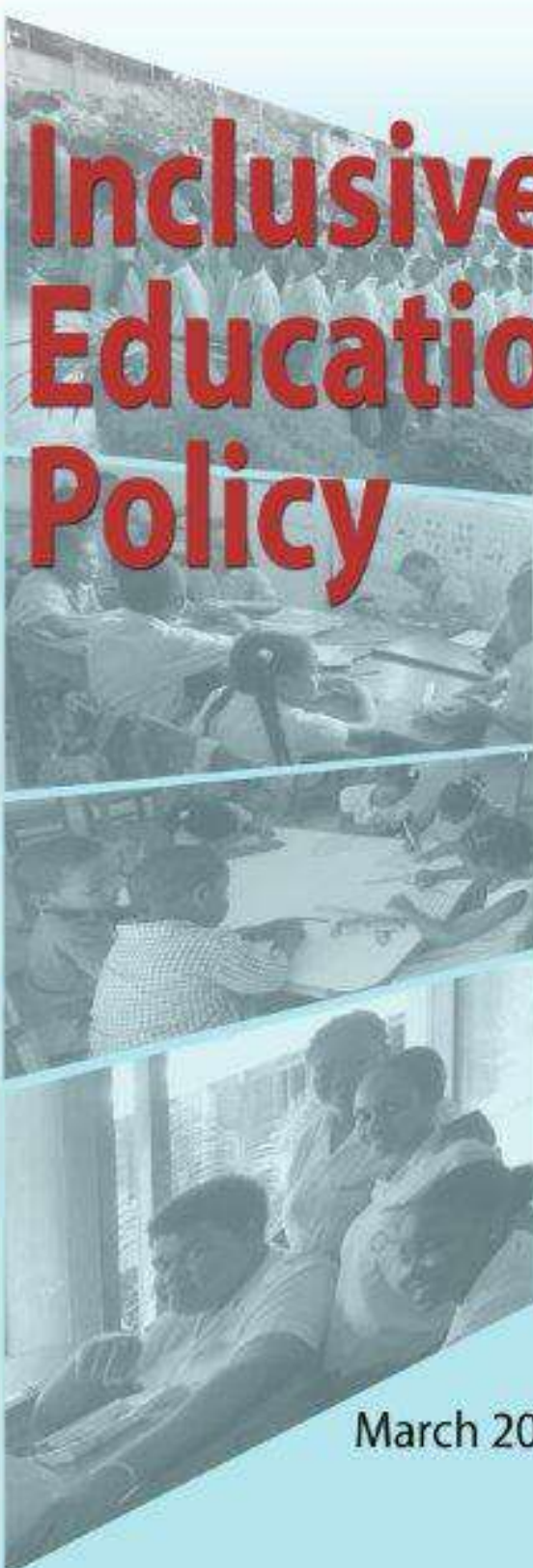




Ministry of Education



Inclusive Education Policy

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GOVERNMENT OF SEYCHELLES



MINISTRY OF EDUCATION

Inclusive Education Policy

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Foreword



Education is the key to a better future for all our children, and we are committed to ensuring that every child has the opportunity to achieve their full potential. Due consideration should be accorded to learners with special educational needs and disabilities, as far too many barriers can stand in the way.

Inclusive education reflects the values, ethos and culture of a public education system committed to excellence by enhancing educational opportunities for all learners. The 'Inclusive Education Policy' sets out the Government's vision for giving all children the opportunity to develop and succeed, with particular attention given to those with special educational needs. It sets a new agenda for improvement and action at national and local levels.

The Inclusive Education Policy has been formulated following wide consultation with key stakeholders. Its implementation calls for a multi-sectoral approach as we need to continue working together and coordinate our efforts.

I wish to acknowledge the contributions of the Core Team, Lead Focal Person and participants from key ministries, stakeholders and the invaluable support of UNESCO expressed through their financial assistance to this important policy initiative.

Through the implementation of this policy, we look forward to meaningful educational dialogues and interactions among various stakeholders that will result in greater improvement in the whole support process of the education system.

I call on all the management and staff of schools, partners and all those involved in the development of education, to use this policy widely as the enabling tool designed to consolidate the principle of equity and equality of opportunity towards education for all.


Macsuzy Mondon
Minister for Education

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Definitions

Child

A human being below the age of eighteen

Disability

The loss or limitation of opportunities to take part in the routine life of the school and community on an equal level with others due to congenital or acquired physical, mental, emotional and social factors.

