

MINISTRY OF EDUCATION AND TRAINING

LESOTHO INCLUSIVE EDUCATION POLICY

2018

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Foreword



The Lesotho Inclusive Education policy document represents an important milestone in the provision of education for learners with special educational needs in the Kingdom of Lesotho. It reflects the Government commitment to provide quality and relevant education to all the citizens of Lesotho as guided by ratified international protocols and conventions. The concept and practice of inclusive education have gained importance in recent years and it is increasingly understood as a reform that acknowledges and supports diversity amongst all learners.

The Lesotho legal and constitutional frameworks also demonstrate this commitment. The constitution requires that “Lesotho shall endeavour to make education available to all and shall adopt policies aimed at securing [among others] that education is directed to the full development of the human personality and sense of dignity and strengthening the respect for human rights and fundamental freedoms”. This requirement is magnified in Education Act 2010, that: The Minister, Principal Secretary, Teaching Service Commission, proprietors of schools, teachers and school boards shall promote the education of the people of Lesotho and in particular:

- (a) ensure that a learner is provided with opportunities and facilities to enable him or her to develop physically, mentally, morally, spiritually and socially in a healthy, normal manner and in the conditions of freedom and dignity;
- (b) ensure [that the learner with special educational needs] is given the special treatment, education and care required by his or her condition;
- (c) ensure that the learner is free from any form of discrimination in accessing education and is availed all educational opportunities provided.

While the interests of all the learners form the basis of education provision, it is important to gear education provision towards responding to the needs of the previously marginalized members of society. Hence this policy is directed towards

addressing the needs of learners with disabilities including those with special educational needs. To this end, the policy is themed “Lesotho Inclusive Education Policy”.

This policy provides articulate and comprehensive guidelines for provision of education to learners with special educational needs in Lesotho. It is in line with other MoET policies which consider issues of access, quality, relevance and equity as a priority. It should be regarded as the basic document which underlines ministry’s intention to provide inclusive education at all levels. Involving learners with disabilities including those with special educational needs. It is imperative that every effort should be made by individual stakeholder in education to implement this policy.

As a matter of urgency, teacher education institutions are urged to review their training programmes so as to ensure that they are aligned with this policy. The MoET should provide support including provision of appropriate resources for successful implementation of the policy. The Ministry should also make every possible effort to monitor proper implementation of this policy by all concerned stakeholders.

I am confident that we will succeed in this mission of transforming our education of learners with disability and those with special educational needs. I therefore call upon all stakeholders to actively support us through their participation in the translation and implementation of the policy.



Honorable Professor Ntoi Rapapa
Minister of Education and Training

Acknowledgments



Ensuring the provision of quality education for learners with special educational needs has always been a central feature of the MoET. Taking inclusive education as a priority has enabled the development of a clear and focused policy framework. This policy provides a holistic description of the conditions necessary to enable its successful implementation. It

has been informed by extensive consultation and refinement.

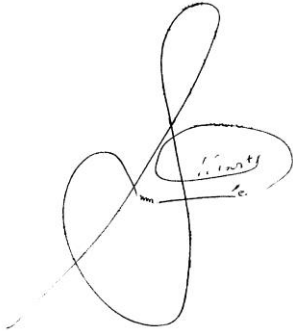
The framework provides clear guidance regarding the actions necessary to ensure the provision of quality inclusive services for learners with special educational needs. Importantly, it challenges the use of outdated definitions and perceptions about learners with special educational needs. It provides acceptable terms of reference which should be used across the education sector when referring to matters related to the development of inclusive education.

The development of the Lesotho Inclusive Education Policy Framework has only been possible through the efforts of many. The Ministry of Education and Training (MoET), wishes to express gratitude and appreciation to the efforts of all who were mandated to draft this policy document. Special thanks to the following stakeholders:

- UNICEF and Lesotho National Federation of Organizations of the Disabled for their financial and technical support in the development of the Lesotho Inclusive Education Policy.
- Japan International Corporation Agency for providing technical assistance and capacity building on Inclusive Education for the SEU personnel in preparation of the development of this policy.
- South African Inclusive Education (SAIE), National University of Lesotho, Lesotho College of Education, Special Schools, Integrating Schools, School Secretariats, Lesotho Distance Teaching Centre, Ministry of Social Development, National Curriculum Development Centre, Examinations Council of Lesotho, HIV and AIDS

Coordination Unit, Inspectorate, Early Childhood Care and Development Unit, School Supply Unit and Planning Unit.

