Inclusive Education System in the Republic of South Sudan

**The Development of the National Policy on Inclusive & Special Needs Education**

**&**

**The Review of the South Sudan Unified Teachers Education Curriculum**



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**eport on the Technical Committee Consultative Workshop held as from 13-17 January 2014 in La Mada Hotel, Nairobi**

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1. **Introduction**

Social consensus by all the stakeholders around the issues envisaged in the National Inclusive and Special Need Education Policy and the Teachers Education Curriculum was singled out as the most important process by the outgoing Undersecretary in the Ministry of Education, Science and Technology (MoEST).. He mandated the Technical Committee formed and operationalised through the MoU and the ToRs signed by the three partners, to ensure that the said social consensus will be achieved. It was in the spirit of this call that the committee decided, in spite of the instable political situation in the country, not to postpone their meeting scheduled to take place in Juba, but instead hold the same meeting in Nairobi.

The purpose of the Nairobi workshop was to map and agree on the process, timeframe and the resources necessary to undertake these two initiatives. Specifically, the Committee aimed at having a clear understanding of what the policy and curriculum intend to achieve in the country’s education system and as such to cultivate a common front in advocating, mobilising and building consensus amongst the diverse stakeholders and interest groups. The workshop had two components, where in the first two days (Monday 13th and Tuesday 14th) the Committee visited Ministry of Education of the Republic of Kenya, Kenyatta University’s Special Education Department, the Kenya Institute of Curriculum Development (KICD) and the Kenya Institute of Special Education (KISE). The last three days were used to deliberate on the technical issues within the policy and the curriculum.

This report therefore provides a detailed analysis of the technical team consultative workshop in the development of the National Policy on Inclusive and Special Need Education and the Review of the Unified Teachers Education Curriculum (Draft 2013) in the Republic of South Sudan. This workshop was facilitated by Richard Rieser, Director at World of Inclusion; Sandrine Bohan-Jacquot, independent consultant on Inclusive Education; and Alexander Hauschild, EENET consultant on Inclusive Development.

The report is divided into 3 parts, namely: the project background which briefly provides the genesis, principles and the processes underlying the project; the Kenyan experience; and the discussions surrounding the National IE & SNE policy and the Teachers Education Curriculum.

1. **The Project Background**
	1. **The Existing Legal Framework**

Article 24 of the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD) mandates States Parties to recognise the right of persons with disabilities to education and to provide for an inclusive education system at all levels. This is for the purpose of developing the full potential, sense of dignity and self esteem of persons with disability, as well as their personality, talents and creativity, mental and physical abilities, to their fullest potential. This in turn would enable persons with disabilities to participate effectively in a free society.

In realising these rights, the state and non-state actors should ensure a non-discriminative, inclusive, free and compulsory education system for all. Furthermore, reasonable accommodation, appropriate support and the environments that maximise academic and social development consistent with the goal of full inclusion should be provided. In addition, persons with disability should be facilitated to learn Braille, alternative script, augmentative and alternative modes, means and formats of communication including sign language and orientation and mobility skills. In order to help ensure the realisation of this right, States Parties shall take appropriate measures to employ teachers, including teachers with disabilities, who are qualified in sign language and/ or Braille, and to train professionals and staff who work at all levels of education. Such training shall incorporate disability awareness and the use of appropriate augmentative and alternative modes, means and formats of communication, educational techniques and materials to support persons with disabilities.

Even though the Republic of South Sudan is yet to Sign and Ratify the UNCRPD, the rights provided for in Article 24 are entrenched in the country’s legal framework and national development plans. **The Transitional Constitution (2011**) – Article 29 and 30 in particular – and the **General Education Act (2012)** have committed to universal education and developing an accessible education system to include children and students with disabilities. **The Education Development Plan (2012-2017)**‘s objective is to “ensure equitable participation in a rapidly expanding and quality education system geared to promoting sustainable development throughout South Sudan.” Disability is mentioned under sub-objective 3, that is “to facilitate access to learning for pupils with special educational needs.”

* 1. **The Inclusive Education Initiative in Yei and Mundri Regions**

The legal framework and the education development plans provide the basis and the mandate to promote Inclusive, free and compulsory basic education for all children, within which children are not discriminated on the basis of their disability and they are enabled to fully participate in the teaching and learning process. Light for the World has been in the forefront of promoting access to and participation in quality and equitable inclusive primary education in the country since 2006, through pilot initiatives in Yei and Mundri regions. The knowledge developed through the pilot projects resulted in the three years (2011-2013)’ European Union-funded Inclusive Education project. The project was implemented in Yei, Lanya and Morobo Counties in Central Equatoria State and Mundri West and East in Western Equatoria State. The project was implemented by the Sudan Evangelical Mission (SEM) and ACROSS, in collaboration with the Ministry of Education, Science and Technology, State and County governments, community members, disabled people’s organisations, as well as national and international non-governmental organisations in the target areas.

The Inclusive Education project aimed at developing body of knowledge and practices on the schools’ capacity to include children with disabilities in a society emerging from conflict, to be used in scaling up the initiative. Different approaches including and not limited to awareness raising, training of teachers and schools administrators, establishing school level structures to support inclusion, modification of the learning environment and lobbying the government to embrace inclusive education were employed. Valuable lessons were learnt in this project, such as:

1. Modifying classrooms, sanitary facilities, playing grounds, providing mobility and other assistive devices , providing medical support and creating peer support groups in regular primary schools resulted in a 140% increase in the enrolment of children with epilepsy and sensory impairments in target schools.
2. Training of teachers to manage large and diverse classrooms as well as basic sign language and Braille, and integrating assistive technology in the learning-teaching processes resulted 25% increase in the efficiency measured in terms of drop out rate and transition from one class to another of children with disability.
3. Creating awareness in schools and the community, as well as establishing community and school level support structures such as school-based inclusive education committees, peer group, parent associations, training of school administrators, parents and community opinion-makers on basic disability issues and providing therapy services were the most important enabling factors for children with disability to enrol in regular schools.

The major conclusion drawn from this project was that to achieve a systemic change and to institutionalise those changes in the education system, two factors must be present:

1. The school community, especially teachers and head teachers, local and national policy-makers and implementers and other stakeholders must be enabled to support inclusion.
2. There should be an agreed-upon national policy and legal framework that provides guidance and direct resources to develop the inclusive education system.
	1. **The current NORAD-funded project: envisaged outputs**

The current one-year project (July 2013 – June 2014) was developed on the basis on the conclusions drawn from the EU-funded inclusive education project as stated in the paragraph above. This project is a joint initiative between the Ministry of Education, Science and Technology (MoEST), Light for the World (LftW) and Strømme Foundation. The project envisages two concrete outputs:

1. The National Policy on Inclusive & Special Needs Education for the Republic of South Sudan. The policy is to be established under the General Education Act 2012, which provides for the Minister to establish policies and guidelines related to the public education system within the scope of this Act.
2. Review of the South Sudan Unified Teachers Education Curriculum. The unified teachers education curriculum (draft 2013), developed under the South Sudan Teachers Education Programme (STTEP), already exists. The need to address teachers’ competencies to support inclusive education was identified in the existing curriculum. The proposed review therefore intends to address this gap by infusing in the curriculum with the principles of inclusive teachers’ education, as well as improving the scope and depth of the content on Inclusive and Special Needs Education.
	1. **The Technical Committee**

To guide the process of developing the policy and reviewing the curriculum, a number of Terms of References were developed and agreed upon. The ToRs established the Technical Committee for which representatives have been drawn from different sectors and different state and non-state institutions. The role of the Committee is to guide the process of data collection, consolidation, analyses and presentation of the documents for discussion and approval. The Committee is also to ensure consensus-building at all levels.

* 1. **The objectives of the Consultative Workshop in Nairobi**

From 13-17 January 2014, a delegation from South Sudan, complemented by staff and partner organisations from Strømme Foundation and Light for the World, met in Nairobi to:

* 1. Review the progress made on the project, particularly the inception report on the policy framework and the discussion paper on the teachers’ training curriculum, prepared by our consultants;
	2. Visit a number of Kenyan institutions concerned with special needs education, for experience-sharing and to explore opportunities for further cooperation;
	3. Make an action plan for the upcoming months, taking into account the security situation in South Sudan and feasibility of data collection in various regions.
1. **The Kenyan experience with Inclusive Education**

As part of the international exposure to the policy and policy implementation on the Inclusive Education in Kenya, the Technical team visited 4 government institutions to discuss and reflect on the current practices in Kenya. This section provides the discussions and reflection from the four institutions.

* 1. **The Ministry of Education, Department of Basic Education, Republic of Kenya – Presentation by Mr Fred Haga**
* The Kenyan constitution specifies that all children have a right to learn. Policy is written on the basis of that. On paper it is very ‘inclusive’. Kenya has also ratified the UNCRPD.
* However, the Kenyan government sees inclusion as a part of integration, i.e. as one of the multiple strategies for education of children with disabilities.
* Education for special needs is enshrined in a special policy, and the country harbours many special schools and special units.
* Maintaining all these schools and providing ‘reasonable accommodation’ for all learners with disabilities costs a lot of extra money.
* The Kenyan Ministry of Education is very willing to support South Sudan. South Sudan can benefit from all the lessons learnt in Kenya (which are listed below).

