



Title: Exclusive education towards inclusion in higher education after 2015: The lessons and opportunities in policy implementation for Kenya

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ABSTRACT

The contours of social exclusions are broad and varied. However, tackling exclusion is like policy creation. This study sought to bring out the progress on inclusive education by addressing policy elements in exclusions and inclusive as its main objective based on the scope in policy creation and implementation in higher education. The study used theories; Heutagogy of Stewart Hase (2000); or the self-determined learning as well as Herbert Simon's social learning (1947) theory or the social discourse theory. The study design was explorative with case surveys from the global trends as a benchmark for its scope including Kenya using the content analysis of Salamanca conference on inclusive education and Education For All and expectations thereafter from the year 2015. The lessons have been derived from survey cases of countries benchmarked as a basis for policy analysis, planning, implementation and for adoption for other countries like Kenya.

Key words: Exclusive education, inclusive education, policy implementation

BACKGROUND TO THE STUDY

Globally, the World Declaration on Education For All (EFA), adopted in Jomtein, Thailand (1990), set out an overall vision for an inclusive education: universalizing access to education for all children, youth and adults, and promoting equity. This means being proactive in identifying barriers that many encounter in accessing educational opportunities and identifying the resources needed to overcome those barriers (UNESCO, 2009b).

Inclusive education is then a process of strengthening

the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA. As an overall principle, it should guide all education policies and practice, starting from the fact that education is a basic human right and the foundation for more just and equal society. The major impetus for inclusive education was given at the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain, June 1994. More than 300 participants representing 92 governments and 25 international organizations considered the fundamental policy shifts required to promote the approach of inclusive education, thereby enabling schools to serve all children, particularly those with special educational needs (Ibid).

Similarly, although the immediate focus of the Salamanca Conference was on special education, its conclusion was that: 'special needs education – an issue of equal concern of the North and of the South – cannot advance in isolation. It has to form part of an overall educational strategy and, indeed, of new social and economic policies. It called for major reform of the ordinary school.'

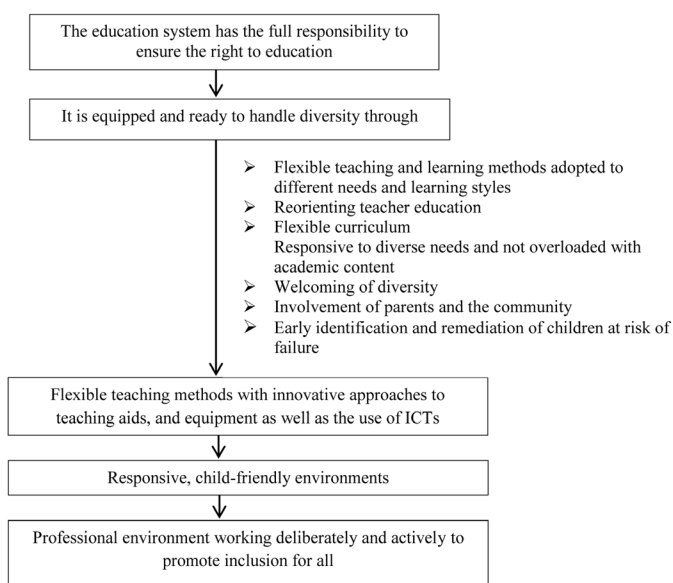
An 'inclusive' education system can only be created if ordinary schools become more inclusive – in other words, if they become better at educating all children in their communities. The conference proclaimed that: 'regular schools with (an) inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all: moreover, they provide an effective education to the majority of children and improve the efficiency and ultimately the cost-effectiveness of the entire education system (UNESCO, 2005a).

The vision for inclusive education was reaffirmed by the World Education Forum meeting in Dakar, April 2000 held to review the progress made

since 1990. The forum declared that education for all take account of the needs of the poor and the disadvantaged, including working children, remote rural dwellers and nomads, ethnic and linguistic minorities, children, young people and adults affected by conflict, HIV and AIDS, hunger and poor health, and those with disabilities or special learning needs. It also emphasizes the special focus on girls and women (Ibid).