- Special Education officers who closely supervised the process and development of this policy.

A handwritten signature in black ink, consisting of several loops and a central horizontal line. The signature is written in a cursive style.

Gilbert T. Mamasiane (Mr)

PS – Basic Education

Acronyms

AIDS	Acquired Immune Deficiency Syndrome
CFS	Child-Friendly School Standards
CHE	Council of Higher Education
DPSP	Directive Principle of State Policy
EAC	Education Advisory Council
ECCD	Early Childhood Care and Development
ECoL	Examinations Council of Lesotho
EFA	Education for All
ESP	Education Sector Plan
ESSP	Education Sector Strategic Plan
HI	Hearing Impairment
HIV	Human Immunodeficiency Virus
ID	Intellectual Disability
IE	Inclusive Education
IECCD	Integrated Early Childhood Care and Development
IHL	Institutions of Higher Learning
IQ	Intelligence Quotient
JICA	Japan International Corporation Agency
LD	Learning Disability
LDTCC	Lesotho Distance Teaching Centre
LCE	Lesotho College of Education
LNFOOD	Lesotho National Federation of Organisations of the Disabled
LSEN	Learners with Special Educational Needs
MoET	Ministry of Education and Training
NCDC	National Curriculum Development Centre
NFE	Non-Formal Education
NUL	National University of Lesotho
PD	Physical Disability
PTR	Pupil -Teacher Ratio
PWDs	People with Disabilities

RCB	Resource Centre for the Blind
RCC	Roman Catholic Church
SEN	Special Educational Needs
SEU	Special Education Unit
SSRFU	Schools Self-reliance Feeding Unit
TVET	Technical and Vocational Education Training
UN	United Nations
UNICEF	United Nations International Children`s Emergency Fund
VI	Visual Impairment

Definitions of key terms

This section presents key terms pertinent to understanding key issues in inclusive education. The terms are arranged in order of importance.

1. **Inclusive Education:** refers to “a process of addressing and responding to diverse needs of all learners through increasing participation in learning, cultures and communities and reducing exclusion within and from education. It aspires for the conducive environment that best corresponds to learners’ requirements and preferences which can maximise academic and social development. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.”¹
2. **Integration:** refers to the process of placing persons with disabilities in existing mainstream educational institutions with the understanding that they can adjust to the standardised requirements of such institutions including existing contextual arrangements as well the curricula provision and educational facilities.
3. **Special Educational Needs (SEN):** refers to a situation in which learners who are in need of additional support, depend on the extent to which education system adapt curriculum, teaching and/or to provide additional human or material resources so as to stimulate efficient and effective learning for these learners.
4. **Disability:** refers to results of interaction between persons with impairments and attitudinal and environmental barriers that hinders their full and effective participation in society on an equal basis with others. It is a result of impairments, attitudinal and environmental barriers that hinder full and effective participation of people in a society on an equal basis.²
5. **Intellectual disability:** refers to condition related to intellectual/cognitive functioning whereby learner’s IQ is significantly above or below average of peers in the same age group.

¹Article 24 of UNCRPD (UN, 2006)

6. **Learning disability/difficulty:** relates to a number of impairments that may affect the basic psychological processes which can be corrected through appropriate interventions.
7. **Physical disability:** refers to a difficulty which limits performance of particular tasks because of some physical and/or health problems. They include conditions that affect the ability to move; to manipulate the physical environment; to interact fully; or to communicate easily.
8. **Assistive devices:** refer to equipment or software that supports people with disabilities (PWDs) which may be physical, visual, intellectual, speech or hearing. They also enhance learner's ability to perform specific instructional or routine activities in personal management, recreation, leisure, chores/work and basic skills. Examples include wheel chairs, crutches, spectacles, Brailers, hearing aids and speech software.
9. **Impairment:** refers to any weakening, loss or damage to a part of the body through an accident, disease, genetic factor or other causes.
10. **Hearing impairment:** refers to the hearing level which is below what is considered to be normal and includes hard of hearing (partially hearing) and deafness.
11. **Visual impairment:** an umbrella term that covers a range of difficulties with vision/sight and includes the following categories: blind, legally blind, partially sighted/low vision and cortical visual impaired.
12. **Special school:** a school that is built and organised to provide educational self-help services to learners with multiple or profound/severe disabilities that cannot be accommodated in an inclusive or regular school.
13. **Regular school:** a standard/ordinary school which can provide access to all learners without necessarily giving required support to the LSEN.
14. **Resource Centre:** a facility which provides appropriate support to enable learners with disabilities to obtain the service and equipment needed to facilitate their learning.
15. **Reasonable accommodation:** means necessary and appropriate modification and adjustments not imposing a disproportionate or undue burden, where needed in a particular case, to ensure to persons with disabilities the enjoyment or exercise on an equal basis with others of all human rights and fundamental freedoms.