**Introduction**

SNE in Kenya started after the 2nd World War, to rehabilitate veterans from the war and to help people who had lost their limbs to continue with their lives. Missionary churches started the institutions in Thika. The government has taken it up through provision of teachers and funding.

**Legal and policy framework for special and inclusive education**

The supreme law in Kenya is the constitution. The Constitution provides for free and compulsory basic education to all children. Basic education in Kenya is from preschool level through to primary and secondary. All children means ALL. That means children with special needs are included. Also recommends an integrated learning for children with special needs. Integration vs. inclusion: Integration is a wide spectrum that includes inclusion.

Before the constitution was passed, we already had a law that was not specific to education but concerning persons with disability. This was Disability Act 2003. In it, we have a section that discusses education. It also stipulates that no institution will deny any learner admission on account of his or her disability or special need. In fact, any learner can go to any institution and should the management of that institution want to deny him, the learner should be able to take this institution to court and seek legal redress. The moment you admit this learner, you should come up with reasonable accommodation for him.

Some of the provisions in the constitution are repeated in the Act, e.g. free education and inclusion. In 2009, the government felt that they needed a policy framework that was going to specifically address special and inclusive education in Kenya. This policy tried to outline who learners with special needs and disability are, what provisions and interventions the government should have to provide education for them, issues of inclusion, assessment, curriculum. Basically it tried to extract all those concerns that people had related to special and inclusive education.

We have an operational plan that is the sessional paper and it has a lot of provisions on special education. This is sort of a midterm intervention and provisions. The Sessional Paper No. 14 focuses on reforming the educational sector and talks of Special Education recommending inclusive education, i.e. issues of financing, curriculum, staffing, etc.

In the Kenya constitution, whatever international law we have signed becomes domestic law. International Convention of Disability is the most powerful instrument that people with disabilities have seen in a long time. Kenya signed and ratified the CRPD. One of the articles in it is education. This article presents a case on Inclusive Education. All these policies and legislations reinforce one another.

**Structure of Special Needs Education in Kenya**

There are two levels of government in Kenya: the national government and the devolved county government. Certain functions are assigned to both levels of government. Education is primarily a function of the national government especially Special Education. In Kenya we believe in the idea of equity. Special Education and Inclusive Education are a continuum where we have Special Needs Education and Inclusive Education and in between, we have bits and pieces of practice that we have embraced as a country.

Function of education to the county: early childhood and home-based care. Everything else is in the national level. The Ministry of Education has several directorates, one of them being Basic Education, which is the custodian of the Special Needs Education especially policy framework. Quality Assurance has officers who are specific to SNE. Their role is just to assure the quality of education provided to the learners. Secondary education has officers to look at secondary schools concerning learners with SNE. We do not have officers in the lower officers in the county specifically charged with SNE. We have organs called Education Assessment and Resource Centres found in 70 districts. We have a different agency in charge of curriculum in Kenya. This is the KICD. The Teachers Service Commission is in charge of teachers management. They register, hire, deploy and discipline teachers. They have a section that looks at teachers who serve in this constitution. Kenya National Examinations Council Agency is specific to tests. They are all created through acts of parliament.

Education Assessment and Resource Centres – this is the lowest level you can go to if looking for advice on SNE. EARC is where a critical role can be played of highly identification assessment and placement. The EARCs are the ones that do the assessment and report that student X has this kind of disability and they propose the placement of the child and the recommended intervention. We have a lot of challenge in enforcing the issue of Home based care. Children with SNE can greatly benefit from HBC and this can only happen with early intervention.

In Kenya, we have adopted a model of lots of special schools, lots of special units, have technical institutions but we also have mainstream or regular schools. We have almost 200 special primary schools catering for specific disabilities. We have about 32 secondary schools and four institutions that provide technical training. We have about 2500 mainstream institutions that have admitted learners with special needs and disability.

This year through partner organizations, MOE is trying to collect baseline date which can give a more accurate number of children with disabilities who are both in and out of school and give the reasons as to why they are either in or out of school. The MOE adapts and adjusts the curriculum to ensure nobody is disadvantaged. Support materials and resources: this is a need we have identified as a ministry and make budgetary allocations towards that. We have an institution specifically established to give books for learners with visual disabilities, funded from the MOE, and this is supposed to produce curriculum material in an alternative format. We have had both generic training and categorized or specific training. Most of the training is done is KISE, and is an in-service training. We don’t have pre-service training that quite captures SNE. We have public and private universities that offer training to teachers on SNE. We have about 20,000 teachers with specific or specialised training, either categorical or general special needs training.

Most of the special schools are boarding schools. MOE has recognised the factor that these special schools have cost implications. All those grants and funds provided to schools are also provided to special institutions. However, because of the extra expense, the MOE provides about USD 1000 per child to subsidise the boarding expenses. Materials for Special Needs learners are more costly than for regular learners. MOE has created a top up fund ($25) on top of what they get on learning materials. The MOE also provides some funding to staff who provide auxiliary services to the students. There are many needs competing for limited resources.

**Specific challenges faced by MOE in ensuring there is education for all**

1. Issue of **attitude** which is related to awareness and knowledge that is available. Parents still hide their children. The MOE with help of civil society organisations has been trying to address this.
2. The **implementation** and interpretation sometimes doesn’t filter to the ground, because you need very clear consumable guidelines, and sometimes even in the schools you may realise some of these policies are not being implemented. For example, forceful repetition of classes is banned but all schools want to be seen to be doing well. A student with special needs will be forced to repeat a class, because the school might say: “if you don’t score certain marks, you will not sit for the exams.”
3. Challenges brought about by our **historical factors**. Even though we may embrace special schools as well as inclusive education, many parents might feel that the best place to get the education is in special schools.
4. Challenges related to the **EARC**. While we may have more than 70 centres, their capacity is very limited, in terms of personnel and even operational capacity. That role of identification, assessment, placement, sometimes is not realised because their capacity is limited. Yet, these are some of the most important organs in the whole structure and building their capacity would really solve the issue of providing education services.
5. Issue of **teaching force** (generic or categorical). When talking of inclusion, sometimes it is difficult for a teacher with specialised training to embrace inclusion. Now we have a more or less inclusive training, but graduates of this are not many. We hope to build a pool of progressive-minded teachers who are able to embrace inclusion and this will mean they are able to support any child in any school they are in.
6. Issue of **data** – this cannot be overemphasised. We need accurate data to provide any appropriate intervention or budget.
7. **Budgetary allocation** – some people believe that special education is very expensive, especially if you start with a particular structure, then want to change to another later. E.g.: you may start with special needs and then want to change to inclusive education. We could do with a little bit more of budgetary allocation to cater for the special needs.
8. Challenges of **early intervention**.

**Recommendations from the Kenyan experience**

1. There should be a **focal point** for coordination.
2. In 2005, the MOE provided funding to schools for environmental adaptation which meant ramps. If you can start with **concept of universal design**, things can become cheaper in the long run. From the beginning, start with the knowledge that this is an institution that can accommodate learners with disability.
3. Accurate and current **data** that will go a long way in informing your plans. Can then be able to make a case for funding.
4. Important to have **Assessment Centres staffed** by specialised, qualified staff.
5. Think of **teacher training programme**. We are campaigning for all pre-service training to have a component of inclusive training. All teachers have some knowledge to enable them support learners with disability or special needs.
6. Use the **available resources and materials** on inclusive education, and link up with donors and international NGOs who have a programme on it.

**Questions & Responses**

**Question:** Could Mr Haga share the presentation with Mr. Ben Poggo (Director of SNE, MOE, South Sudan)? How can Kenya and South Sudan work together as two countries mutually to achieve what you have so far achieved?

**Response:** Kenya is very willing to support South Sudan in whichever way possible. We should be able to work out what your needs are and should a request be made in a formal way, then something can be done.

**Question:** What initiative has the ministry taken to move the inclusive education strategy forward? Is it lack of government will? Isn’t it the responsibility of the government to change their minds (Richard)?

**Response:** Special Needs Education vs. Inclusive Education: Inclusion is when you have a generalized thing that brings everyone on board. We believe that both can co-exist. Barriers are created by civil society, DPOs, etc. which do not support Inclusive Education. Sometimes we have to respect parents and DPOs. Some of them have very strong arguments and inclusion being a process, nobody may want to experiment. Some resistance is attributed to the historical factors. People fear change. That is why we have the recommendation of a more inclusive pre-service, so that you convince people before their ideas are ‘contaminated’. Principals are very key in the success of IE.

The DPOs have now agreed that inclusion is the way forward. There are issues of capacity building and educating the DPOs and the parents. The government should shift its thinking by building capacity.

