE when planning all its activities.	The Directorate of Teacher Education and Development (DTED), which includes three course participants, lobbied with the Directorate of Human Resources and Management in the Ministry of Education (MoE) headquarters for the addition of the IE desk officer position. The IED course had taught them the importance of looking at inclusive education holistically, considering the entire environment of the school, including teacher training. The course also encouraged them to lobby for inclusive education opportunities. As all of the decisions of the directorate affect teacher training institutes, they wanted to have someone technical to be able to provide them with inclusive education guidance.	Great contribution	N/A
29	Malawi	In July 2020, the IE Department and the Teacher Education and Development Directorate mutually agreed to give special treatment to student teacher candidates who are visually challenged, during the recruitment process for the Initial	Candidates who are visually challenged but have at least a pass in the Malawi National qualification for high school students or its equivalent are exempted from writing Aptitude Tests, which is a requirement for regular candidates to take before being selected into	*This initiative was developed by three course participants within the Directorate of Teacher Education and Development. The IED course changed the mindset of the participants, emphasizing to them the	**Great contribution	Outcome and significance substantiated.

		Primary Teacher Education training programmes in the public Teacher Training Colleges. These candidates will now be exempted from writing Aptitude Tests.	the public TTCs. They must write an application letter expressing interest that they would like to participate in the Initial Teacher Training Programme. After they have done this, they will automatically be enrolled into the TTCs for training. This affirmative action is critical because it provides an inclusive opportunity to these individuals. In addition, the socio-economic life of these teaching students with disabilities will be improved because they are hired by the government after successfully completing their courses.	importance of including everyone in the education system, including teacher training candidates with disabilities, who are equally capable. The Fahma's video in particular demonstrated to them how inclusive education can ensure that no child is left behind.		*Substantiator noted that "the course contribution came as a result of agreement between the Department of IE and Department for Teacher education and development. In fact, the Department of IE lobbied DTED to be more inclusive in the training of teachers (pre service)." **Substantiator designated a *moderate* contribution rating
30	Malawi	In July 2020, the Department of Inclusive Education at the MoE included students with Albinism in the EMIS data.	Previously the EMIS data was not disaggregated- it grouped together students with Albinism with students who were visually impaired. Without information on students with Albinism, the ministry was not able to provide them with specific learning support. Therefore, students with albinism are now being considered in decision making at all levels of education-- early childhood, primary, secondary and tertiary education.	The Department of Inclusive Education held a workshop with the planning department that houses EMIS, where they proposed that data should be disaggregated for learners with disabilities. The workshop included IED course participants from the Department of Inclusive Education, Montfort Special Needs College, and Inclusive Education coordinators. Module 2 of the IED course taught the participants that disaggregated data is crucial in order to make sure all people with disabilities are included in the system.	Great contribution	N/A

31	Malawi	Around June 2020, the Ministry of Education in collaboration with the Department of Disability in the Ministry of Gender, developed an action plan to support children with Albinism in schools.	The action plan generally provides in-school support to students with Albinism, and is now part of the national education plan. The action plan emphasized allowing students with Albinism to put on long sleeved shirts, trousers, and hats as a form of protection against the sun (which normally would not be permitted as per school uniform requirements) and provides them with skin lotion. It also encourages the Ministry of Education to place learners with Albinism in boarding schools where they would be protected from abductions and all forms of abuse, which is a real concern in Malawi (people with Albinism have been abducted and killed in Malawi and in the past some parents withdrew their children from school as a form of protection).	Three of the course participants, within the Department of Inclusive Education, were involved in meetings for the development of the action plan. While the action plan had been talked about prior to the course, they were influenced by the school visit and this experience propelled the action plan's implementation. During the school visit, they witnessed the challenges of the students with Albinism, which made them realize that the school environment was not enabling enough to provide access to these learners. For example, the short-sleeved school uniform can cause students to develop sores on their skin, due to the sun's heat. When they discussed with the learners with albinism, they discovered that they did not have access to sun lotion. They decided that the school environment should accommodate these students, which led them to pursue the action plan.	Moderate contribution	N/A