Differentiated learning opportunities

A wide variety of teaching techniques and lesson adaptations that educators use to instruct a diverse group of students, with diverse learning needs, in the same course, classroom, learning environment. Differentiation is commonly used in “heterogeneous grouping”—educational strategies in which students of different abilities, learning needs, and levels of academic achievement are grouped together. In heterogeneously grouped classrooms, for example, teachers vary instructional strategies and use more flexibly designed lessons to engage student interests and address distinct learning needs—all of which may vary from student to student.

Educationally Marginalized Children

These are learners who may need extra or different assistance from that given to other learners of the same age.

Empowerment

Is the process of gaining access and developing one’s capacities with the view of participating actively in shaping one’s own life and that of one’s community in economic, socio-cultural, political and religious terms.

Gender

These are roles, duties and responsibilities culturally or socially ascribed to women, men, boys and girls. *Gender* also includes the expectations held about the characteristics, aptitudes and likely behaviours of both femininity and masculinity. Gender roles and expectations are learned.

Gifted Children

Children who are performing above the expected level for their age group.

Hearing Difficulties

Hearing loss from mild, moderate, severe to profound.

Inclusion

Inclusion in the Seychelles Education System is about ensuring that all policy makers and implementers play an active role in making schools more conducive and pleasant places for everyone to work and learn. It is about increasing the participation of all children in learning and play. It is about helping every child to develop his or her full potential, regardless of race, gender or any disability that he or she might have. It is also about supporting settings to become responsive to children and young people's backgrounds, interests, experience, knowledge and skills.

Inclusive School

The Seychelles Education System defines an "inclusive school" as a school with high expectation of meeting learner's needs and where these needs are met. This is achieved through the provision of planned and differentiated learning opportunities, matching the needs of the individual child. An inclusive school is one in which continuing emphasis on valuing individual differences leads all learners, irrespective of social or cultural background, disability or difficulty in learning. The inclusive school is one where there is a growing body of evidence to show that making schools more inclusive, more responsive to diverse needs, provides opportunities for learners to develop to their utmost potential as prescribed in the National Curriculum Framework.

Learning Difficulties

Mild, moderate, severe, profound, and multiple difficulties or disabilities; this is usually assessed through IQ or Baseline testing. Learners with LD have problems in acquiring basic literacy skills, as well as problems in learning basic self-help skills such as dressing and toileting.

Language barrier

Factors impeding on communications.

Medical Conditions

Epilepsy; Asthma; ADHD; Diabetes; Down Syndrome; Dyspraxia (Clumsy Child); HIV/AIDS; Pregnant Learners; Schizophrenia; Depression.

Physical Disabilities

Results of congenital condition or acquired injury leading to mobility problems; Example Cerebral Palsy; Brittle bones diseases; Muscular Dysrerophy; Spina Befida and hydroceptaius; Cystic Fibrosis.

Rehabilitation

Combined efforts in the domains of health, education, psychology and work, which are intended to raise the functional level of a person with disability so as to enable him/her to take part in the routine life of the community.

Sensory Difficulties

Sensory difficulties are characterized by multiple problems to organize sensation coming from the body and the environment. This is manifested by difficulties in the performance in one or more of the main areas of life such as work, leisure and play or activities of daily living.

Special Educational Needs

Embraces all those pupils who for whatever reasons require additional support.

Speech and Language Difficulties

Difficulty or not able to articulate.

Specific Learning Difficulties

Learners with specific learning difficulties are those who experience difficulties to access the curriculum in the area of language, (reading, listening, speaking and writing) and mathematics. This term is usually associated with learners who have difficulties not directly associated with intellectual, physical or sensory.

Social, Emotional, Behavioural Difficulties

Learners who exhibit inappropriate behaviours or emotions that result in disruptions for themselves or others in their environment; some common characteristics include:

- i. Hyperactivity/Distractibility
- ii. Impulsivity
- iii. Withdrawal/Anxiety
- iv. Poor self-concept
- v. Social skills deficit
- vi. Disruptive/Aggressive – acting out behaviour
- vii. Inadequate peer relationship

Social model of Disability

Identifies systemic barriers, negative attitudes and exclusion by society (purposely or inadvertently) as contributory factors in disabling people.

Technical Aids

Appliances which assist the functional ability of a person with disability.

Visual Difficulties

Visual loss from those whose impairment are corrected with glasses (low vision) to those who are blind.