The MOE has a role in terms of building this capacity and even sensitization and creating awareness. This is something we maybe do not do at mega-scale, but we in conjunction with our development partners. The outreach is yet to be accomplished, but we know that people today are much more aware than before.

**Question:** Budget - regarding budget for learners with disability in mainstream schools. Why is it that the learners with disability get 3 times what other learners get from the government?

**Response:** The budget that is provided to the learners in the regular school is about 3 times what the regular children get. A discussion with the principals will tell you it is not adequate. There is still a bit of under-funding and it is not able to support all the needs of the students.

**Question:** Is it possible for Mr Haga to come to South Sudan once the division is set up, so that he can be a role model (as a blind person using a computer)?

**Response:** Role models are very important, especially to young people who are still in the formative years. I will be happy to come as long as you invite me.

**Question:** Could Kenya support South Sudan in capacity building of the schools on special needs education?

**Response:** The role of assistive technology for people with disabilities cannot be overemphasised. It helps children to learn and do things better. Braille is bulky and very expensive to produce. Our constitution requires at least 5% of the positions in public sector be given to people with disabilities. Because of limitations we had to install a threshold. The idea of threshold – the special schools sieve people who require the extra support. The special schools help to add inclusiveness.

**Question:** Should we refer to a person as a ‘person with special needs’ or ‘a person with disabilities’?

**Response:** We agreed in Kenya to focus on children with learning disabilities. The Kenya Act talks of ‘persons with disability’, but the constitution talks of ‘persons with special need’. Use of language depends on the people you live with. You might need to develop the language according to your country, maybe in collaboration with the bureau of standards.

**Question:** The grants being given by the Ministry of Education - how are they paid, are they paid to the school or the parent? How do you channel the money? What are the challenges experienced?

**Response:** All the money is channelled to institutions. MOE gives guidelines on how the funds are to be used. There is another grant given by the Ministry of Social Welfare to parents taking care of children living with disability and this is given to the parents, though it is very small.

Teachers are given an allowance as well, because of the additional work they have to do in the school. For teachers with disabilities, reasonable accommodation applies and they are given more allowances.

Any programmes or interventions to benefit people with disabilities: If working in public office, one retires later than people with disabilities. People who have disability are exempted from paying income tax up to a certain level.

**Question:** Disability is addressed in many sectors. What is the linking point to bring these issues together? What is the relationship or is disability being addressed separately without synergy?

**Response:** Disability might be addressed within different levels, but it all depends on the mandate of the agency. MOE has the mandate in Kenya of ensuring access, basically providing education services. Other institutions will discuss disability within their mandate. Each institution tries to deliver on its mandate and they maybe not be in conflict. If there are gaps of linkage, those might be probably operational. KISE works with KICD and TSC and also with MOE. We need a platform where all these actors can come and share.

* 1. **Kenyatta University, Department of Special Needs Education – Presentation by Dr Mary N. Runo**
* Kenyatta University (KU) offers several degrees in special needs education. These degrees are separate from other education degrees.
* The University itself has a special directorate to deal with the issues of students with disabilities.
* The Special Needs Education department wants to become more geared to Inclusive Education, by having a unit on special needs and disabilities taught to all education students. It also wants to change its name; however, support from higher up seems to be lacking.
* Kenyatta University cannot offer scholarships to South Sudanese students due to budget and policy restrictions.
* There are still many children with disabilities out of school.
* Teachers graduated from KU should be obliged to teach at least 3 years after graduation.

**Introduction by Kenyatta University**

Kenyatta University, Department of Special Needs Education is part of the School of Education. The latter hosts 31.000 students out of a University total of 74.000 students. The Department has 13 staff members, 3 of whom are blind. Apart from being an academic institution with Undergraduate, Master’s, PhD and postgraduate degrees/ courses, it is also a think-tank for special needs education to the Kenyan government. The Department has cooperated with UNESCO in Sudan, Uganda, Ethiopia and with Skills Share International in Lesotho. There is a postgraduate diploma on assessment/ diagnosis of disabled children, as well as an upcoming course on Speech and Language Pathology.

**Questions and answers**

**Question:** How much inclusion input do all the students get? How much does the whole education department rise to the challenge of inclusion?

**Response:** Students with disabilities attend class with others. The department needs to get all staff to understand the various areas of disabilities. Students go to the office and explain their challenges e.g. examination where they take longer to process and they therefore miss to go to the next semester. We are introducing a policy that will outline that procedure and ensure the exams are coming out like for the other students. There will be a tracking system. We as staff need to understand exactly what inclusiveness is. We have come a long way. Ignorance is the major handicap and what we need is to have the department continue to engage the staff from other departments to continue the awareness.

**Question:** Teachers should be able to mobilize all the students in the class to support each other. Be able to diversify the curriculum to meet the different needs of the children. There should not just one assessment, but as each child goes on there should be a check of the progress made. Very little progress seems to have been made. There must be more children living with disability that the ones identified by the ministry.

**Response:** We have recommended for an additional unit on inclusiveness to be taught to all the students who are to be trained as teachers . We have decided that no student will graduate from KU without knowing about S.E as it will make it easier for teachers to identify problems early and to refer the children. This will make the units now to be 17.

Assessment – only 23,000 learners have been identified in this country. According to WHO statistics, with 40million Kenyans, we should be having about 10-15% of the population as learners with disability. We haven’t moved out of the tool introduced by Danida. This tool was to identify the physically handicapped children. We seem in Kenya to have a hangover of 4 traditional areas. Area of blind, deaf, mental and physical challenges. We are not able to move. Early detection is important in order to help the child. Half of the candidates don’t attain good marks. We have many school failures - about 51%. Many of them don’t go to secondary schools and others go to district schools. Emotional and behavioural disorders children are under the office of the Vice president. The mild cases are completely not known in this country. KNEC is trying its best to take in qualified teachers to bring out a test. They eliminate mental challenges. They are given 30 extra minutes.

In the arms of the government like KICD, we need to get people who can actually expand. We need to see if the modified curriculum is cross-cutting. We need to see the arms working with the university.

Repeating – we have the policy that pupils should not repeat but we know they are, as well as being held back. Mean scores have been a problem. If the person does not manage, where do you take them? We need to look at different forms of intelligence.

Diversity – we are trying to diversify our best.

**Question:** What are you doing to equip people who lived at a special education facility to deal with living in the ‘outside world’ after graduation?

**Response:** This is very hard. They are often not accepted by their family or community, or not given the opportunities they used to have in the special school. Currently we have no solution for it.

**Question:** Could there be a possibility for KU to offer some scholarships for South Sudan students in the next academic year? Do you accept the standards of teachers we are graduating in South Sudan? If we need some students to come and study here in KU, what criteria will you give us as people of South Sudan?

**Response:** The scholarship for South Sudanese teacher students is a policy issue and we cannot commit here. The South Sudan government can make affirmative action to give scholarships to people to study at KU. When they are studying there, they will not stay for long. There is a government capitation for Universities and KU therefore does not have funds to sponsor students.

Standards: the entry requirements cannot be lowered. If a student is aiming for a first degree, then he must have a C+ in KCSE or equivalent or a C plain and must have been trained in a teacher training college. Someone with C- can be trained for a diploma only. The alternative is a student with two years’ teaching experience. South Sudan can share the names of recognized TTIs with Kenyatta University to add them to the list of eligible institutions.

**Question:** Challenges of trained teachers leaving to work in NGOs?

**Response:** Issue of capacity building and migration to NGOs – after studying, the staff should be bound to work for the institution for a period of no less than 3 years. It is a question of policy.

**Question:** Trying to set up a faculty or directorate for special needs/ disabilities at Juba University. What would you advise us in South Sudan in terms of opening up such a faculty?

**Response:** It has to start with persons with disabilities themselves. One of the mandates of the government is to mainstream disabilities. It’s an affirmative action from the ministry of Education. Some universities have started just with one person, the person with disability. The directorate should have an office of HR, security, health, and architecture. The directorate has a vote in the Vice Chancellor’s office. It is important to understand the national agenda and understand what the constitution says as well as the educational policy on special needs. Anker it in law, and try to minimize politics.

**Question:** The terms: Special Needs Education and people with disabilities. What is your definition of these terms?

**Response:** Understanding of the term ‘special needs’ is: anything that is unique or extra outside the ‘normal’ curriculum, be it gifted or challenged, and requires special teaching methods beyond ‘regular’ education, as well as a change in attitudes and facilities. We consider it the foundation of all other education. We had wanted to change the department’s name from ‘special needs’ to ‘rehabilitation and disability studies’ 3 months ago as the big universities have also changed their names. We had recommended this to our senate, but they refused to allow it. If they had allowed, it would have been a service department where people would come to study disability. We have now been told we can rethink the name change, but the title should still include education. The department’s name is now ‘special needs education and disability studies’.

**Question:** How do you package Special Needs Education as a programme? Does it also reflect our current thinking of this process?

**Response:** Special Education is general education. This is a child; therefore, don’t see disability first, but the child first. What do learners want to learn from A – Z? All persons and all persons with disabilities can learn. There is no child, not even the profoundly mentally challenged, who can not learn. Think about teaching someone who is going to learn, but the pacing has to be differentiated. We should not have a rigid curriculum.