Executive Summary

The Ministry of Education and Training (MoET) is mandated to ensure provision of quality education to all learners, including those with diverse learning needs at all levels. Learners with Special Educational Needs (LSEN) have long been marginalised when it comes to access to education. Therefore, a new direction for inclusive education is drawn up to meet educational and related needs of all learners. Lesotho Inclusive Education Policy (LIEP) was formulated based the principle of child friendly schools and it intends to address these unpleasant elements of exclusion. Its aim is to eliminate exclusion that is a consequence of negative attitudes and lack of response to diversity in learning. LIEP outlines guidelines geared towards provision of high quality education to LSEN in a common learning environment with their peers. This will enable them to form positive social relationships with peers and to become fully participating members of the learning community. It also provides direction that all the stakeholders should take in order to improve educational achievements for LSEN.

The MoET is of the view that a rapid shift in approach is long overdue for guaranteeing that all learners, irrespective of their disability, aptitude and/or ability have the opportunity to reach their full potentials. This policy framework will therefore be applied to all MoET departments and all institutions providing education to all learners from pre-primary up to those of higher learning. It requires change to many existing practices and procedures in order to achieve the outcomes that it is designed to deliver. The contents are subject to review if implementation indicates the necessity to do so.

LIEP ensures that all learners are afforded opportunities that enable them to access high-quality instruction, intervention and support, so that they experience success in learning. LIEP ensures protection of the right of children with disabilities to enrolment in regular or special schools. The policy ensures that placement of LSEN should be done after proper screening by professions and also ensures their non-rejection in school system. Inclusive education providers create a culture of collaboration in a landscape of mutual respect and equality for all. To achieve a high-quality inclusive

education, it is vital that the GoL together with all education sectors and stakeholders, including local and international development partners, develop a shared commitment to internationally recognised values.

All the MoET departments together with all stakeholders should:

- view and value learner diversity as integral to the human coexistence;
- recognise that all people including those SEN can learn;
- acknowledge that LSEN have the right to education in a common learning environment with their peers;
- prevent marginalisation and discrimination based on the special educational needs in order to reduce barriers to participation in learning;
- modify curricula by engaging theories of learning that support learner-centred, Universal Design for Learning and differentiated approaches where appropriate, and also provide instructional resources in accessible formats;
- empower educators on teaching strategies that could best cater for diverse needs of learners in the inclusive settings.
- fulfil their responsibility to facilitate an inclusive culture within their individual education settings and be accountable through the programmes, practices and outcomes of the entire learning community.

Chapter One

1. Background

The Kingdom of Lesotho is a small mountainous country completely enclosed by the Republic of South Africa. It is 30,355 sq km in extent and lies between 28° and 30° Southern Latitude and 27° and 30° Eastern Longitude. About a quarter of the country in the west is lowland with altitudes that vary between 1,524 and 2,300 metres above sea level. The remaining three quarters are highlands rising to the height of nearly 3,500 metres above sea level. Lesotho is divided into 10 districts, namely Butha-Buthe, Leribe, Berea, Mafeteng, Mohale's Hoek, Quthing, Qacha's Nek, Mokhotlong, Thaba-Tseka and Maseru as the capital city. The country population is estimated at 2 million with an estimated annual growth rate of 2.1% per annum (Preliminary Census Report, 2016).

2. Introduction

The international community recognises the significance of education with respect to the economic, social and cultural development of countries. In line with this, the government of Lesotho pledges to provide access to inclusive quality education which is equitable to all learners. This is exemplified by the adoption and domestication of various global policy frameworks in education.³ Lesotho adopted the Education For All (EFA) Goals in 1990, the Millennium Development Goals (MDGs) in 2000, Child-friendly Schools (CFS) pillars in 2005 and Sustainable Development Goals (SDGs) in 2015, and other international conventions.