32	Malawi	In July 2020, the Planning Department increased the budget for teaching and learning materials within the Department of Inclusive Education by 50 %. District councils have also started allocating some financial resources for inclusive education services at the district level.	An increase in budget will support the adequate provision of teaching and learning resources for learners with disabilities-- previously these materials were lacking. This has promoted educational support for students with disabilities in schools, ultimately improving the quality of their education.	The Inclusive Education Technical Working Group (which included many participants from the course) lobbied for the increase of the budget. While there had always been hesitancy to spend money on learning materials, which were deemed expensive, the course participants emphasized to their colleagues that learners with special needs cannot be discriminated against and must be provided with adequate learning support. The IED course included a module that discussed the importance of adequate budget and making sure that learners with disabilities are directly benefiting from the budget, which inspired them to lobby for increased financing. The course in general had taught them the importance of advocating for learners with disabilities'	*Moderate contribution	Outcome, significance and contribution substantiated. *Substantiator designated a *moderate* contribution rating

				needs, including teaching and learning resources.		
33	Malawi	In January 2021, UNICEF agreed to fund the development of a national policy on inclusive education. The development of the policy has also been added into NESIP (National Education Sector Investment Plan).	There has never before been a standalone policy on inclusive education in Malawi. This policy will strengthen the delivery/implementation of Inclusive Education in Malawi including: building capacity for inclusive education; governance and management of inclusive education; learner identification and assessment; Inclusive education management information system; Teacher education and motivation; partnerships for inclusive education; enabling environment for teaching and learning and financing inclusive education.	The Department of Inclusive Education, with support from other Malawi participants of the IED course, advocated for the development of the policy and wrote the proposal. The course had emphasised to them the importance of policy guidelines and legal frameworks in Inclusive education and encouraged them to pursue the development of an IE policy in Malawi.	Very great contribution	Outcome fully substantiated.
34	Malawi	Around May-June 2020, the participants from the IED course with assistance from the MoE administered a survey to selected schools to determine their level of inclusivity.	Previously some learners with physical disabilities had problems accessing classrooms because they were in wheelchairs and the doors were not wide enough to let them enter the rooms. Learners either had to sit outside of the classrooms to listen in to lessons, or have their fellow students carry them inside, leaving their wheelchairs behind. As a result of the survey the schools have been advised to construct inclusive ramps and wider doors to accommodate learners in wheelchairs. Schools are now in the process of adjusting their infrastructure to be more inclusive.	The Fahma's story video really inspired the course participants. They saw the hardships she faced in how she was not initially accommodated in school and then saw the types of changes that could be implemented to make sure that she was properly supported and able to get an education. The group wanted to make sure that there were not learners being left behind in the same way in Malawi.	Moderate contribution	N/A
35	Malawi	In September 2020 the Directorate of Special Needs pushed forward the initiative to establish resource rooms across all school levels in Malawi, in order to accommodate learners with special needs and provide additional individual support that they are not able to receive in mainstream classrooms.	Previously resource rooms only existed in selected schools and were often not well-resourced. While the initiative to establish resource rooms began in February 2019, as part of the national disability framework, it still was not widely implemented. All schools are now encouraged by the Ministry of Education to establish resource rooms so that special needs learners can receive the type of support they require while being able to attend mainstream schools with other students. This is part of the MoE's efforts to enhance inclusive education within the country.	The IED course participants had a meeting with the Directorate of Inclusive Education and discussed the importance of resource rooms and the need for them to be fully established in all Malawi schools. While this initiative started before the course, the course gave the extra emphasis to push the project further and speed up the implementation of establishing resource rooms. Module 2 where the group had to assess the inclusive education system in Malawi, showed the participants that they were lacking specialized support for learners with disabilities, particularly in the area of assessment. Resource rooms are now where	Great contribution	Outcome fully substantiated.