A curriculum is supposed to give ideas on how to empower the teachers so that they are able to work with the Curriculum, to enable them be flexible. As educators we must be aware that all students must learn. All teachers will have the knowledge to ensure that all the students can acquire knowledge but with flexibility.

**Alexander’s explanation on the difference between disability and impairment:**

Difference between disability and impairment: You might have an impairment but not have a disability. If we provide ramps it’s a physical impairment, but without ramps it’s a disability. The impairment is personal but disability has to do with interaction. Disability is reducing functionality as a result of impairment.

**Critique by Richard**

Disability is created by society. Teachers’ education will demolish the barriers. UN says that the problem is in society and will have to change. We have to do it at the beginning. Give reasonable accommodation e.g. those who are vision impaired can use Braille or computers. The problem in Africa is that only a few children are in school. This is a highly skilled job. We must have flexibility for individual support to those who need it. Teachers need to know how to deal with everybody’s issues. Kenyatta University should have a shift of paradigm as that is where we are going. Only 5% of the world’s library has been in Braille. The group that is least included are those with mental health issues, but there have been many famous people with some sort of cognitive impairment, e.g. Richard Branson or Alfred Einstein.

This paradigm shift is one that takes us from Special Education to an new way of looking at this. Does the person have impairment? Is it hindering him? We need teachers to understand this and the government to understand this.

* 1. **Reflection by the Technical Team on the presentations by the Ministry and Kenyatta University – By Richard Rieser**
* Kenya’s inclusive education policy is not being implemented as it should.
* South Sudan needs to clearly spell out responsibilities of its different levels of government.
* Concepts of special needs education and inclusive education need to be defined.
* Children with disabilities, but also others, need role models with disabilities.
* Every child can benefit from inclusive education; there are no exceptions.
1. **Policy**
* Kenya has a lot of inclusive education policy on paper, but there is a huge lack of implementation. It is or should be about the right to education, not about ‘special needs’ as an optional addition to the curriculum.
* There are many similarities between the Kenyan and South Sudanese education system, yet there are also differences. The main difference and difficulty is that in South Sudan, there is a distinction in the responsibilities between the national level and the State level. The former provides the budget and the overarching policy, but States and counties (and payams) decide how they will implement according to their own needs. Question therefore is (by Ms Akumu): How can we ensure that we make a national policy framework that can and will be implemented in the separate States (in their own way)?
1. **Curriculum**
* In Kenya, inclusive education is not taught to all teachers. It is not sure if this is about to happen either.
* There is a lack of follow-up after students leave the Kenyatta University. Many just end up working for NGOs.
* They focus on learning (disability-)specific skills, instead of inclusivity.
* How does the KU Unit for special education relate to all other units? Students need to learn about inclusive, child-friendly methods in math class or language class, rather than separately.
* Also teacher trainers need to be retrained.
* Concepts need to be very clearly defined: Inclusive education and special needs education are not the same.
* It is a good point that KU has teachers who themselves have an impairment. Children and parents need role models.
* Perhaps South Sudan should, like in Kenya and elsewhere, consider instating a civil service quota for persons with disabilities.
* Also principals and school staff need to be trained to make their schools more inclusive. This approach does work, according to the models. Because what power does a young teacher have against a school management that does not want to do inclusion?
1. **Discussion**

**Q (Ben Poggo):** What can we do with certain children who do perhaps not fully benefit from inclusive education, because teaching skills and an accessible learning environment are lacking? Should we not send them to special schools where their needs can be better catered to?

**A (Richard Rieser):** Inclusion is *not* the same as having a ‘mainstream’ school with certain adaptations to make it accessible. It is a fundamentally different way of teaching, in which the curriculum and the teaching are flexible and adapted to the way in which a child learns best. That is what we should be aiming for, or else you will have situations as you (Ben) describe. Special schools are not a solution; in fact, results in special schools are not at all good!

The Ministry of EST in South Sudan should make a cost-benefit analysis: with the same amount of money you can teach far more children with disabilities in inclusive schools than in special schools.

“Children do not have categories in their head”

“Maybe, making friends is more important for a child’s life”

* 1. **The Kenya Institute of Curriculum Development (KICD) – Presentation by Francis Gicheha**
* KICD (formerly called Kenya Institute of Education) is the main institution in charge of curriculum development in Kenya.
* KICD stands behind the Kenyan policy that promotes inclusive education. However, that goal has not yet been achieved. Moreover, KICD believes that special schools are required to teach certain severely disabled children, or children who are not being admitted into other forms of education.
* KICD believes in a flexible curriculum, comprised of an Adopted, Adapted, Specialist and Specialised Curriculum. These are use both separately and alongside each other.
* The Curriculum as it stands today is going to be revised to update it to international standards (of inclusion?). The institute is also moving towards a paradigm shift from objective-based to competency-based assessment and grading.
* KICD does not offer regular training to teachers, but can provide tailor-made courses when requested.

**Opening remarks by Senior Deputy Director, Curriculum and Research Services**

* KICD is a centre of excellence for Curriculum Development for the East African region. KICD is a specialised parastatal set by the government to develop curriculum and curriculum support materials. It develops materials for all institutes. Curriculum Development is a technical area that requires specialist people. It is a discipline that determines the quality of education. KICD have had many areas of experience. Education is a business for all as it feeds every other sector of the economy.
* Inclusive Education takes everybody on board, because everybody is somebody and should be taken as such and treated as such. We have barely scratched some areas because of resources. We ensure that we have a standard curriculum for everyone. We are coming up with child-friendly schools where we will teach the students holistically. Non-formal education is now being referred to as alternative provision of basic education. Technical vocational educational and training – people need to be given skills in able to produce something. Needs assessment needs to be done to inform curriculum development.
* Teachers’ curriculum – it is based on the curriculum prepared for primary education. You should ensure that teachers go through the curriculum, know it well so that they understand the strategy. Most teachers in many countries don’t love teaching, only gravitate to it because of need. The best practice is to interview and find if they have passion for children. Teaching is not mothering. A student needs someone with understanding of child psychology.
* KICD has a 2-year curriculum, but wants to make it 3 years, to be a diploma course.
* Teaching practice – It is very important to allow people to spend a lot of time on it.
* IGAD staff in Juba – it is a bilateral agreement between the governments. The recipient government raises areas on what it wants support on.

**Background information – Francis Gicheha**

KICD was formally known as Kenya Institute of Education (KIE), but in 2012, the KICD act was passed and the institute is now established by that act, which has an expanded mandate. This is the centre for curriculum development and curriculum support materials & development. To facilitate these curriculum needs, the institute undertakes research to collect information that will inform the curriculum to be developed. After the needs assessment, the MOE is involved in formulation and taking the way forward. We then start the curriculum designs. Curriculum development follows a panel system where the experts and implementers are also identified to come and undertake the Curriculum development activity. Our panels are chaired by representatives from the Quality Assurance directorate of MOE. There are different levels of panels. The lowest is the Subject Panel. It is the actual classroom teachers who are experts in this field. They review the subjects in which they teach and when there is an issue, they make recommendations to a higher panel: the Course Panel. This is based on levels namely: Early Childhood Education and Development, primary grade 1 – 8, secondary form 1 – 2, and tertiary. SNE is a level although we know its cross-cutting, also the non-formal education. We will soon redefine our cross-cutting issues and emerging issues as some are old but are still being called emerging.

The Course Panel scrutinizes and recommends it for approval by the Academic Committee which is the sole authority in curriculum matters. What they accept becomes acceptable to our schools. Membership to the Course Panel is drawn from renowned educationists, university representatives, publishers and other institutions that are stakeholders in education matters.

**Policy on inclusive education**

Kenya embraces the policy. It is the understanding of the MOE that persons or learners with special needs should be educated in inclusive schools as we all come from inclusive settings. As a policy, schools should be restructured. It is the belief of MOE that IE is not about an event of taking a child from home and placing the same in that school - it is a process of restructuring and putting structures in place so that when this learner with special needs joins that school, he is joining an inclusive school where access and participation will be assured.

Why do we still have special schools? We have had some development partners that have proposed closing down of special institutions. However, there are some learners who may not access the environment in the neighbourhood school. Most of our schools are not inclusive, they are still regular and only structured to cater for those without disabilities.

How does KICD try to alleviate and bring inclusion closer to the consumers? KICD believes in flexible curriculum that each and every learner will access and be able to achieve the set objectives.

**Four types of Curriculum for our learners with Special Needs**

1. The adopted Curriculum – this is the regular Curriculum that has not been altered or amended in any way.
2. The adapted Curriculum - at the implementation level, the subject teacher will be cautious to see to the needs of the learner, for whom the delivery strategies will have to be adapted. The objectives don’t change but what changes it the approach to teaching.
3. Specialist Curriculum - Sign language falls under specialist curriculum. It is taught to learners with hearing impairment, so that they can access C content and express their ideas, opinions and C matters. (Deaf people prefer to be called deaf rather than hearing impaired as this waters down their condition. Impairment is a continuum from mild hearing to the profound deaf.) Braille is also specialist since it is developed to help them access written content and helps them express themselves. Orientation and mobility will also fall under specialist curriculum.
4. Specialised Curriculum – it is drawn from the regular Curriculum but because of the needs of these learners, it is extensively modified. In most cases it is broken down to manageable small units.