Acronyms and Abbreviations

ADHD	Attention Deficit and Hyperactivity Disorder
ASD	Autistic Spectrum Disorder
ECCE	Early Childhood Care and Education
EFA	Education for All
EMC	Educationally Marginalised Children
HIV/AIDS	Human Immunodeficiency Virus / Acquired Immune Deficiency Syndrome
IEP	Individual Education Plan
LD	Learning Difficulties
MDG	Millennium Development Goals
MoE	Ministry of Education
NCDP	National Council for Disabled
SEN	Special Education Needs
SEND	Special Education Needs and Disabilities
SENCO	Special Education Needs Coordinator
SLD	Specific Learning Difficulties
SNE	Special Needs Education
UN	United Nations
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organisation

1.0 Overview of Inclusive Education and National Development

1.1 International Conventions and Policies

1.1.1 While progress is being made towards the Education For All (EFA Goals, MDG Goals , 2005), more attention is also being paid to the many children and young people who attend school but who are excluded from learning, who may not complete the full cycle of education and who may not receive an education of good quality.

1.1.2 It is of crucial importance that all children have access to education. However, it is equally important that they are able to take full part in school life and achieve desired outcomes from their education experiences. While subject-based academic performance is often used as an indicator of the learning outcomes, 'learning achievement' needs to be conceived more broadly as the acquisition of the values, attitudes, knowledge and skills required to meet the challenges of contemporary societies (UNESCO, 2007).

1.1.3 The UN Convention on the Right of the Child (1989) has emphasised that the type of education provided should "prepare the child for an active and responsible life as an adult". According to the Universal Declaration of Human Rights 1948 – 1998, "education should be used as a tool to promote understanding, tolerance and respect for others" (Article 26).

1.1.4 Seychelles signed the UN Convention on the Right of Persons with Disability in 2009, which signifies a change in approach to the delivery of education services for children with disabilities. Some objectives of the articles in the UNCRPD convention have direct relevance to the Seychelles Education System such as in the following:

- i. Mainstream schools are accessible to children with disabilities and teachers are equipped with the necessary skills to work with children with disabilities (*Article 9*).
- ii. Education policies that clearly articulate the types of provision necessary for children with disabilities are in place and have access to appropriate adaptive aids/ equipment which will facilitate their learning (*Article 24*).
- iii. Data is available on the numbers of children with disabilities in educational institutions and monitoring and evaluation systems are in place (*Article 31*).

1.1.5 The Ministry of Education should ensure that existing infrastructure and facilities are upgraded to comply with the norms and specifications as stipulated by international agreements such as the International Standard for Building Construction (ISO/FDIS 21542).

1.2 National Legislation and Policies

1.2.1 All national education legislation and policies are guided by the Constitution of the Republic of Seychelles. Article 33 stipulates “To provide compulsory education, which shall be free in State schools for such minimum period, which shall not be less than ten years, as may be prescribed by law” (1993).

1.2.2 Quality and Equity feature strongly among the operational goals of the comprehensive education service in the Seychelles. In a comprehensive system, this is reflected in bringing about genuine equalisation of opportunity whereby the education provisions should ensure that all learners are to be included regardless of differences or difficulties. This is in line with the Education Act (2004) and other Acts that the Ministry of Education abides to with the support of other ministries as illustrated below:

- i. “The Minister shall provide special education programmes for learners of compulsory school age, who, by reason of intellectual, communicative, behavioural and physical or multiple exceptionalities, are in need of special education” (*Education Act, 2004: Article 15 (1), Special Education*).
- ii. “A learner who is entitled to a special education programme shall have the programme delivered in the least restrictive and most enabling environment” (*Education Act, 2004: Article 15 (2), Special Education*).

1.2.3 The National Council for Disabled Act 1994 set up the National Council for Disabled Persons (NCDP). The NCDP oversees a Vocational Unit which offers the necessary vocational training and skills development programmes for persons with disabilities to enable them to enter the world of work. The MoE should work closely with NCFD to empower the institution to ensure that quality training takes place.