				learners with various needs can be fully assessed critically.		
36	Malawi	Around January 2021, The Directorate of Special Needs developed a training in the Machinga Teacher Training College on sign language.	The initial training of trainers will take place in March 2021 for all lecturers within the college so they will be equipped to inform student teachers on how to support students with hearing impairments. Previously this was not included in the curriculum and teachers were reporting the issue of lack of training in this area.	The Inclusive Education TTC Coordinator at Machinga Teacher College and the Senior Inclusive Education Officer in the Department of Inclusive Education, who were IED course participants, initiated the development of this training. After assessing the country's IE system during the Module 2 group activity, the course participants were inspired to propose this initiative to orient teachers on sign language. There was very limited support for learners with hearing impairments within the Malawi education system.	Moderate contribution	N/A
37	Malawi	In January 2021, the TTC coordinator for IE at the Machinga Teacher Training College started encouraging his colleagues during staff meetings to have inclusive lesson plans and to make sure that adapted materials and special support are available such as braille materials and sign language interpreters.	The principal of Machinga Teacher Training College now checks every week to make sure that all resources are inclusive and accessible, particularly the lesson plans, and how resources are being used in the classroom. Previously the Principal did not provide this type of consultation. The coordinator's colleagues also now consult him to ask for assistance on how to accommodate their lessons for specific learners with special needs.	The TTC coordinator for IE was a course participant. Module 3 of the course discussed the type of resources that should be provided for students with special needs and specifically there was a webinar where they looked at use of specialized resources and materials. This module and activities inspired the coordinator to try to implement these practices within his institution and among his colleagues.	Great contribution	N/A
38	Malawi	On February 12, 2021, when planning for the degree/diploma curriculum regional consultation meetings, the Civic Education and Community Engagement Coordinator suggested that the process should be inclusive and involve either people with disabilities, or someone that works with people with disabilities	While the activity is still at the planning stage, a list of representatives for people with disabilities that could be included in the process is being drafted. As a result of this representation, the needs of people with disabilities and those with diverse needs, will be included from the planning stage of the teachers' curriculum, which was not the case in the past.	The IED course in general taught the coordinator about the importance of inclusion and how to be an advocate for learners with diverse needs. Specifically, Module 2 which discussed a systems level approach to inclusive education had an impact on him. Prior to the course, he wouldn't have had the specific concern to speak up and make this type of suggestion.	Very great contribution	N/A
39	Kenya	In May-June 2020, KICD, Kenya Institute of Curriculum Development, adapted their remote learning lessons to be more accessible for learners	When schools closed in March due to the Covid pandemic, the KICD started radio, online and TV remote lessons. But not all of these lessons were sufficiently reaching students with disabilities. The KICD has since	The Directorate of Special Needs Education, which includes two course participants, raised the issue to the KICD to provide adaptations to reach these learners. The	Moderate contribution	Outcome fully substantiated.

		with disabilities, including adding captioning and sign language in the lessons.	stated that they will make sure lessons are accessible to all learners and have also started the process of digitizing all lessons.	course in general empowered them to be able to speak out on behalf of learners with disabilities. It gave them ideas on how to advocate and lobby for inclusion. Through the discussions with the other country participants the Kenya team saw that they were doing comparatively well in terms of supporting learners with disabilities, which encouraged them to push even further in their own ministry.		
