

Approaches to Inclusive Education in a selection of low income countries – understandings, strategies and practices, concerns and enablers –

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Structure of the presentation

- Main foci in the literature
- Models of Inclusive Education
- Enablers as drivers and barriers to Inclusive Education
- Inclusion as coloniality

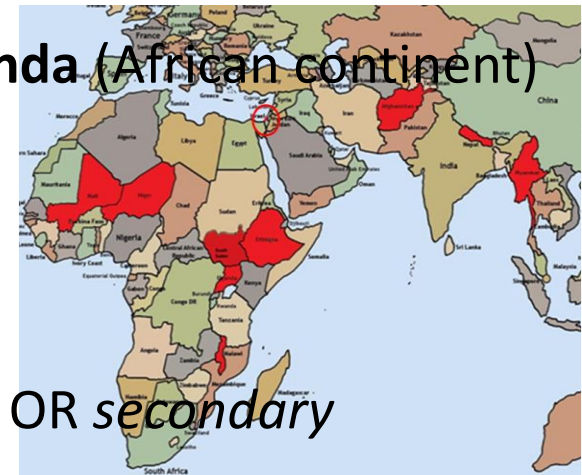
Aim and Design (summary)

→ *To explore how the global vision of inclusive education is understood and practiced at the national level, local level, and in schools.*

→ *identify enablers and challenges regarding the implementation of inclusive education*

Countries included:

- Ethiopia, Malawi, Mali, Myanmar, Niger, South Sudan, and Uganda (African continent)
- Palestine (Middle East)
- Afghanistan, Nepal and Myanmar (South Asia)



Databases

- Scholarly databases: On: *special education & primary education OR secondary education (2010-2023)*
- Google scholar follow-up searches in countries with few (< 10) publication

Empirical baseline: Full text review of 79 articles and reports

Identification of publications:
Records identified
n = 1 387

Screening:
a) Duplicates removed
n = 1 387
b) Title – abstract: n
For consideration: n

Full text review (1):
Included n = 84
Excluded: n = 5

The main foci in the literature

Access and placement:

- **less on** teaching strategies and the educational needs of children with disabilities

National plans and strategies for inclusive education

- **less on** the coherence between ratifications, national, agreements budget allocation, national/ regional strategies and school room for actions

Teacher Education and Training

- **not equipped** to teach students with disabilities due to a lack of knowledge, lack of training on inclusive education classroom management and teaching, large classes, and a lack of teaching aids.

In-service training for teachers' and school leaders'

- **less on** how to accommodate inclusive education within the mainstream classroom



Models of Inclusive Education



Models of Inclusive Education (1)

a) The structural model

- children with disabilities are placed in the “common” or “mainstream classroom” without any kind of support or adaptation
 - ...with low (not any) expectations regarding learning outcomes
- (F.x Malawi, Phiri, 2021)

b) The support centre model

- Itinerant teachers supporting satellite schools with expertise, teaching and learning aids and assistive devices (f.x. hearing aids and braille equipment and so on)
 - makes an impact on school teachers' attitudes on children with disabilities
 - makes an impact on teachers' role in the classroom and their teaching strategies
- (f.x. Malawi: Lynch et al., 2014. Ethiopia: Gedfie and Negassa, 2019 & Siska et al. 2020. Myanmar: Maber and Aung (2019)

Models of Inclusive Education (2)

c) The integrated school model

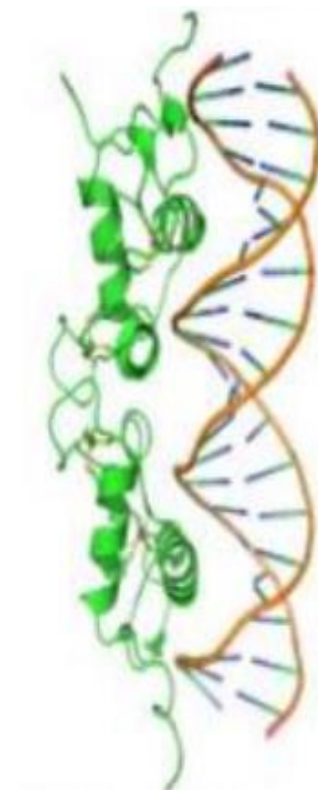
- separate (segregated) classes/groups within/close to a mainstream school
- often targeting a particular impairment (f.x. visual or auditory disabilities)
(F.x. Agbor Ekama Prisca, 2022; GPE 2018)

d) The special school model

- Separate (segregated) schools
- admitting children with moderate to severe disabilities (f.x. blind, deaf, and mentally disabled children).
- no ambition of including the children into mainstream education
(F.x. *Myanmar*: Maber & Aung, 2019; *South Sudan*; Rohwerder, 2018; GPE 2018)

Domain specific concerns and enablers

- Teacher competency concerns
- Accessibility concerns
- Enablers and challenges to Inclusive Education



Concerns on Schools and Teachers

Inclusive Education: *Transforming schools and classrooms, ensuring that every child experiences fellowship and learning for life*

Concerns:

- prejudices, misconceptions, and undesirable attitudes at all organisational levels with consequences for priorities and practices in schools and by teachers
- a widespread lack of basic education among blind and deaf children
- national plans and strategies do not adequately support developing teachers' competency

...an urgent need for close the gap between states policies and strategies, and the agencies' initiatives for creating sustainable inclusive practices

Accessibility concerns

Travel to school

- no public transport, inaccessible roads, and violence and armed conflicts

School infrastructure

- access to classrooms, to playgrounds, to water, and to toilet facilities

Violence and harassment

- Girls subjected to sexual harassment; on the way to school and while staying at school
- Boys subjected to corporal punishment

Enablers for Inclusive Education

Ratifications of International Agreements; Inclusive Education policies: (F.x *Uganda*: Bose and Heymann (2020); Hui et al.'s (2018))

National Education Sector Plans: (F.x *Mali*: Jolley (2018; *Uganda*: Okech, Yuwono, & Abdu, 2021))

The Teachers: (F.x. *Uganda*: Ojok and Wormnæs, 2013; Okech et al 2021, *Malawi*: Chitiyo et al 2019; Lynch 2014; *Palestine*: Rodriguez and Dieker 2018).

Student Peer Tutoring: (F.x. *Malawi*: MacJessie-Mbew et al, 2023; Banks, Hunt et al. 2022, *Myanmar*: Waite 2015,.

Easily Accessible Technology (i.e. smartphones): (F.x. *Nepal*; Sankhi and Sandnes, 2022)

Inclusion as coloniality

Rune Hausstätter

Background

Inclusion part of the strive towards equality and equity – originally with a focus on disability – but today a general concept of education for all.

A west/north concept

Inclusion seems to be a central political, trendy, concept that need to be part of policy documents in all “modern” countries

A lot of resources from donor organizations are linked to the concept of inclusion

Coloniality

Coloniality: the patterns of social structures that underpin the conceptual framework that dominates the debate and understanding of a field.

Walton (2018) points at three critical elements of inclusive education that need to be addressed when the concept is trans-formed from the western framework – that is the coloniality of knowledge, of power and of being.

Towards a critical framework of inclusive education

Standards of mainstream education: education providing meaningful learning experiences, relevant content, a conducive learning environment, and equitable outcomes for all learners.

Standards of inclusive education: inclusion and exclusion must be measured according to local educational and cultural standards.

Standards of categories: local voices must be heard and their experience of living as marginalised people are central in developing an inclusive education strategy.

Standards of society: structures of power must be analysed, and the role of “normalisation” and “deviance” must be clarified and critically engaged with.



Thank you for the attention!