At the national level, the Constitution of Lesotho provides for Education as a DPSP (Directive Principle of State Policy) and not as a justiciable right (Chapter III, Section 28). Other legal documents which support education initiatives⁴ have also been developed. The GoL also developed the Education Act (2010) to ensure provision of

³ Universal Declaration of Human Rights (1948), (1990) the World Declaration on Education For All, Jomtien, Salamanca Statement and Frameworks for Action on special needs Education (1994), Millennium Development Goals (2000) and the EFA Flagship on Education and Disability by 2015

⁴ Children's Protection and Welfare Act (2011)

quality education to all learners including the LSEN. There are also other official documents⁵ intended to improve access to quality education. In addition, the Education Sector Strategic Plan (ESSP) 2005-2015 was developed to operationalise these key education documents and highlight the development of the Special Education Policy as one of the key requirements for the Special Education Unit (SEU) to carry out its mandate. The current Education Sector Plan (ESP) (2016-2026) is more inclined towards the development and implementation of Inclusive Education Policy. The Ministry also developed teachers' guidelines on how they should interact with and support LSEN at classroom level (MoET, 2011).

3. Guiding principles

This policy is mainly guided by five main global principles on human rights and fundamental freedoms, namely: treating all with humanity and respect; inclusion; tolerance; empathy; equity and non-discrimination. These principles are meant to instil acceptance among learners irrespective of their diverse educational needs. Additionally, the principles demonstrate that Learners with Special Educational Needs (LSEN) are also capable of making positive contribution in society therefore, deserve to access opportunities which can enable them to function independently.

4. Goal

This policy is aimed at ensuring that all LSEN shall participate in Lesotho school system that prepares them to function and live independently in the society and contribute positively in both social and economic development. In order to achieve this goal, MoET will undergo restructuring processes with the aim of creating conducive environments for successful implementation of Lesotho Inclusive Education Policy (LIEP).

5. Implementation of Inclusive Education

The following critical success factors are key to effective and efficient implementation of LIEP:

⁵ Child-Friendly School Standards (CFS) (2012), Curriculum and assessment policy framework (2008), IECCD policy (2013), Open and Distance Learning (ODL) policy and Non-formal education (NFE) draft policy.

- Inclusive Education (IE) financing model;
- ICT in IE;
- Management and coordination framework; and
- Monitoring and evaluation.

These factors also determine how the policy objectives outlined in chapter 3 can be achieved in order to ensure that all learners with special educational needs participate equitably in Lesotho school system.

Chapter Two

This chapter sheds some light on the structure of MoET and the organisation of the entire education system. It also highlights issues related to enrolment of LSEN at different levels of education system.

2 Situational Analysis

2.1 The Structure of the Ministry of Education and Training

The Ministry of Education and Training (MoET) is composed of six technical programmes, each headed by a Chief Education Officer (CEO) or Director. These are the Basic Education section, Curriculum and Assessment, Teaching Service Department, Tertiary, Planning Unit, and Technical and Vocational Education Training Department. In addition, there is also the Administration Department which is responsible for overall executive role.

The Special Education Unit (SEU) was established in 1991. It is a unit, within the Inspectorate Department, which is mandated to:

- a. promote integration of LSEN into the regular school system at all levels. There are twelve officers in the SEU, comprising of two Managers, four Assistant Inspectors and six Itinerant Teachers (ITs).
- b. work in collaboration with several associations of people with disabilities to promote inclusion in all spheres of life, primarily with the Lesotho National Federation of the Disabled (LNFOD) as an umbrella body.
- c. liaise with a wide range of development partners to enhance service delivery and provision of access to inclusive quality education.
- d. provide budgetary support for SE initiatives intended to improve diverse educational needs of the LSEN.

MoET through SEU is mandated to guarantee that all learners, irrespective of their disability, aptitude and/or ability have the opportunity to reach their full potentials. It appears that SEU is understaffed and this hinders the execution of this mandate. Although SEU has been given this responsibility, fulfilling educational needs of the

LSEN requires concerted effort amongst the relevant stakeholders. Therefore, a rapid shift in approach is long overdue for overturning this situation.

2.2 The Education System

The mandate of the MoET is to provide access to quality inclusive education to all Basotho at all levels. Lesotho's education system is organised into formal and non-formal domains. The formal education system is organised in five levels: pre-primary, primary, secondary (junior and senior secondary), post-secondary (vocational and technical schools) and higher learning education (ESP, 2016). Within the system, the SEU recognises three types of schools, namely regular, integrating and special schools.