40	Kenya	Starting around December 2020, the central planning unit in cooperation with the Directorate of Special Needs Education (DSNE) in the MoE began the process to make sure that the EMIS captures data on learners with disabilities- including the level of severity of disabilities, and available resources in schools. The Ministry is also preparing an activity to capture baseline data on all learners with disabilities in the school system, to be included in the EMIS.	In the past the Kenya EMIS was quite basic and did not include specific data on learners with disabilities- it only collected information on whether students had a disability and what it was, nothing about the severity, support system or resources available. Once the Ministry has that information, they will be able to know the specific schools that are able to support learners with disabilities, which will inform them when they are making decisions about where to place students. They will also be able to provide resources to schools that need additional support so they can accommodate all learners.	One of the course participants works within the planning unit and was part of the advocacy for the change in the EMIS, as well as several course participants within the DSNE, who were involved in and consulted the process. Module 2 taught the participants about the importance of school level data related to learners with disabilities and particularly how it was important to include information about the type of resources and support available at school level as well as the issue of labelling learners with disabilities, rather than providing information about functionality.	*Very great contribution	Outcome, significance and contribution substantiated. *Substantiator designated a *great* contribution rating because: "The country has a policy for learners and trainees with disability that is supper disability inclusion in the education sector. The training has a great contribution to achieve the outcome, but it is not the only one reason why the outcome is achieved. The policy environment was also conducive."
41	Kenya	In October 2020, the MoE included issues for children with special education needs within the school re-opening protocol document, following the lockdown due to Covid-19.	The protocol was developed in conjunction with the Ministry of Health and provided schools with guidance on how to prepare for learners returning to school. The inclusion of special education issues within the document will sensitize schools, teachers and principals towards the specific needs of learners with disabilities. In the past issues for learners with special needs would have been separated, in a separate document. This inclusion of special needs learners within the document represents a shift towards an inclusive education	The two course participants from the Directorate of Special Needs Education and the Principal Education Officer in the Policy and Partnerships Department (also a course participant) continually brought up the needs of children with disabilities during the Covid-19 response planning. The course in general inspired the team to advocate for special needs learners within the ministry and ensure that inclusion is mainstreamed	Little contribution	N/A

			mindset. The guidelines now have clear instructions on how teachers can support learners with disabilities during school reopening at school-level, including issues of handwashing and social distancing.	throughout different education responses. Following the end of the course the team decided that this was an area where they could really make a difference in their ministry- ensuring that inclusion is mainstreamed throughout processes, rather than being treated as a separate issue. The course also helped participants to articulate the importance of the protocol addressing the need of children with disabilities in learning institutions and how to think critically about how they could be included significantly.		
42	Kenya	In late August-October 2020, the Ministry of Education did an assessment to check for the adequacy for reopening schools (WASH, social distancing, teachers etc.) The Ministry decided to send teams to all schools including special schools and pay particular attention to the issues of special needs learners in mainstream schools.	The Ministry purposely planned the activity to be inclusive; in the past activities for special needs students would have been planned completely separately. The assessment informed the types of measures that needed to be implemented in order to safely welcome children back to school. Specifically taking into account the needs of children with disabilities will enable the ministry to provide better support to these learners.	The Directorate of Special Needs Education, which includes two course participants, continually brought up the needs of children with disabilities during the Covid-19 response planning. The course in general inspired the team to advocate for learners within the ministry, particularly the sections discussing advocacy and to ensure that inclusion is mainstreamed throughout different education responses, rather than separate interventions for special needs students.	Moderate contribution	N/A
43	Kenya	In December-January 2020-2021, the Ministry of Education included students with disabilities in their provision of masks as a form of protection against Covid-19.	The Ministry of Education wanted to provide masks to all learners who could not afford them. However, there were limited masks available. Normally students with special needs could be overlooked in such initiatives and would not have been pinpointed for the provision of supplies.	The Directorate of Special Needs Education and other course participants advocated for the provision of masks for children with disabilities. The course in general provided them with the confidence and will to push for the mask programme for children with special needs and demonstrated to them the importance of making sure these students are provided for.	Little contribution	N/A
44	Kenya	Around August 2020, the Ministry of Education included a module on inclusive education within the teacher training curriculum. It discusses certain disadvantages that learners may have, including learners with disabilities and how teachers can respond to and support these learners.	All teacher trainees will now receive introductory lessons on inclusive education, including content about teaching learners with disabilities. Previously teacher colleges would admit trainees for a two-year programme and trainees would only receive content related to inclusive education if they became interested in working with children with disabilities and wanted a	The Directorate of Special Education and other course participants advocated to the KICD for the inclusion of inclusive education content in the basic teacher training curriculum. The course generally helped inspire this initiative because of the holistic approach it took towards inclusive	Moderate contribution	N/A

			specialized course. Other graduates would not receive any training on inclusive education or supporting learners with disabilities.	education. Discussions around teacher professional development within the course emphasized to the participants the importance of mainstreaming inclusive education teacher training.		