1.3 Policies and Framework of the Ministry of Education

1.3.1 The following extracts from the *Education for a Learning Society, Policy Statement of the Ministry of Education Seychelles (2000)* exemplify the Ministry of Education’s commitment to inclusive education:

- i. Equality of access to schools and programmes; “To provide for programmes which will enhance the conditions for optimum achievement by every group, including the gifted, the slow learner and the learning – disabled. Emphasis also needs to be put on redressing gender imbalances in performance within general education...” “To achieve level of quality: Special Needs Education must be built into the system especially at the mainstream system.”
- ii. Education for Empowerment:
 - Recognition of achievement and development of self-esteem.
 - Positive attitude to learning as a lifelong activity.
- iii. Education for Social Cohesion:

- Development for all the inter-personal skills for living together.
- Development of acceptance and appreciation of differences.

iv. Values:

- Creating an inclusive school environment which challenges every individual to achieve his or her higher potential
- Developing national curricula which anticipates and responds to the individual and collective needs of children in a fast-changing world.'

1.3.2 The Seychelles Framework for Early Childhood Care and Education (ECCE) is guided by the principle “a winning start for every child” and one of its purpose is to “address the special needs of vulnerable and disadvantaged children” (2011).

1.3.3 The National Curriculum Framework (2013) “recognises the uniqueness of each individual and the fact that individuals learn in different ways and at different rates. Learning and teaching therefore have to respond to the needs of different learning styles and to the abilities, talents, identities and experiences of all learners, irrespective of their gender, race, physical abilities, religious and socio-linguistic background, social or financial status”.

1.3.4 The National Assessment Framework; Ministry of Education, (2013), emphasises that assessments should cater for both individual and group diversity. In acknowledging that assessments have a capacity to disadvantage certain groups of children, every effort must be made that assessments use multiple sources of evidence gathered over time. Assessment practices throughout primary and secondary education will as far as possible be inclusive and promote equity principles. The assessment tasks must be accessible to all children including those with special needs. Inclusive language will be used, to avoid gender and other bias.

2.0 Overview of the Policy on Inclusive Education

Historically, Seychelles has been concerned about learners with Special Educational Needs (SEN) and has embarked upon several initiatives over the past thirty years. The Ministry of Education, through its Comprehensive Education System, is committed to bringing about genuine equalisation of opportunity whereby the education provisions should ensure that all children could be included regardless of differences or difficulties. In spite of the Ministry’s commitment in bringing about genuine equalisation of opportunity in the education system, studies carried out locally have shown that there had been a tendency to overlook or forget learners with Special Education Needs and Disabilities (SEND) that are in the mainstream as well as those in the special school / centres and at home, hence their needs are not being adequately catered for.

This first Inclusive Education Policy of the Ministry of Education in Seychelles is aimed at addressing the barriers that have been preventing all learners from reaching their full

potential. This policy raises an awareness of SEND issues in policies, practices and procedures in all areas of education service provision and programme development within the scope of the Millennium Development Goals (MDG), the Convention on the Right of Persons with Disabilities (CRPD) and Education for All (EFA) Goals. It also gives guidance as to how this might be achieved and linked to other policies and strategies where appropriate. Furthermore, it supports a social model of disability.

3.0 Rationale for the Inclusive Education Policy

All learners, wherever they are educated, need to be able to learn, play and develop alongside each other within their local community. While progress is being made towards the education for all (EFA Goals, MDG Goals), more attention is also being paid to the many learners and young people who attend school but who are excluded from learning, who may not complete the full cycle of education and who may not receive an education of good quality. Evidence from studies carried out locally revealed that during the last decades, far too many learners and young people with Special Educational Needs and Disabilities (SEND) are not achieving as well as their peers, relative to their starting points and as a result, too many are leaving education without the skills and qualifications needed to become independent adults.

The Inclusive Education Policy will:

- i. Serve as a platform, to help implement other policies and guidelines of the Ministry of Education.
- ii. Be the platform on which all decisions will be based when it comes to Inclusive Education in order to attain full implementation of laws and regulations.
- iii. Facilitate the provision of specialised facilities, personnel and infrastructure to cater for all learners' needs.
- iv. Act as a catalyst for promoting the right of all learners to have access to a broad, balanced and appropriate curriculum.

4.0 Structure of the Policy

4.1 This policy sets out the Ministry of Education's vision, goals, objectives, principles and values to provide strategic direction in promoting inclusive education at all the stages recognised in the legal frameworks on education, and its institutionalisation at the level of the education sector.

4.2 It also establishes the following twelve (12) strategic policy areas for co-ordinated and harmonised interventions, to enable the necessary transformation in education to better contribute to the national goal of a knowledge-based society.