**Question** – how long did it take Kenya to identify these different types of curriculums?

**Response** – it is difficult to say when they were adopted. This is not a Kenya mainstream, but an international kind of understanding that you are using the Curriculum as it is but modifying the strategies. Other countries might have different terminology e.g. flexible, etc. We are still struggling ourselves. Kenya sign language is relatively very new in Kenya. We weren’t teaching it before 2010 as there was no Curriculum. It was developed in 2004 and implemented in phases.

**Question**: Where do you see the bottlenecks in reaching the children? The number of students with disability in school is small. There are only a few children in school as compared to the number of children.

**Response:** KICD mandate is to ensure that MOE will put the structures and mobilize parents and communities to allow children to go to school. In 2003, they were able to mobilise learners to go to school. However, there are challenges e.g. with nomad communities who keep moving with their cattle. We have tried to come up with mobile schools to move with the nomads. The mobile schools are supported by various actors as education can only move forward if it is a private-public partnership. Although education is free, there are some other needs a child needs, e.g. it cannot attend school when hungry or without uniform. We need to involve other sectors of the economy to allow children to come to school.

**Question:** Can we bring our leaders to come and see the institute?

**Response:**Yes, you are welcome to visit the institution.

**Question**: Do you offer a course on Curriculum development?

**Response:** Yes, we can offer on request. We can tailor-make any curriculum depending on the needs of that country.

**Question**: The Curriculum should be universally designed. Has there been request from MOE to review the curriculum to structure as Kenya is a signatory to the convention?

**Response:**We are about to revise the curriculum. We are going to change completely. We are aware of global trends. We are doing the curriculum people for Kenya, but for the region. We are conscious of labour mobility across the world. MOE chairs all the panels. KICD has been keen to make our curriculum globally competitive. Many staff were trained by UNESCO (IBE) on tenets of making it globally competitive. We go through internationally recognised steps. We are not a local curriculum.

**Question:** The teacher education Curriculum – what is the important knowledge that the teacher needs to develop to respond to needs of all learners?

**Response:**Pedagogical issues – anybody handling any learner must understand the learner. The teacher becomes a facilitator. The institute is also moving towards a paradigm shift from objective-based to competency-based. The reformed curriculum will have clarified competence as opposed to mere objectives.

**Question:** What are the criteria for your intake? What percentage do you take for people with disabilities?

**Response:** KICD do not run any full time courses, but they are tailor-made to a particular group or in-service emanating from development of a curriculum. We identify teachers in the schools going by the programmes they run. For curriculum about learners with mental handicaps, we will focus on the organizations with this particular handicap. We also get officers from MOE, as it has a section in the Quality Assurance that deals with education for learners with Special Needs. Teacher trainers from KISE are also brought in as they have to be aware.

Currently, it is a requirement that a teacher must have been trained in pre-service course and have worked in the schools for a number of stipulated years. There is a compulsory unit on Special Needs. KISE specializes on training teachers on SNE and the universities have a unit on SNE. Panel members are also trained on SNE.

**Question:** Is the on-going process now in implementing Inclusive Education in Kenya in reference to the Curriculum on IE that you are developing?

**Response**: Differentiated curriculum in our regular schools. In our reviewed curriculum, there is a component under the education section that deals with learners with Special Needs. Teachers must be aware of how to work with those learners with special needs. We have developed a specialised curriculum for inclusive education, whereby most of the teachers in our regular schools need to learn the teaching strategies for learners with special educational needs. The diploma curriculum is in 2 modules: interdisciplinary component grounded on all areas of Special Needs. After they qualify for that interdisciplinary component they are introduced to their areas of choice.

**Question:** You have different levels of modification. Is there any attempt on the mainstream curriculum to teach in different ways without going to the adapted one? Is it differentiated in the mainstream?

**Response:** Teachers are normally taken through a component of SNE. By the time the teachers leave the college, they are able to handle learners with Special Needs in regular schools. We don’t have modification in some schools however. We have the Inclusive education curriculum in SNE.

* 1. **The Kenya Institute of Special Education (KISE)**
* KISE has a teachers’ training curriculum specifically for special needs education. The students of KISE can specialise in teaching for a specific disability, or also take a course on inclusive education.
* There is one interdisciplinary course on inclusive education that is to be taken by all students.
* There is close collaboration between KICD and KISE: KICD makes the curriculum, and KISE trains the teachers to carry it out.
* The Ministry’s Quality Assurance Department takes care of follow-up on teachers trained.
* KISE acts as a referral assessment centre for the country. KISE’s functional assessment focuses only on the child, not on its environment.
* Inclusive education in Kenya is not yet a reality, but KISE wants to go there eventually.
* KISE would be happy to train South Sudanese teachers.

**Questions & Responses**

**Question:** We would be happy for South Sudanese people to also be trained by KISE. However, their level may not be up to your standards. What kinds of courses and diplomas do you offer?

**Response:** Yes we have diploma and a certificate in IE, both for primary school option and also for secondary school option at certificate level. It is easy to adapt that to suit any level.

**Question:** We would be happy to bring our leaders to visit your facilities.

**Response:** This can happen by attending the annual linkage meetings and getting to meet partners there. The only qualification to join the linkage is to be working for purposes of children with Special Needs in the education sector.

**Question:** How is KISE funded? Do you have external funding from donors?

**Response:** The institution was built by DANIDA but they ceased support in 2001. The only regular external funding s from the government which pays all staff and sponsors 50% of full time students. Partners sponsor other students.

**Question:** What is the relationship between KISE and KICD?

**Response:** We developed a curriculum jointly with KISE and KICD in 2001. This was the first curriculum for training teachers. We implemented it for 4 years. In 2005, we reviewed it and came up with curriculum for IE being currently implemented. KICD and KISE cannot work in isolation in developing plans for Special Needs. KISE are implementers and trainers and KICD are curriculum developers. We interact almost on daily basis. When developing curriculum on teacher education, KICD liaises with KISE we come to the teacher trainers. The bulk of them come from KISE. In the course panel, KISE is a permanent member.

**Question:** How do the Assessment Centres at district level support the assessment done at the headquarters?

**Response:** We are observed by the assessment centres as a referral Assessment Centre. Due to the nature and capacity of staff here, when the district assessment centres are unable to conclusively determine certain disabilities, they make referrals here. We have a specific course for assessment teachers. When the district Assessment centres want to set up sub-assessment centres, they come to KISE for advice in terms of how to set it up.

**Question:** How is IE working on the ground? Is there a follow up system to see if they are implementing it?

**Response:** Teachers are already in practice. We collaborate with Quality Assurance department of MOE. They will take up the issue of follow-up.

As KISE we look at results. KNEC report how many learners are transiting from one level to secondary. This indicator is greater as from last year.

Conducted a study last year on the effects made by our teachers in the field. We realised that in the schools that have a teacher trained in inclusive education, we have more learners with special needs than in other schools. Those schools with teachers trained here have been able to bring other teachers for training, more than the schools without trained teachers.

KICD has a mandate of monitoring the implementation of SNE teacher education certificate. The greater part of implementation is under QA, MOE.

**Question:** How about training teachers for inclusive education in secondary schools?

**Response:** Model inclusive secondary school: these are very few secondary schools. An option was to make the existing schools inclusive. These are indicators that even if not 100% inclusive, we have something. With partnership with MOE and ADB, we introduced certificate of secondary education in inclusive education.

**Question/ critique:** The curriculum as taught here does not equip modified teachers. It categorises students per different disability.. You will have to start including wide range of different impairments.

**Response:** The Curriculum has a component called interdisciplinary (part one). Every student must take that unit and must be examined.

Doing IE does not mean we close special schools. There are still students with severe disabilities. In IE, teachers are introduced to all disabilities, how to manage a gifted and talented child, identify, mediate learning disabilities. That teacher will be able to implement IE. Learning disabilities is a specialised area. Many students are found in regular schools. The CD may not be perfect. It is due for review. We would want to improve it from where we are.

Education for learners with SNE in Kenya does not follow the medical model. Courses are for general awareness to ground the teacher. In the classroom, the teacher looks at the needs of these learners. The needs are different as per disability. The teacher must be exposed to the processing of information. The categories are not for secluding. Even in one class, each person must have their needs met according to disability. It is not a homogeneous group. We group those with similar characteristics so we can be able to meet them.

**Question:** What does assessment entail?

**Response:** Assessment is called Functional Assessment and carried out to determine the functional level of the student, what level the student is operating at and the level of disability. It is used to assess children with more than one disability. We need tools which should be developed. Need Assessment equipment. Children are mainly assessed for school placement.