45	Kenya	In February-March 2020 during the development of the physical education and sports policy, the MoE ensured that the policy addressed PE and sports for learners with disabilities.	The policy is in its final stages and implementation and guidelines are being developed. The strategy will allow learners with disabilities to now benefit from physical education and sports activities at the institutional level. Previously students with disabilities were overlooked during sports classes and were not involved. Their needs were also not considered during the procurement process of sports equipment. The policy includes specific strategies concerning the procurement of sports equipment for students with disabilities and the requirement for teachers to plan physical education activities for these students. Often issues of learners with disabilities are not included in such policies because it is assumed that the SNE policy will address these issues. However, it is important that inclusive education issues are mainstream throughout all education policies.	The IED course in general provided the Principal Education Officer within Policy and Partnerships Department the knowledge and inspiration to advocate for inclusion of children with disabilities in this policy and articulate the type issues that should be addressed. The practical group activities of the IED course and the interviews he conducted during the school visit in particular motivated him to keep talking about the importance of better care for learners with disabilities within schools. The Conceptual Framework presented in the course has also helped him to assess the level of inclusiveness of their institutions.	Great contribution	Outcome fully substantiated.
46	Kenya	In June 2020, the Kenya Education Management Institute (KEMI), which is charged with the responsibility of capacity building of education managers of various cadres, developed guidelines on “Re-opening of schools in COVID-19 environment". In addition to the general guidelines targeting all learners, one Unit of the manual was on learners with special needs.	Previously, there was little consciousness on the need to ensure that the needs of learners with disabilities are given due attention just like regular learners. The manual indicates that the needs of learners with special needs were to be identified and the school managers were to cater to those needs. For example, the guidelines indicated that the psychosocial needs of these learners would be identified and the guidance and counselling office would help them deal with the challenges.	Having taken the IED course, the Training Materials Developer in the KEMI realised that it was important to ensure the needs of all learners were covered in the guidelines. The knowledge, skills and attitudes attained from the course helped in understanding the concept of inclusive education better. She was able to create awareness among her colleagues who were involved in the development of the guidelines.	Great contribution	N/A
47	Kenya	In January 21, the MoE ICT Integration Committee, while developing a handbook for “Cyber Safety in Learning Environment” advocated for devices and digital devices which conform with the principles of Universal Design for Learning (UDL).	Previous initiatives in use of ICT for learning assumed that learners with disabilities require different digital devices that were perceived to be very expensive. In some instances, no consideration was made on suitability of the digital devices for learners with different forms of disabilities. UDL refers to the idea that learning resources and learning experiences should be designed for all learners. it assumes that the barriers to learning	Due to the IED course, the KEMI Training Material Developer’s understanding of the concept of “inclusiveness” changed. She learned that it does not mean separation of learners with disabilities, but rather modifying the environment and the learning resources so that they are suitable for all. During committee discussions she helped the other committee members better	Moderate contribution	N/A

			are in the design of the resources/ experiences and not the learner. This design would help teachers come up with resources suitable for all rather that different resources/ activities.	understand the concept of UDL. The course overall helped her understand these concepts. Specifically, the school visit and the case studies provided in the different modules were like eye openers as she was able to look at how inclusive education is being practiced currently.		