- i. Rights-Based Approach
- ii. Flexibility

- iii. Access
- iv. Accountability
- v. Early Assessment and Intervention
- vi. Mainstreaming children with disabilities
- vii. Teacher Training and Professional Development
- viii. Human Resources
- ix. Curriculum and Assessment Development
- x. External Evaluation
- xi. Coordinated Governance, Implementation, Monitoring and Evaluation
- xii. Actioning the Policy

5.0 Vision

The vision of the Inclusive Education Policy is to promote an education system whereby all children including those with SEND both in mainstream/regular school systems and other authorised settings at all levels, are fully integrated preparing them to embrace their differences, thus becoming responsible citizens by:

- i. Providing opportunities for all children with special educational needs and disability to participate in activities compatible with the efficient education of other children.
- ii. Creating an environment where learners' needs are met within the school through the provision of planned and differentiated learning opportunities which are carefully matched to the needs of the individual child.
- iii. Placing continuing emphasis on valuing individual differences leading all learners, irrespective of social or cultural background, disability or difficulty in learning, to succeed in terms of the fulfillment of academic and social goals, and in the development of positive attitude to self and others.
- iv. Creating a growing body of evidence to show that making schools more inclusive, more responsive to diverse needs, provides opportunities for learners to develop to their utmost potential.

6.0 Goals

The goals of the Inclusive Education Policy are to:

- i. Promote equity and inclusion to enable all learners including those with SEND to benefit fully from quality education.
- ii. Make provision for a range of services geared towards early prevention and identification, planning, assessment strategies and intervention.
- iii. Make provision for learning, teaching and assessment which respond to the needs of different learning styles and to the abilities, talents, identities and experiences of all children.
- iv. Promote the inclusion of all children including those with SEND in mainstream/regular school system at all levels, and ensure their full integration within the education system.
- v. Provide professional guidance into the area of Inclusive Education in order to secure quality teaching and effective use of resources to bring about improved standards of achievement for all learners including those with SEND.
- vi. Provide appropriate training and services in Inclusive Education.
- vii. Enhance the involvement of parents and community in the education of their children.
- viii. Make provision for appropriate and adequate resources for meaningful teaching and learning.

7.0 Scope and Target

7.1 Scope

Whilst this policy document is the beginning of ensuring the provision of more inclusive education in all state primary and secondary schools, it is anticipated that eventually it will extend to higher education, world of work and the community at large. This will be achieved through close collaboration with the Inter Agency and partners, ANHRD, Employment and associated NGO's.

7.2 Target

The Inclusive Education Policy has identified and targeted ten different categories of Special Education Needs and Disabilities. These are the Educationally Marginalised Children which include the following:

- i. Learning Difficulties
- ii. Specific Learning Difficulty
- iii. Hearing Difficulties
- iv. Visual Difficulties
- v. Physical Disabilities
- vi. Sensory Difficulties
- vii. Medical Conditions
- viii. Speech and Language Difficulties
- ix. Gifted and Talented
- x. Social, Emotional and Behavioural Difficulties

8.0 Key Principles and Values

Inclusive education embraces the concept of equality of opportunity for all learners whereby education provisions should ensure that all learners are included regardless of differences or difficulties. This is in line with the Education Act (2004) and other policies that the Ministry of Education abides to with the support of other ministries.

The implementation of this policy will be guided by the following principles and values:

- i. Quality and Relevance:

Interventions shall be characterised by the highest standard of delivery and relevance.

- ii. Openness & Learner Protection:

Interventions shall seek to recognise and overcome potential barriers to learning, promoting participation and success for everyone with the provision of a broad and balanced differentiated curriculum in schools, while providing for adequate protection from the potential negative impact.

- iii. Flexibility and Responsiveness:

Interventions shall seek to develop flexible systems to support the educational needs of all children and young people in their local community and also seek to ensure that necessary services are dynamic and that they adequately respond to the ever changing needs of the target audience.