2.3 Enrolment

Learners with special education needs have been enrolled in various institutions of learning at all levels in 2016. Recent statistics⁶ indicate that there are 2,287 Early Childhood Care and Development (ECCD) facilities, 1,478 regular primary and 341 regular secondary schools. There are eight integrated primary and four integrated secondary schools as well as five special primary schools. There were no special secondary schools in 2016. In addition, some learners with special educational needs are enrolled in the non-formal education (NFE) as well as in the institutions of higher learning.

2.3.1 Regular Schools

Appendix 1.1 presents annual enrolment of the LSEN from 2012-2016. The total enrolment of LSEN in ECCD centres was 894 in 2015; and there were more boys than girls. The current enrolment of LSEN at ECCD seemed to be outnumbered by that of primary schools. This might indicate that there was a large number of out-of-school children with disability who were supposed to be enrolled in ECCD centres.

⁶Education Statistics Report, 2016

The total enrolment of LSEN in registered primary schools was 18,282 in 2016. Generally, there were more boys than girls across all the grades. Additionally, the highest number of LSEN was recorded in lower grades. The most common type of disability was ID, followed by visual impairment (VI) and hearing impairment (HI) respectively.

The total number of LSEN enrolled in secondary schools was 7395 in 2016. At this level, girls generally dominated the statistics throughout the grades. The enrolment of LSEN was evidently high at primary level as compared to secondary level and this can be attributed to high dropout rates. The statistics demonstrate uneven distribution of numbers in terms of gender. Males dominated at primary while at secondary there were more girls. The number of LSEN enrolled in non-formal education (NFE) was 346 in 2016. Generally, the number of males dominated that of their female counterpart. LSEN who enrolled in continuing education were found only in Maseru.

2.3.2 Special Schools

There are five Special Schools located in four districts, namely Leribe, Maseru, Berea and Butha-Buthe. They cater for LSEN depending on their diverse educational needs. There are those which cater for multiple disabilities while others specifically cater for visual and hearing impairments.

Appendix 1.2 presents the enrolment of LSEN in special schools by district, level, gender and type of disability. The total enrolment of LSEN in the country was 373 out of which 176 were girls and 197 were boys. The most prevalent type of disability appears to be HI followed by multiple disabilities while the least prevalent seems to be VI. As stated earlier the number of learners appears to be high in the lower grades as compared to those in higher grades in 2016. The enrolments differed per district with Leribe showing the highest number of LSEN. This might be due to availability of schools which cater for LSEN, a feature lacking in other districts. Special schools are intended to cater for LSEN with severe and profound conditions.

2.3.3 Institutions of Higher Learning

The number of LSEN enrolled in undergraduate programmes was estimated at 20 in 2016. They followed different career paths in only three institutions of higher learning, namely: National University of Lesotho (NUL), Lesotho College of Education (LCE) and Limkonkwing University of Technology (LUCT. This situation demonstrates that access to higher education for LSEN is still a challenge. To overcome these challenge, there is a necessity for development of policy which will outline comprehensive guidelines on how Institutions of Higher Learning (IHL) can provide access to LSEN. The policy will ensure that IHL provide support to LSEN in terms of facilities and inclusive programmes.

2.4 Limitations within existing policies and guidelines

2.4.1 Integration of LSEN into the mainstream

Although existing legal and policy frameworks have realised the need for provision of Education to all children, the main focus is on integration of people with disabilities (PWDs) into mainstream society and consequently integration of LSEN into the regular schools. Integration, however, has been proved to have minimal impact on responding to the challenges faced by LSEN, hence the need for paradigm shift towards inclusive education.

2.4.2 Governance, management and capacity

The SEU's operations have been greatly hindered by the absence of guidelines resulting in poor coordination of SE activities within the MoET, across other line ministries and development partners. This unregulated mode of operation causes duplication of efforts, encourages weak alignment of standards in IE service delivery as well as unauthorised and haphazard establishment of special schools. The efficiency of the SEU is also negatively affected by limited capacity. The existing twelve SEU staff members are unable to cover the entire country and this results in poor implementation, monitoring and evaluation of SE activities.

