

# Inclusive Education through Together for Inclusion (TOFI)

Lessons learned from implementing inclusive  
education programs across Africa



NAD - The Norwegian  
Association of Disabled



**Atlas  
Alliance**

# Atlas Alliance and Norwegian Association of Disabled

## The Atlas Alliance:

- Umbrella organisation of the Norwegian Organisations of Persons with Disabilities (OPDs) that carry out international work, founded in 1981.
- Our goals are equal rights for all and that all Norwegian development aid and humanitarian efforts are inclusive

## The Norwegian Association of Disabled (NAD):

- Human rights organisation of persons with disabilities established in 1931
- Has developed the Inclusive Learning Approach, with technical support from Enabling Education Network (EENET)
- Support the introduction of inclusive education in Uganda, Zambia, Zanzibar (Tanzania), and Somalia

All of our work is guided by the **UN Convention on the Rights of Persons with Disabilities (UN-CRPD)**



# Together for Inclusion

- Together for Inclusion – what is?
- Background
  - Continued advocacy efforts by Norwegian organisations and their partners
  - GDS 2018 and its impact on the Norwegian authorities
  - New funding window for persons with disabilities, with a focus on partnerships and collaboration
- Thematic areas: Human Rights Advocacy, Inclusive Education, Economic Empowerment
- Ethiopia, Mozambique, Niger, Somalia, South Sudan, Uganda



# Together for Inclusion

- What is different about this partnership?
  - OPDs in the lead
  - No other partnership like it
  - "Finance and formalize"
- Inclusive education in Together for Inclusion:
  - The largest thematic area (approx. 60% of the funding)
  - All six countries have IE programs
  - Most use the NAD model – Inclusive Learning Approach – but not all

# What is inclusive education?

Inclusive education is about ensuring that every learner is **present** in education, is **participating** in academic and social activities, and is **achieving** to the best of their ability

# What is inclusive education?

Focus on **changing the system**, not on ‘changing’ the child.

We use a **twin track approach** to address barriers to Inclusive Education:

- 1) Focus on the system:** We ensure that teaching and learning environments, attitudes, and methods respond to diversity and promote inclusion
- 2) Focus on the learners:** by respecting their views and providing appropriate support (reasonable accommodation)

# The Inclusive Learning Approach

## Inclusive Teaching Component

- Development started in **2016**
- Target group: **Teachers/head teachers and pedagogues**
- Also involves other relevant stakeholders (observers, SITs)
- Focus: How to build an inclusive school environment and remove barriers to learning

## Inclusive Advocacy Component

- Development started in **2020**
- Target group: **Organisations of Persons with Disabilities (OPDs)**
- Also involves **allies of OPDs**
- Focus: Advocacy for inclusive education



