

One Class for All, Disability Inclusive Service Delivery



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General Overview

- It is possible and must to make all public services inclusive of and accessible to all;
- Inclusion requires innovation; Not merely additional money;
- A case in point is our initiative “One class for all”
- aimed at making sure that education system including curriculums cater for all.

General overview cont.....

- Initiative by Light for the World;
- Applied in Ethiopia and Burkina Faso
- The pilot worked to create one class inclusive of students with and without disabilities in the same school funded by government;

Key Actions

- Preparing class enough to support all types of learners;
- Only with locally made teaching aids;
- Providing sign language training for peer students and teachers;
- Creating the environment for parents also to come in and learn sign language to help their children at home;



Reactions

- Parents were not happy that their children are learning in the same classroom with those who can't hear, see and walk.
- The school management took decision that it should work and challenged parents;
- At the end of the year, The classroom became the best achieving in the school having the top fifteen come out of the classroom;

Reactions cont...

- A short survey conducted indicated that these best scoring students benefited from the adjustments made to support the students with disabilities;
- The resistance of the society to put their children in the class with those having disabilities was challenged with the quality of education provided due to the use of audio-visuals and other supports.

Impact

- One class for all brought in more than ten thousand children with disabilities to school;
- It contributed to the improvement of skills of teachers in handling diversity, classroom management and learner focused teaching.
- It increased on the number of girls attending school as most of the siblings were left at home to take care of their sisters and brothers with disabilities;

Impact cont...

- It impacted on the overall livelihood of households as mothers were able to go out and work to bring additional income.
- With this initiative, we were able to achieve SDG 4, 5, 8 and 10.

Lessons learned

- The work on inclusion doesn't work in a silo;
- Leaving no one behind is impossible with “business as usual”.
- the SDGs are highly interdependent.
- Political commitment is key to achieving the SDGs and Agenda 2063

Challenges

- Lack of understanding about the urgency of addressing vulnerability: Government focus on shocks and crisis management.
- Pilots are strong evidences; Yet, governments are reluctant to replicate them as they think these are miracles.

Challenges cont...

- Weak institutions fail to monitor execution and intentions and commitments do not turn to actions.
- Political commitments on inclusion are not adequately financed; there is a wrong attitude that inclusion is supposed to be financed by non-profit CSOs; please refer to costing equity research.

<https://www.light-for-the-world.org/costingequity-invest-inclusive-education> -

Key recommended strategies

- Data and figures speak strong to cases of inclusion; More data is needed on the pros and possible cons of exclusion at all sector. **Please use the Washington group <http://www.washingtongroup-disability.com/publications/implementing/> set of questions for data collection.**
- Deploying clear commitment from the government and anticipating progressive ownership is a must in all initiatives being piloted by CSOs. Hand over during phase out is wrong and highly questioned.
- Citizens need to be thought how to hold their governments accountable and make them understand the sense of social contract.

Key recommended strategies cont...

- Human rights and political commitments need to be strongly aligned with the budgetary figures. Talks should be accompanied by allocating the adequate token of resources!
- One class for all is the natural garden for an inclusive future.
- Remember, Inclusion is about all of us; not few of us! !

Thank you