2.4.3 Curriculum and Assessment

Despite the introduction of an integrated curriculum in 2012, LSEN are still faced with a number of challenges because the curriculum does not cater for individual educational needs in terms of pedagogy, instructional materials and assessment strategies. There is a need to diversify the curriculum. Assessment modes in most schools are standardised and generally administered traditionally, with the use of pencil and paper, which limits the participation of some LSEN. Although some assistance is provided for national examinations, for example, provision of large printed question papers, transcribers, transcription of print into Braille, Sign Language interpreters and extra time, there is still much to be done for LSEN.

2.4.4 Service delivery

Due to the terrain of the country, infrastructure restricts LSEN's access to education as most learners walk long distances to get to school. In addition, most schools are inaccessible as there are neither ramps nor adapted toilets. Even most of the newly constructed schools and rehabilitation centers are still inaccessible to LSEN. Some LSEN cannot enrol into TVET programmes because they do not meet the entry requirements.

The issues discussed above show that MoET faces major challenges of improving access to education for LSEN and increasing their enrolment rate at different levels of schooling. These several critical challenges can be addressed through the development of an Inclusive Education Policy. The policy will provide guidelines on how the SEU, all educational institutions and relevant stakeholders will promote inclusion.

Chapter Three

3. Policy Strategies

This chapter deals with the objectives and strategies that would help to close the identified gaps in the situational analysis. The overall goal of the LIEP is not only to achieve increase in enrolment rate of the LSEN and their retention within schooling system, but to ensure provision of high quality education. Objectives of LIEP and strategies on how to achieve them are discussed below.

3.1 Objective: To improve teaching and learning environment

Operationalisation of LIEP requires conducive teaching and learning environment that can allow learners to access quality education, as such the MoET shall:

- a. rehabilitate existing school facilities to accommodate LSEN.
- b. establish IE construction guidelines for newly constructed schools.
- c. establish guidelines for provision of reasonable accommodation for LSEN.
- d. establish guidelines to ensure that all learners are protected against violence and other forms of abuse in schools.

3.2 Objective: To strengthen capacity of education providers in supporting LSEN

Achieving successful implementation of LIEP calls for availability of competent and dedicated education providers equipped with requisite skills that can enable them to effectively execute their mandate hence, MoET shall:

- a. facilitate programme review at IHL to be in line with IE principles at pre-service level.
- b. facilitate programme review at TVET institutions to integrate IE.
- c. facilitate improvement of the existing TVET programmes and the expansion thereof.
- d. mobilise resources for provision of IE.
- e. facilitate capacity building on IE for Special Education Unit.
- f. coordinate provision of compulsory pre- and in-service IE training for teachers.

3.3 Objective: To enhance partnerships for implementation of LIEP

Successful implementation of LIEP depends on the active involvement of relevant stakeholders in the form of support such as expertise and resources. This necessitates establishment of partnerships, therefore MoET shall:

- a. formalise partnerships with different stakeholders to facilitate efficient service provision including screening and referrals.
- b. coordinate joint reviews for policy implementation with stakeholders periodically.
- c. ensure coordination of MoET's internal systems and activities to achieve successful implementation of LIEP.
- d. establish well equipped and appropriately structured IE Resource Centres at regional level.
- e. collaborate with relevant stakeholders on establishing laws that protect learners with disabilities from exploitation and abuse.
- f. periodically revise the provision of IE services.

3.4 Objective: To adapt the national curriculum in order to conform with inclusive education principles

Inclusion can be achieved when all learners have access to curricula content conveyed in appropriate mode of instruction, in consideration of this MoET shall:

- a. ensure adaptation and modification of the curriculum⁷ to cater for diverse educational needs of learners at all levels of learning.
- b. modify assessment criteria by appropriate representations to meet individual learners' needs.
- c. provide skills- based education and competency-based certification to learners identified as lagging behind from academic demands.
- d. provide appropriate instructional material and learning resources in accessible formats depending on individual needs in order to ensure effective inclusion.
- e. promote active learner participation in sporting and recreational activities suitable for their individual disabilities.

⁷ This entails syllabi of different school subjects, prescribed instructional materials, instructional methods and assessment strategies.