Inclusive Learning  
Approach

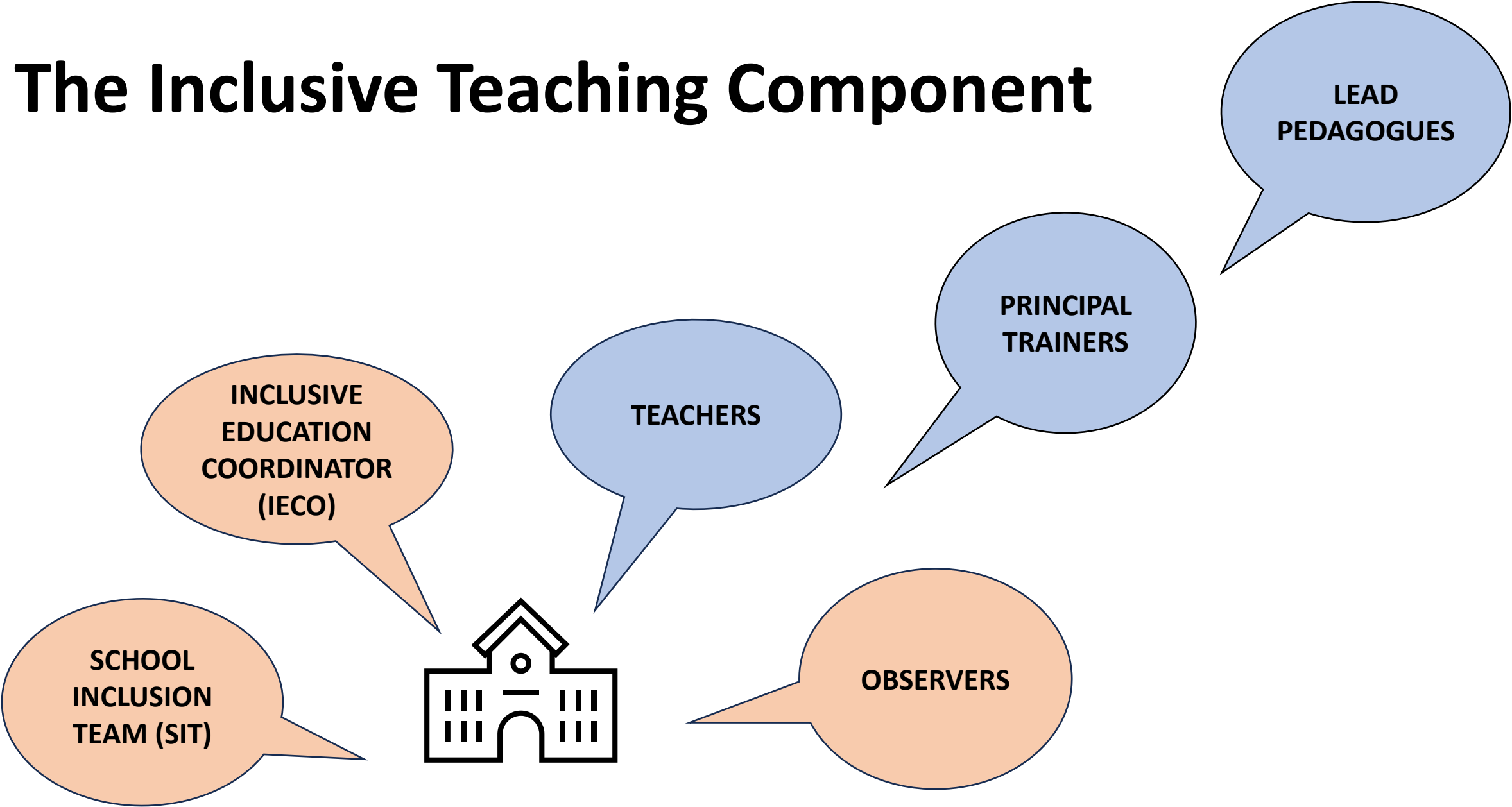
# The Inclusive Teaching Component

- 1) Create contextually relevant teacher training materials **on inclusive education:**
  - a) **Practice over theory – learning by doing**
  - b) Builds teachers' capacity to be **innovative and critically reflective problem-solvers**
- 2) Build **a cadre of skilled and confident teacher trainers**
- 3) The material is **co-developed** and therefore **co-owned** – local ownership is strong
- 4) Recognises **the vital importance of collaboration** and therefore embeds mechanisms to ensure teachers are **not tackling inclusion challenges on their own**
- 5) Ensure that **in-service teacher training** is closely linked to and/or influences sustained change in **pre-service training**