**Director-General**, **MoEST South Sudan:** Teaching is an art. To be a good teacher, you have to be able to address the learners. One of the criteria for teachers is integrity. Have to be committed. We are seeing that the systems are developed. We want to cooperate with you to get to the level of the rest of Africa. We have nothing: no infrastructure or capacity. Could it possible to give us the opportunity to train some of our Special Needs teachers in the coming academic year? We will take this message to our leaders. Thank you for your warm welcome.

**Response (Mr Kilei):** Thank you. I hope you got what you wanted. We can train teachers anywhere, either here or in South Sudan. If we collaborate and do an MOU, we can even train in South Sudan. We are ready to work with you. If you ignore the students with disabilities, they will later become a burden to the nation. Please incorporate them in the society.

1. **The Discussions on the National IE & SNE Policy and the Review of the Teachers’ Education Curriculum**
	1. **The Principles and Practices of Inclusive Education – where South Sudan needs to go – Presentation by Mr Richard Rieser**
* Richard presents his inception paper and his perspectives on the visits to Kenyan institutions of the past two days. He also laid the foundation for a better understanding of the concept of inclusive education.
* The final policy framework needs to be a document that:
* Presents clear concepts
* Provides guidelines for implementation
* Is action-oriented
* Is developed together with all stakeholders involved
* Focal points/ resource centres for assessment of children/ inclusive education are needed in every county.
* It’s not the child that poses a problem, it is their environment that’s ill-adapted.
* A curriculum should allow for flexibility in teaching and grading. It is the teacher who must have the skill to adapt a curriculum for each individual child’s needs and abilities.
* Videos from e.g. Zambia and Zanzibar show that inclusive education is possible even with very few means. Teaching / learning aids can be made locally from available materials.
* I first want to improve your understanding, based on the experiences of the past few days. Why do we need an Inclusive Education policy? Because the Constitution and the Education Act are very general, whereas what happens on the ground is very specific. Therefore, the Policy needs to be action-oriented and dynamic. It should be a guide to implementation, with clear guidelines on different aspects. It will not be an end project, but part of a process.
* South Sudan is a large country, yet has a small bureaucratic force. There are 10 States that have the power to implement. I don’t want them to go in different directions, it needs to be very clear.
* We also need alternative forms of assessment of children. A focal point in each county is needed in the shape of an inclusive education resource centre. What are these going to look like? Counties can be the size of a European country; how do we increase the range of their outreach? A solution could be providing them with a motorbike each.
* A problem in developing inclusive education materials is that children are being taught in their home language (not English) up until third grade. Language-specific materials should thus be budgeted for. Then, also, how do children with learning difficulties learn English after the first three years?
* You should start teaching them English earlier. Vary in the curriculum for certain children. Have a situation analysis.
* An issue are the varying socio-economic factors between States. In some States, children lack essential food and nutrition, or the transport facilities to come to school. Early childhood development is crucial, as that is the time when the brain forms. Parents need to speak and play with their children for them to develop. Corporal punishment should not be allowed, it destroys the development of the child’s brain by making it scared and distrustful. In addition, there is the UN feeding programme, that helps to prevent stunting in small children. Malnutrition is a leading cause of learning difficulties. The policy should show the connection points between these things.
* The curriculum often is too rigid. You need to start from where children are. The skill of the teacher is in being able to adapt the curriculum to individual circumstances.
* *History of the UN Declaration on Human Rights and the UN Convention:*

Disability issues are nowhere mentioned in the Universal Declaration of Human Rights. President Roosevelt, whose wife Eleanor helped writing the Declaration, had had polio and needed a wheelchair. But he was ashamed of his disability and hid it in public. Roosevelt’s own negative attitude therefore had far-reaching consequences. It took 2,5 million stories of discrimination against people with a disability to convince the world that it needed a Convention on the Rights of Persons with Disabilities.

* Assessments at KISE were only about the person, not about the environment or attitudes around that person.
* Identify Disabled People’s Organisations (DPOs) as a separate strand in civil society. They can play a role in advocacy and as watchdog.
* Idea is to get old, reconditioned laptops from European schools for CWDs’ assistance.
* There’s also the issue of gender equality within disability.
* Traditional ideas about impairment form a barrier (see slide). People need education.
* Example from Russia: the problem of inclusion is not a lack of resources, but that the resources are in the wrong place (i.e.: special schools and classes, where children with even mild impairments are segregated from their peers).
* We need an agreed-on South Sudanese sign language.
* The new Policy (framework) needs to be published in Braille, video with sign language, and easy-read format.
* We need to not assess children as there “being something wrong about this child” or label the child. That is creating polarity between parents and children with and without disabilities. It’s all about looking at children’s individual strengths: learning programmes should be based on outcomes, not grading every step of the process. You have to accept that some children work at a different level. But still, keep them in the same grade as their peers, because that is who they learn most from.
* Equality does not mean treating everyone exactly the same, but reckoning what each person needs to thrive!
* The Ministry of Gender and Child Welfare, and specifically Cosmas as Disability Director, should provide standards of accessibility for public buildings, schools and the like.
* Responsibilities of the different Ministries (Education, Gender and Health) involved should be clearly spelled out (to avoid tensions and confusion).
* It is important that we do not try and change things that are unchangeable.
	1. **Envisaged barriers and solutions to an Inclusive Education System in South Sudan – group discussions**
* This exercise required participants to work in groups. Each group was asked to write down the attitudinal, organisational and physical barriers to education experienced by a people with a specific type of impairment (i.e. visual, hearing, physical, intellectual). The placards with barriers were hung up on the wall and presented to the other groups.
* Main conclusion drawn from this exercise was that no matter the type of disability, many of the barriers experienced are the same. And should therefore be addressed in similar ways: by raising awareness to change negative attitudes, providing an accessible environment based on universal design principles a and coming up with inclusive education policy and strategies.
* Second part of the exercise was to identify solutions to these barriers (again in groups), and hang them on the wall according to whether they could be achieved on a short-term, medium-term or long-term basis.

According to the participants, envisaged barriers include:

|  |  |
| --- | --- |
| **Group one**1. Lack of personnel
2. Lack of budget
3. Absence of modified teaching/learning aids
4. Large classes without seats
5. Lack of policy implementation
6. Lack of role models
7. Lack of teaching and learning materials
8. Poor budget allocation
9. Lack of support from teachers
10. Use of inappropriate language
11. Lack of commitment and ownership
12. Traditional beliefs
13. Bullying, teasing, feeling embarrassed
 | **Group two**1. Pity from general public
2. Segregation and isolation
3. Labelling derogatively
4. Rejected
5. Viewed as troublesome, need to be tamed
6. Seen as needy/beggars and require help
7. Low self-esteem
8. Despised
9. Abnormal/ not normal
10. Unable to perform normal tasks
11. Un-educable
12. Overprotection by parents and general public
 |
| **Group three**1. Curse
2. Superstitions
3. Ignorance
4. Fear
5. Infanticide
6. Discrimination
7. Cultural taboos
8. Lack of education/scientific knowledge
9. Poor infrastructure
10. Long distance and isolation
11. War
12. Natural disasters
 | **Group four**1. Lack of facilities
2. Lack of community awareness
3. Poor mobility and orientation
4. Distance from home to school
5. Bad roads
6. Scarcity of medical experts
7. Lack of expertise/ local schools
8. High-rates of disease e.g. malaria
9. Poverty
 |
| **Group five**1. Absence of guidance and counselling service
2. Lack of assistive devices
3. Lack of trained teachers for IE
4. Indirect harm to her/ him and on others
5. Beaten by others
6. Parents lack trust in schools and environment causing overprotection
7. Lack of policy guidelines
8. Curriculum not inclusive
9. Poverty
10. Lack of inclusive schools
11. Lack of health facilities/ experts
12. Lack of awareness in parents/ peers, teachers
13. Cultural views and practices
 | **Group six**1. Lack of trained teachers in IE
2. Inadequate or unavailable transport
3. High teacher-pupil ratio
4. Lack of ramps
5. Inaccessible transport
6. Lack of inclusive policy
7. Discrimination
8. Inaccessibility to taps, playgrounds
9. Inadequate reference materials
10. Mocking by other children
11. Lack of data/ research
12. No clear definition on integration and inclusion
13. Inaccessible notices
14. Passage ways are inappropriate
15. Toilet inaccessibility
16. Long distances
17. Lack of trained teachers for children with disabilities
18. Lack of learning/ teaching materials
19. Lack of commitment from the community
20. Low involvement of DPOs
21. Lack of identification skills
 |

The groups suggested the following as the solutions to the barriers:

**Short term (< 1 year)**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Problem** | **Solutions** |
| 1 | High teacher/pupil ratio | * Recruit new teachers
* Train existing teachers in effective teaching methods
* Increase teachers’ salaries for retention
* Recruit teacher assistants
 |
| 2 | Lack of commitment and ownership | * Sensitize and mobilize all stakeholders
* Lobby and advocacy
* Empowerment programmes
* Disability mainstreaming of al government and non- governmental sectors
 |
| 3 | Lack of budget | * Request more budget
* Create budget line
* Lobby parliamentarians
* Go to development partners
* Involve the community/parents
 |
| 4 | Discrimination | * Creating awareness through mass sensitization
* Capacity building of the education department
* Equipping teachers with guidance and counselling knowledge and skills
 |
| 5 | Labelling derogatively  | * Awareness raising
* Guidance and counselling
* Role models
* Teaching value and religious ethics e.g. love, peace
* Establish/strengthen child-to-child programs (peer learning)
* Empower children through life skills
 |
| 6 | Lack of expertise  | * Training of teacher trainers and teachers on inclusive education
* Refresher courses for professional growth and development
* Mentoring
 |
| 7 | Ignorance | * Train teachers, parents on disability issues
* Could be implemented by teachers already trained on sign language, Braille, SNE
* Social workers (MOGCSWHAIM)
* Human Rights
 |
| 8 | Distance from home to school | * Enrolment in the nearby schools
* Revised mode of transportation
* Use of CDF funds for transportation
* Provision of mobility devises (clutches, canes, wheelchairs, prosthetics)
 |

**Medium term (1-4 years)**

|  |  |  |
| --- | --- | --- |
| **S/No.** | **Problem** | **Solution** |
| 1 | Absence of modified teaching/learning aids | * Teachers trained and encouraged to modify and improve teaching and learning aids
* Low-cost devices
* Encourage local artisans to make teaching aids
* Procure those teaching/ learning aids that cannot be found in the country
 |
| 2 | Poor mobility and orientation | * Train child or person on mobility orientation
* Train child on ADL
* Provide assistive devices (like cane, wheelchair)
* Establish life skills programmes
* Make roads, schools and other buildings accessible
* Lobby government for accessibility
 |
| 3 | Lack of awareness in parents, peers, teachers, Government officials | * Victims assistance/ disability working group
* Teacher/ Parents Associations
* Disability Focal Persons (based in all ministries) could use church forums on Sundays
* CBR committee
 |
| 4 | Lack of assistive devices | * Improvise local assistive devices
* Community mobilisation
 |
| 5 | High rates of biological growth e.g. malaria | * Compulsory ECE for early intervention
* Parental care enforced at the early stage within community-based health centres
* Mass community mobilisation for prevention
 |

**Long term (4-10 or over years)**

|  |  |  |
| --- | --- | --- |
| **No.** | **Problem** | **Solution** |
| 1 | Scarcity of medical experts | * Training of medical experts
* Establish paramedical schools
* Job Retention and Motivation
* Provide allowances
* Bonding staff
* Salary improvement
 |
| 2 | Poverty | * Education empowerment
* Initiation of Income Generating Activities (IGAs)
* Fighting corruption
* Employment opportunities
* Inclusive livelihood policy
 |
| 3 | Superstition | * Awareness-raising
* Advocacy
* Self advocacy
* Use of role model
* Role-play
* Disability policy
 |
| 4 | Lack of data | * Agreement on definitions of terminologies
* Improve EMIS data. Capturing data of general public in relation to People living with disabilities.
* Encourage research on existing gaps and case studies
* Training of personnel in data collection
 |
| 5 | Large classes without chairs | * Construct more classrooms
* Recruit more trained teachers
* Mobilise communities to support in equipping the school
* Procure seats/ encourage provision of government support for equipment and adaptive materials
* Use community skills for school furniture
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* 1. **Key questions to resolve in developing inclusion policy framework for South Sudan**
* Richard handed out a set of questions on Wednesday, with the request to everyone to take a look at them and think of answers. The questions were answered and discussed on Thursday morning. The answers will guide Richard in writing the next version of his inception paper.

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| s/no. | Question | Answer |
| 1 | Should there be special schools in South Sudan or not? If not, how will we organize schools to meet the needs of children with disabilities?  | No, there should be no special schools in South Sudan.Organisation of schools to meet the needs of children with disabilities should entail the following:* Improve on the existing schools to make them inclusive
* Training teachers to manage all categories of learners
* All new schools to be built should be accessible by all learners
* Convert the existing rehabilitation centre/ school for the blind & deaf to a national resource centre.
* Should have some resource units attached to mainstream schools (MOEST will have the lead with an overview from the Min. of Gender and Social Services)
* Train support staff
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| 2 | What structure for inclusion resource centre should we adopt and what functions will they carry out? | StructureNational – state – county1. State level functions
* Referral centre
* Centre for policy and implementation
* Human resource centre
* Tools, process and procedures for assessment
* Advisory services to schools
* M & E/ Data management
1. National level functions
* Referral centre
* Centre for Policy Development and Quality Assurance Standard
* Research Centre
* Production of teaching and assessment materials
1. County Level
* Screening, identification and assessment
* Advise for placement
* Rehabilitation services
* Community mobilising (stakeholders)
* Produce locally made materials
* Support schools
* In-service training for teachers
* Mobile assessment services
* Collaborate with CBR programmes
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| 3 | Who should be leading this at the local level? Should it be the Head teachers and designated local officers? | * Head teachers and Designated Local officers (Inspection Department)
* Should be PTAs and communities
* Teachers and social workers
* Zanzibar/ Zambia model
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| 4 | How are we going to prepare the teachers? It is not practical to pull them out for 2 years. Should we use long distance learning, modular system, TV and radio lectures? | * Long-distance learning
* Accelerated learning
* Continuous professional development
* To cater for pre-service teachers, the PTE curriculum needs revision to include inclusive education aspects
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| 5 | What will support the up-skilling of all the staff? Should there be accreditation from university if up-skilling training is undertaken? | * In-service trainings
* Distance learning
* Short-term training
* Seminars and workshops

Accreditation* All primary school teachers have to have diploma in teaching
* Secondary - BA
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| 6 | How do we develop inclusive approaches for children with disabilities as part of the preparation of all teachers for the new curriculum? | * Identification of teachers
* Identification of pupils with disabilities and the types of disabilities (data!)
* Integrating IT in teaching curriculum (TET)
* Allocation of funds
* Preparation of Teaching/ Learning resources
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| 7 | What are the structures for involving the community and other stakeholders in this process of change? And what practical ways can we make it work? | Follow the structure of MOEST, i.e. National, State, County, Payam, Boma. The following community stakeholders at the lowest (Payam and Boma) levels should be targeted:* PTA
* DPOs
* CBOs
* FBOs
* Raising awareness/ sensitisation
* Community mobilisation
* Commitment of all stakeholders in education
* Training all officials involved in ensuring that Inclusive Education is a success
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| 8 | Should the teacher/ national curriculum be infused with disability equality/inclusiveness? And if so, how should it be done? | Yes, disability/ Inclusive Education has to be a cross-cutting issue in the National and Teachers’ Education Curriculum. |
| 9 | How should a school be made accessible and disability-friendly? What guidance and regulations should be made? | * Adaptation of existing structures (toilets, ramps)
* Disability mainstream mobilisation
* Sensitisation and advocacy
* Guidance and counselling
* Enforcing regulation (disability regulations)
* Skilled teachers for SNE
* Relevant materials
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| 10 | How do learners with disabilities get to and from school? is there are role for the local community? | * Wheelchairs
* Tricycles
* Walk
* White cane
* Public transport like boda bodas (motorcycles)
* Family transports them (carried by car)

Yes, the community should:* Repair roads
* Mobilise to arrange transport together
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| 11 | How do we identify learners/ children with disabilities? How would this be realised? | County Resource Team together with CBR and local assessment committee. By using appropriate tools. |
| 12 | How will we provide inclusive curriculum learning materials, accommodations, assistive devices and other disability-specific supports? What are the priorities? | * Mobilisation/ resource mobilisation
* Development of curriculum or adaptation of curriculum
* Development of new materials and adaptation of existing learning/teaching materials, Mapping what’s there/ creating linkages with existing actors
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| 13 | How do we promote disability awareness and equality in schools and the wider community? How to we utitlise ICT and the media (radio)? | * Radio
* Churches
* Child-to-child awareness raising
* CBR programmes
* DPOs
* All line ministries
* Health Centres
* Social mobilisers
* CBOs
* Raising awareness to all stakeholders
* Formation of clubs/ disability groups
* Provide security on the way
* Teachers should make sure no student is left at school before they leave
* Moral support
* Set up groups of learners to walk together, which includes assisting disabled children as needed
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| 14 | Early years to year 3 taught in the home language. How do we produce text books/ learning resources for children from different ethnic groups with different impairments? | * Develop generic material and translate and adapt them to other vernacular
* Transcription into Braille, provide for colour contrast in diagrams
 |
| 15 | How will we assure quality and ensure we get value for money from the future South Sudan Inclusive Education System:? | * Development of a roadmap
* M & E
* Development/ assessment of indicators (achievement indicators)
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| 16 | What other key questions do we need to address? | * Who is the implementing agency (government, state government, partners)? The MOEST should take the lead. Let the partners who can be able to support do so from the beginning.
* Who trains/ selects the trainers? Depends on the nature of the training. The training in IE for the trainers needs to be centralised at first and done by the Ministry.
* Are we piloting the same and in which state?
* Who will take the lead in the implementation of the same? Is it the donor agencies or government?
* What will be the role of communities?
* Develop a sub-committee on Inclusive School under Parliament Education Committee?
* How to harmonise the South Sudan sign language? Or use international sign language instead, incorporating local language elements?
* Synergy and linkages between MOEST and other Ministries? 🡪 We need to have every Ministry on Board, also including the Ministry of Health and the Ministry of Gender, Child and Social Welfare.
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* 1. **Resolving pertinent issues in the proposed curriculum review**