3.5 Objective: To enhance governance and management capacity in IE

Sustainability of inclusive education geared by LIEP requires well-organised governance and management systems, in that regard MoET shall:

- a. restructure the SEU into Inclusive Education Department (IED).
- b. develop comprehensive research, monitoring and evaluation systems to guide implementation of LIEP.
- c. develop guidelines for quality assurance on IE.
- d. collaborate with relevant stakeholders to ensure enrolment of school going children with special educational needs who are out of school into schooling system.
- e. develop guidelines to ensure establishment of multi-disciplinary team for proper identification and assessment of LSEN for prompt intervention.
- f. develop comprehensive guidelines on transformation of special schools and to ensure provision of support services and appropriate resources that best corresponds to requirements and preferences of learners with profound disability.

3.6 Objective: To have laws and policies supporting inclusive education in Lesotho

To safeguard implementation of inclusive education in institutions of learning, legal practitioners as well as legislators should be engaged to facilitate development of regulatory and legal frameworks, as such MoET shall:

- a. capacitate legal officers in the MoET and education institutions on inclusive education.
- b. sensitise the members of the parliament on inclusive education.
- c. advocate for inclusive laws and policies.

The ultimate beneficiaries of the above stated policy objectives are LSEN. MoET envisages successful implementation of LIEP, however, its contents are subject to review if implementation indicates the necessity to do so.

Chapter Four

4. Participation and involvement

The success of Inclusive Education (IE) depends on participation and involvement of various role-players and the will of all stakeholders to work together to identify and overcome barriers to inclusion. Below are different stake-holders and their roles:

4.1 Learners

All learners deserve to access quality education within conducive environment. However, for learning to occur, they should:

- value the importance of education to attain their future aspirations.
- take responsibility for their education.
- have mutual respect for their peers irrespective of their ability/disability.
- support one another.

4.2 Parents of LSEN

Parents of LSEN are considered equal partners in their children's education and decisions regarding their assessment, referrals and placements. They should therefore:

- promote positive attitudes towards the education of Children with Disabilities (CWD) within communities.
- ensure that all children with disability are enrolled and retained in school.
- provide the children with basic needs that ensure their survival and development.
- ensure that the children are not subjected to cultural practices that may negatively affect their well-being.

4.3 The community

Access to quality education for every Mosotho child requires full support from the immediate family up to a larger community. The implementation of inclusive education therefore requires the community to:

- ensure that LSEN's rights⁸ are protected.

⁸ Both primary and secondary rights

- ensure that LSEN receive equal opportunities, access to education and other facilities as all learners.
- ensure that LSEN receive appropriate care and support without any form of discrimination.

4.4 Institutions of Higher Learning

The mandate of IHL is to ensure that learners receive requisite skills to empower them to fully participate in economic development of their country. Over and above this the IHL should:

- engage in ongoing research on IE.
- design and execute pre- and in-service IE programmes for teachers.
- expand units which offer support to LSEN.
- ensure that all their programmes are inclusive.

4.5 Proprietors

The successful implementation of educational initiatives requires ownership and endorsement of school proprietors. The implementation of LIEP rests upon their full support as they are main partners who have full ownership of the schools. They should:

- ensure inclusion of LSEN in their schools.
- ensure deployment of qualified teachers and provide requisite support for efficiency.
- ensure rehabilitation of infrastructure.
- develop and implement school-based policies which promote IE.

4.6 Teachers

The drivers of educational initiatives within the school setting are teachers. Therefore, the success of IE programme depends on their expertise and attitude which have direct influence on their efficiency. In order to effectively execute their mandate, they should be empowered with requisite skills that will help them:

- eliminate any stereotypical outlook towards LSEN.
- identify individual learners' needs, assess and intervene as necessary.
- design and administer the Individual Educational Programme (IEP).
- ensure that diverse needs of all learners are catered for in an inclusive setting.

Chapter Five

5.1 Organisational roles and responsibilities

In order to strengthen the implementation of the LIEP, a number of departments have been identified as key to the achievement of inclusive education through budget allocation and technical support. The roles of each department have been articulated as follows:

Department	Functions in terms of the implementation of LIEP
Administration - PS's Office	Oversees implementation of LIEP by all departments of the Ministry of Education and Training.
NCDC	Provides technical support to Inclusive Education Department and ensures that all curricula and instructional materials are accessible to LSEN.
NFE	Provides accessible learner support services to LSEN.
ECCD Unit	Provides technical support and inclusive IECCD educational services to LSEN.
Planning Unit	Facilitates planning and implementation of the educational programmes in accordance with inclusive education policy through explicit targets and indicators.
ECoL	Where necessary, provides technical support and assessment packages which are inclusive and accessible.
SSU	Supplies and distributes inclusive and accessible materials for LSEN.
EFU	Ensures that the physical school facilities are accessible.
IED	coordinates and provides technical support to other departments on the implementation of LIEP.
SSRFU	provides nutrition related services for LSEN
SEU	provides reasonable accommodation for teaching and learning of LSEN in line with the implementation of IE policy.
HIV and AIDS	provides psychosocial support and counselling services to sector