# The Inclusive Teaching Component

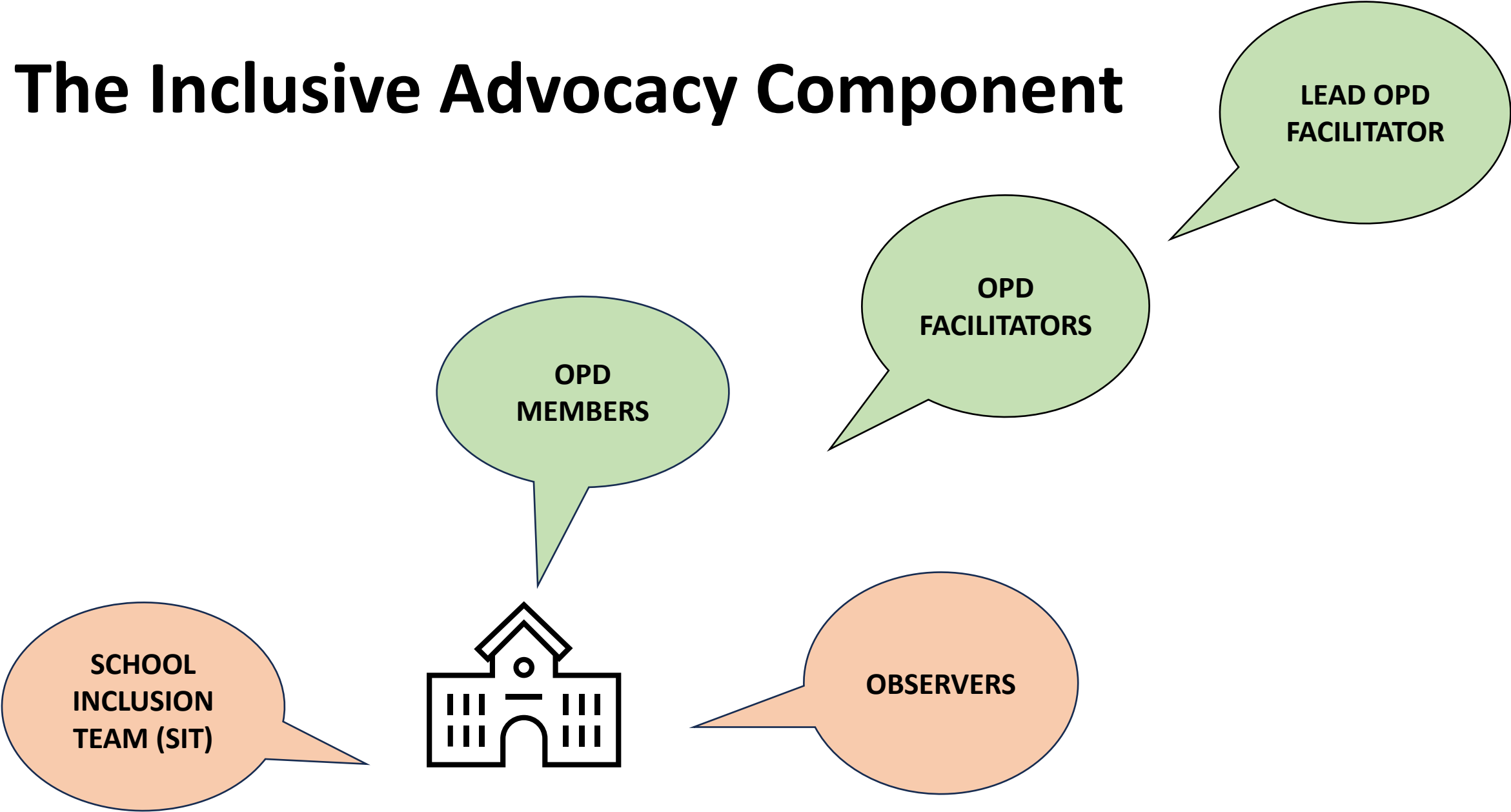


# Inclusive Advocacy Component

- Complements and builds on the ITC
- Recognises the vital role of OPDs in advocating for inclusive education, as well as the skills and knowledge needed to play these roles
  - Inclusive education is for all learners, but learners with disabilities cannot be left behind
  - OPDs represent the lived experience of persons with disabilities
- Adopts a similar approach to training OPDs:
  - Build a cadre of skilled and confident **OPD facilitators**
  - OPD facilitators roll out the trainings to OPD members, community leaders and parents/caregivers
  - The material is co-developed and therefore **co-owned and contextually relevant**
  - Prioritises **practice** over theory, promotes **learning-by-doing**



# The Inclusive Advocacy Component



# Results

Zambia, Zanzibar, Uganda and Somalia:

- Ministries of Education
  - Approval of material: In-service teacher training
  - Inclusive Education Symposiums
  - Policy
- Pre-service teacher training
  - Curriculum change
- OPDs
- International NGOs
- Community of Practice

The ITC is also being introduced by other actors in Mozambique, Ethiopia and in Iraq



# Lessons

- Progress towards inclusive education is possible, but it is a long-term process, and requires long-term engagement
- Must be adapted to each context, but need some common principles:
  - Education for all
  - Disability part of human diversity
  - Changing the system, not ‘changing’ the child
- Requires the involvement of a wide range of key stakeholders
  - The role of civil society is crucial in moving towards IE

# Plans for the future

- Community of practice
  - Including digital platform
- Adapting and piloting in humanitarian contexts – led by Save the Children
- Improve systems for reasonable accommodation

# New agreement: Collective Action for Disability Rights

- The new Atlas Alliance framework application to Norad
- Joining our Norad framework agreement and Together for Inclusion
- Continued focus on inclusive education and the Inclusive Learning Approach
- ILA introduction in Nepal – Consortium led by NABP

# Thank you!

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