- iv. Audience Centredness and Empowerment:

Interventions shall seek to ensure that identified target audience remain the focus, learning opportunities take place in the most enabling environment, and that the target audience have access to resources necessary to facilitate the learning experiences.

v. Cost–Effectiveness and Sustainability:

Interventions shall seek to promote cost effective access to learning opportunities in an inclusive system and shall consider the long-term nature of diverse experiences needed and not be limited to particular project life- cycle.

vi. Efficiency:

Interventions shall seek to ensure that the goals/objectives of the Policy are attained in the most efficient manner in order to optimize returns from investment in this area.

vii. Professionalism:

Decisions-makers at all levels of the institutional mechanism shall be characterized by high standards of ethics, accountability, and transparency.

viii. Integrity:

Decisions taken at all levels of institutional mechanism shall be in accordance to established criteria and shall demonstrate the highest standard of fairness and honesty.

ix. Partnership & Collaboration:

The interventions shall seek strategic partnership and collaboration where stakeholders are supportive to one another and leverage resources for action to bring about improvement in the learning environment and learning experience of the educationally marginalized children.

x. Discerning:

The interventions shall give due consideration to sensitivity, circumstances and context in decision on options for improving learning experiences for target audience.

xi. Participation & Ownership:

Stakeholder participation and engagement shall be central to the process of implementation the policy.

xii. Access and Inclusivity:

Interventions shall seek to ensure diversity of quality access without discrimination and respond to individual differences through the recognition of entitlement for all learners to an appropriate curriculum with everyone equally valued.

xiii. Gender Equality:

Implementation of the policy shall seek to ensure that gender equality is observed.

xiv. Rationalisation and Coherence:

Interventions shall seek to undertake a coordinated and coherent engagement to dimensions of inclusive education.

9.0 Strategic Policy Goals and Statements

9.1 Strategic Policy Goal One – Adopting a Rights-Based Approach

The 'Rights-Based Approach' to education means working in different ways with the range of stakeholders locally, nationally and internationally, at different moments in the process to bring about Equal Educational Opportunities for All. It requires an understanding that sometimes governments might be collaborators: for example, if they are showing genuine interest in fulfilling their obligations; while at other moments they might be key targets: for example, if they continually fail to invest in delivering quality education.

This policy seeks to provide:

- i. The right of education for all learners regardless of the degree of their disability; in 'the least restrictive environment';
- ii. The right of education for learners who are non-disabled together with those who are disabled in a learning environment where they can learn from, appreciate and value each other;
- iii. The right of the learners with disability to a full assessment carried out by a multi-disciplinary team;
- iv. The right for teachers working in the regular school system to be offered training and facilities in order to help integrate children with disabilities in regular schools;
- v. The right of parents of learners with disability to be involved at every level of their children's education;
- vi. The right of learners with disability to continue their education to tertiary level;
- vii. The right of learners with severe medical conditions to access education in the least stressful environment.

9.2 Strategic Policy Goal Two – Adopting a Flexible Approach

This Inclusive Education Policy makes provision for flexibility in the education system to respond to the particular needs of learners as required at any given time through a range of effective educational programs based upon:

- i. The need for flexibility in the application of regulations in respect of persons with disability on the part of the Education authorities (including the University).
- ii. The fact that vocational education for learners with disability should be an integral part of learners' general education.
- iii. The importance of the need for personnel working in a multi-disciplinary team to be trained to work as a team.

9.3 Strategic Policy Goal Three – Quality access to educational services

Inclusive education is central to the achievement of high quality education for all learners and the development of more inclusive societies. This strategic goal emphasises:

- i. The responsibility of the Education authorities to provide a wide range of services for learners with SEND in our schools.
- ii. The responsibility of all service providers of special education such as the Ministry of Health, Social Services as well as other related services to offer learning opportunities that better respond to their diverse need
- iii. The need to consider the setting up Specialist Resource Centres for all persons involved in special education at the School for the Exceptional Child.
- iv. The need for all educational facilities to be disability friendly.
- v. The need to develop and implement special need curriculum for learners within an inclusive setting.

9.4 Strategic Policy Goal Four – Accountability

Accountability is essential to improving learner performance. For accountability of inclusive education to be effective, there is a need to:

- i. Have in place quality assurance measures to monitor the individual progress of learners.
- ii. Hold service providers accountable for the progress made by vulnerable groups.

9.5 Strategic Policy Goal Five – Early Detection and Intervention

The Inclusive Education Policy recognises that early detection and intervention is vital to achieving better outcomes for children with SEN and disabilities and the necessity for better coordination and information sharing between professionals from Health, Education and Social Services. Therefore, provision should also recognise the continuum of needs whereby:

- i. Information between professionals of health, education and social care organised around the needs of children and families, with better information sharing and detection leading to early intervention.
- ii. Service providers are able to take prompt action to help children who are falling behind their classmates.
- iii. Teachers and early year's staff spend quality time supporting early intervention and inclusive practice.
- iv. A multi-disciplinary institutional framework to be established based on the Code of Practice on SEND matters.
- v. Parents and families have access to quality childcare and early years provision in their local community.
- vi. Parental commitment and accountability to the education of learners with SEND.