Coordination Unit	employees and LSEN for the implementation of IE policy.
Procurement Unit	procures accessible and inclusive services and materials for effective implementation of LIEP.
Higher Education Inspectorate	provides inclusive education through accessible and appropriate physical infrastructure and curriculum. <ul style="list-style-type: none"> • inspects and reports on the implementation processes of LIEP on regular basis. • conducts in-service training for IE teachers.
TSD	<ul style="list-style-type: none"> • facilitates recruitment and placement of teachers and resource persons qualified in inclusive education. • makes provision for modification and adjustment for employment of resource persons.
EAC	ensures that all curriculum and assessment official documents promote inclusion.
CHE	ensures that higher education system adheres to requirements of IE in terms provision of support and appropriate facilities. ensures that programmes offered in IHL are inclusive.

Chapter Six

Monitoring and Evaluation

This policy values the importance of comprehensive monitoring and evaluation processes for its successful implementation. The MoET shall ensure establishment of a research, monitoring and evaluation office under Inclusive Education Department. This office will:

- develop a comprehensive monitoring and evaluation system that will ensure availability of up-to-date data for successful implementation of Lesotho Inclusive Education Policy.
- produce routine and periodic reports as well as joint annual and sectoral reviews to track progress at different levels of implementation.
- collect data from different sources such as Education Management Information System (EMIS), affiliated stakeholders in IE, learning institutions, learners, teachers, school boards, parents and communities through routine, periodic and annual data collection.
- account to stakeholders, identify gaps and priority areas as well as to improve the overall quality of ongoing and future programmes.
- advice Ministry to keep up with the current trends on IE programme.

Inspection should monitor the implementation process of LIEP and provide information/reports on regular basis. There will be mid-term (2 and half years) and end of term (5 years) policy review.

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Appendix

Appendix 1.1: Below is table which shows annual enrolment of the LSEN from 2012-2016

	2012		2013		2014		2015		2016	
	F	M	F	M	F	M	F	M	F	M
ECCD			342	450	354	427	382	512		
			792		781		894			
PRIMARY	8300	11382	8432	11668	8444	11913	6738	11212	7428	10804
	19682		20100		20357		17950		18232	
SECONDARY	4598	3003	5595	3007	5010	3292	5016	3219	4392	3003
	7601		8602		8302		8235		7395	
NON-FORMAL EDUCATION			122	288	117	264	115	263	121	225
			410		381		378		346	
TOTAL	12898	14385	14491	15413	13925	15896	12251	15206	11941	14032
	27283		29904		29820		27457		18973	

Appendix 1.2: Enrolment of LSEN in Special Schools by district, disability and grade in 2016

District	Disability	Grade 1		Grade 2		Grade 3		Grade 4		Grade 5		Grade 6		Grade 7		Total
		M	F	M	F	M	F	M	F	M	F	M	F	M	F	
Botha-Bothe	Multiple	7	9	3	6	3	8	6	6	4	4	10	3	6	8	83
		16		9		11		12		8		13		14		
Leribe	HI	33	23	13	8	3	8	12	11	0	0	0	0	0	0	111
		56		21		11		23		0		0		0		
	Multiple	19	16	0	0	0	0	0	0	0	0	0	0	0	0	35
Berea	HI	12	12	3	4	5	2	2	0	5	6	5	7	4	3	70
		24		7		7		2		11		12		7		
Maseru	VI	7	9	6	4	5	4	6	4	8	4	7	2	3	5	74
		16		10		9		10		12		9		8		
Total		78	69	25	22	16	22	26	21	17	14	22	12	13	16	373
	147		47		38		47		31		34		39			

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37. M. Mokhobatau	Mamello English Medium Primary
38. Sr. I. Rakaibe	Mt. Royal Primary
39. M. Ntobaki	Seleso Primary

40. M. Sekoto	Motsekuoa Primary
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