**Exercise: Learning Café – by Ms Sandrine Bohan-Jacquot**

* The discussion paper provides good guidelines.
* In three groups, participants reviewed pertinent aspects of the special needs education component in the current draft of the South Sudan’s Unified Teacher Training Curriculum, as well as other existing UNICEF materials.
* The workshop participants agree with most of the points raised. In some cases, additions need to be made.
* If we want the teachers’ training curriculum to be fully inclusive, not just the special education paragraph needs to be rewritten, but disability issues need to be incorporated throughout the entire document.
* The time to be allocated to the unit on special needs/ inclusive education is not yet decided on – 50, 100 or 200 hours – so Sandrine will provide different scenarios. Questions such as this will need to be answered later.
* Sandrine will write an updated paper based on the feedback provided.
* The teachers’ training curriculum will need to be a document that is mutually agreed upon and implemented, or else it will only rest on a shelf. The participants promised to not let it fly away like a balloon.

**Group 1**

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| **#** | **Discussion points** | **Agreed** | **Not agreed** | **Comments** |
| 1 | IE/ SNE unit time allocation is increased | Yes |  | No precise hours’ number given. Recommendations by Group 3 is 200 hours (present time allocation of Unit PST402 is 50 hours) |
| 2 | Validation/ invalidation of recommendations for Unified Curriculum available of annex 4 | Yes with minor changes |  | 1. General objective “emphasise disability’
2. Standard under teaching methods lesson plan, the statement “individual differences of all learners”
3. Criteria for admission: “encourage” has to be used instead of “welcomed”
4. General objective: The statement “including learners with special needs” has to be added

The rest from the vision to criteria for admission are applicable and recommended by the group. |
| 3 | IE/ SNE is embedded into other units and course of annex 5  | Yes |  | No recommendations were made by the group |
| 4 | Establish a 1 (or 2) year Advanced unit on Special Needs Education |  |  | Question not commented on |

**Group 2**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **No.** | **Discussion points** | **Agreed** | **Not Agreed**  | **Remarks** |
| 1 | Are teachers’ competences already covered by UNICEF and other courses review? (to avoid overlapping and duplication) | Yes  |  | But there needs to be local material from South Sudan including materials from IP, experiences from People Living with Disabilities coming to talk about it and filmed examples. |
| 2 | Select (realistic and achievable) competences shall be developed in the Unified Curriculum according to time allocation (Discussion paper p.35-37) | Yes: Unified Curriculum – Teacher Education Curriculum |  | Addition :1. **Competency**: Having a clear understanding of the range and impact of impairment and how to adjust teaching and learning of those students

**Skill**: Be able to develop IEP for each learner **Attitude**: Teachers be committee maximizing the achievement of all the learners in the class.**Knowledge**: Appreciation of the broad range functional loss from impairments and how to make adjustments1. **Competency** : how to create a positive attitude for peers towards diversity

**Skill**: Be able to empower disabled children and non-disabled children to have positive attitude towards disabled people**Attitude**: Preparedness to challenge the status quo even if it makes you uncomfortable.**Knowledge**: methods of changing young people’s attitude towards diversity. Best way is to look at big events in history (e.g. Hitler trying to eradicate people with disability in German)Explore and challenge stereotypes around disability and people with disability. |
| 3 | Do you agree with Unit Objectives (Discussion paper p.48) |  | Not fully | Add: To give a firm understanding of the disabling barriers of environment, attitudes and organization. |
| 4 | Do you agree with Unit content (Discussion paper p.49)? |  | Not fully | Add: * Have broad appreciation of different impairments and how to respond to them - need to say “the full range of impairments.”
* Teaching multi-grade classes.
* Creation of materials should be prioritised – separate topic.
* Assistive devices and equipment – to have an initial understanding of how they can be used.
 |
| 5 | Do you agree with the Unit methodology p.51? |  | Not fully | Add in methods: * Developing materials
* Use Role-play – (but not simulation)
* Use of case studies
* Facilitating child to child methods.
* Appropriate disability terminology/ language

Rephrase first one to read: Experimental and encouraged reflection |

**Group 3**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **#** | **Discussion points** | **Agreed** | **Not agreed** | **Comments** |
| 0 | Do you agree that IE/SN Unit should be enlarged? If yes, which scenario (Cf. Discussion paper draft 2 p.45) do you recommend?  | yes |  | Present unit there is little about inclusion and SNE. In Kenya they only teach about children with disabilities and introduction to disability. For the group, scenario 2 is recommended with IE/SNE every year:year 1: in term 2year 2: in term 1year 3: in term 3year 4: in term 2 |
| 1 | Should the teacher training be practical? If yes, how can it be implemented? | yes |  | The training shall be practical with:* orientation
* visits to special schools
* training and practical assessment
* school practice
* mentoring and coaching by experienced teachers
* research by teachers
* teach teachers to make local training resources (Teaching and Learning resources)
 |
| 2 | Is the ToT (Training of Trainers in cascade) a good method. If not, what do you recommend? | Yes |  | This method is validated by the group because this is a way to transfer skills and information, form a local human resource pool, good for empowerment. It multiplies the competences of trainers. It is manageable and economical. It is an effective way in which learners are evaluated. It provides ownership to the local community.Note: During feedbacks; experts recommended rather a whole school approach involving the head teachers. It could be done in several phase, starting with a selection of schools in each county. This should be discussed further within the policy development discussion |
| 3 | How can the teachers’ tutors be trained? | Not relevant | Not relevant | Identify and hire experts in IE and SNE who will train the first ToTs and => the ToT will train the teachers for pre-service, in-service and distance learning. |
| 4 | Can the curriculum and teacher training module be available in Braille? | Yes |  | Use of embosser (computerised). There are no embossers in South Sudan (7 million Kenyan shillings per embosser) |
| 5 | Can teachers with disabilities be recruited? How many % do you recommend? | Yes |  | They shall be encouraged. Based on the UN recommendations, no less than 5% |
| 6 | Can guest speakers (E.g. SEM, ACROSS, DPOs…) be involved into teaching PST 402 Unit? | Yes |  | They can be involved in a speaking capacity but not as teachers. They can help in awareness raising |
| 7 | What kind of assessment shall be used to evaluate the Unit? | Not relevant | Not relevant | * Report and recommendations from other organisations
* Through examinations (end of term)
* Evaluation
* Assessment of practical work carried out when teaching children with disabilities
* Attitude of the person
* Number of graduates / delivery of service
 |

1. **Conclusions and action points**

**General conclusions**

* Inclusive education is the way forward for South Sudan, especially considering budget and capacity limitations, as well as the right to education for all children.
* No new special schools should be established. Instead, the current ones will should be converted into National Resource Centres to provide specialized support to learners with disabilities in inclusive schools, as necessary.
* In each county, a resource centre for inclusive education needs to be established.
* The disability movement, including DPOs and community-based organisations supporting people with disabilities, need to be involved.
* More stakeholders need to be brought on board, including Ministry officials, donors and international NGOs, in order to ensure implementation of the decisions taken here throughout the education sector. Consensus-building should be a key factor in the process.
* For an inclusive teacher training curriculum, not just the special education component needs to be reviewed, but disability issues need to be incorporated throughout the entire document.
* The disability mainstreaming component of the project will need to be integrated into the policy development process. Emphasis must be placed on raising awareness and building capacity in the Ministries, school management and other relevant stakeholders.

**Action points**

* The South Sudan delegation will provide the documents and information that the consultants need to finish their initial research.
* The South Sudanese delegates will need to convince the Undersecretary and other key figures within the Ministry of this project’s importance. Also, the different Ministries concerned should liaise with one another.
* The consultants will write updated inception/ discussion papers and action plans for data collection and consensus-building workshops.
* In the second half of February, a team of consultants and staff will be in Juba to initiate a data collection process. They will train a group of persons who can then go into the States and collect data on education and learners with disabilities, using flip cameras and voice recorders.
* Light for the World will look into opportunities for a second international exchange and experience-sharing visit to support the consensus-building process.
* After the data collection phase, data analysis and feedback workshops will take place to verify and validate the findings.
* By May, the consultants will have written draft of the inclusive education policy framework and teachers’ training curriculum assignment. All other stakeholders will have the opportunity to provide inputs and feedback.
* By June, the final versions will be presented in a multi-stakeholder workshop. This in time for the next budget cycle, which starts in July.