9.6 Strategic Policy Goal Six - Mainstreaming learners with disabilities

The practice of 'mainstreaming' learners with disabilities should be an integral part of national plans for achieving education for all. Even in those exceptional cases where learners are placed in special schools, their education need not be entirely segregated. Part-time attendance at regular schools should be encouraged with primary and secondary schools within the vicinity of special schools and centres. Therefore this strategic goal emphasis that:

- i. Special schools or centres continue to provide the most suitable education for the relatively small number of learners with disabilities who cannot be adequately catered for in regular classrooms or schools
- ii. Staff expertise is used to assist in the early screening and identification of learners with SEND and also in developing intervention programmes.
- iii. Special schools or centres are served as training and resource centres for staff in regular schools.
- iv. Investment in existing special schools is geared to providing professional support.
- v. Staff of special schools can guide those in mainstream schools in the matching of curricular content and teaching methods to the individual needs of learners.

9.7 Strategic Policy Goal Seven - Teacher Training and Professional Development

The policy acknowledges the demands being made upon teachers in an 'inclusive' situation and emphasises the need to provide adequate human resources and promote the continuous professional development of in-service teachers. Therefore,

- i. The training of mainstream teachers should include appropriate SEN modules at all levels of teacher training

- ii. The training to all SENCOs should include a wide range of SEND modules in all ten categories already mentioned
- iii. The resource centres should provide resources for the continuous professional development of in-service teachers and SENCOs
- iv. External support should be provided by resource personnel for teachers in ‘inclusive classrooms’ (these include: advisory teachers, educational psychologists, speech and occupational therapists, etc.);
- v. Expatriates should receive an induction package that includes training in SEND.

9.8 Strategic Policy Goal Eight - Human Resources

Capacity building for specialists in specialized areas throughout the education system is a necessity to support the effective implementation of inclusive education. Therefore this strategic goal emphasises the need:

- i. For the Agency for Human Resource Development to give priority for both pre and in-service training of relevant personnel in different fields of Special Education Needs and Disabilities.
- ii. To explore the possibility of training and employing candidates with disabilities as teachers

9.9 Strategic Policy Goal Nine -Curriculum and Assessment Development

The Inclusive Education Policy underpins the fact that individuals learn in different ways and at different rates. Therefore, alternative methods of assessing and measuring achievements must be considered for learners with SEND at all level of the educational system as stipulated in the National Assessment Framework (2013).

9.10 Strategic Policy Goal Ten - External Evaluation

The Inclusive Education Policy recognises the crucial role of External Evaluation in ensuring that Schools, Parent Council and the Whole Education System are held accountable for the extent to which they fulfill their statutory duties towards all learners. With this in mind, appropriate monitoring and evaluation mechanisms must be put in place to monitor the implementation of inclusive education throughout the educational system.

9.11 Strategic Policy Goal Eleven - Co-ordinated Governance, Implementation, Monitoring and Evaluation

The Ministry of Education has the lead responsibility for the implementation of the Inclusive Education Policy in close collaboration with its partners. The enabling conditions for the successful implementation of the Policy will include:

- i. The establishment of a Coordinating Team with defined Terms of Reference to monitor the implementation of the Policy as defined in a monitoring framework.

- ii. The development of a monitoring framework to include strategies and measures that is both quantitative and qualitative in nature.

9.12 Strategic Policy Goal Twelve – Actioning the Policy

- i. The Inclusive Education Policy is considered as one of the pillars for achieving quality education for all. The Ministry of Education will seek to operationalise the Policy intentions/ commitments through an agreed Strategic Framework to map out the strategic direction. Such framework will guide the Ministry's efforts towards the vision, mission and goals of Inclusive Education and the process of institutionalisation of an inclusive culture within the period of the Policy implementation.
- ii. To be able to successfully action the policy the Ministry should equip the Special Needs and Inclusive Education Unit with specialised equipment and trained personnel to coordinate, monitor and evaluate the SEN provisions in schools.
- iii. It is the Government's responsibility to provide the necessary funding to the Ministry of Education to implement the Inclusive Education Policy to the fullest, taking into consideration the number of relevant international agreements signed, already referred to.
- iv. The Policy will be reviewed every five years.