In many OECD countries additional resources are also added depending on the nature of students with disabilities, difficulties and disadvantages. The majority of these countries for instance include; Belgium for Flemish community, Canada in Alberta region, also New Brunswick and Saskatchewan, similarly, it has happened in Czech Republic, Finland, France, Germany, Hungary, Ireland, Italy, Japan, Luxembourg, Mexico, Netherlands, Poland, Spain, Sweden, Switzerland, Turkey, United Kingdom and United States of America (OECD, 2003).

Education through the inclusion lens



(UNESCO, 2009a)

Table 1: Defining inclusion and exclusion

Inclusion IS about:	Inclusion is NOT about:
Welcoming diversity	Reforms of special education alone, but re-reform of both the formal and non-formal education system
Benefiting all learners, not only targeting the excluded	Responding only to diversity, but also improving the quality of education for all learners
Children in school who may feel excluded	Special schools but perhaps additional support to students within the regular school system
Providing equal access to education or making certain provisions for certain categories of children without excluding them	Meeting the needs of children with disabilities only
	Meeting one child's needs at the expense of another child

(UNESCO, 2005a)

Inclusion relates to education for all. “The Salamanca Statement on Principles, Policy and Practice in Special Needs Education” (UNESCO 1994) provides a framework for thinking about how to move policy and practice forward. Indeed, this statement, and the accompanying Framework for Action, is arguably the most significant international document that has ever appeared in special education. It argues that regular schools with an inclusive orientation are:

“...the most effective means of combating discriminatory attitudes, building an inclusive society and achieving education for all.”

Table 2: Global Legal framework in support of inclusion 1948-2007

2007	United Nations Declaration on the Rights of indigenous People
2006	Convention on the Rights of Persons with Disabilities
2005	Convention on the protection and promotion of diversity in cultural expressions
1999	Convention concerning the prohibition and immediate action for the elimination of the worst forms of child labour
1990	International convention on the protection of the rights of all migrant workers and members of their families.
1989	Convention on the rights of the child
1989	Convention concerning indigenous and tribal people in independent countries
1979	Convention on the elimination of all forms of discrimination against women

1965	International convention on the elimination of all forms of racial discrimination
1960	Convention against discrimination in education
1948	Universal declaration of Human Rights

(UNICEF, 2003)

Education for All (EFA) goals and inclusive education

- i) Expanding and improving comprehensive early childhood care and education, especially for the most vulnerable and disadvantaged children.
- ii) Ensuring that by 2015 all children, particularly, girls, children in difficult circumstances and those belonging to ethnic minorities have access to and complete, free and compulsory primary education of good quality.
- iii) Ensuring that the learning needs of all young people and adults are met through equitable access to appropriate learning and life skills programmes.
- iv) Achieving a 50 percent improvement in levels of adult literacy by 2015, especially for women and equitable access to basic and continuing education for all adults.
- v) Eliminating gender disparities in primary and secondary education by 2005, and achieving gender equality in education by 2015, with a focus on ensuring girls' full and equal access to and achievement in basic education of good quality.
- vi) Improving all aspects of the quality of education, and ensuring excellence of all so that recognized and measurable learning outcomes are achieved by all, especially in literacy, numeracy and essential life skills.

(UNESCO, 2009a)

In the tertiary education, global convention in the year 2001, recommendations concerning Technical and Vocational Education (2001) emphasized on Technical and Vocational Education programmes that was to be designed as comprehensive and inclusive systems to accommodate the needs of all learners, particularly girls and women (UNESCO, 2009a).

OBJECTIVES OF THE STUDY

To examine how inclusion and exclusion is practised in higher education institutions in some developed and developing countries.

Motivation of the study

The world Salamanca conference in Spain 1994 had emphasized on the policy on inclusive education. Further, the Dakar conference in Senegal 1990, 2000 on Education for All emphasized also inclusive education. Inclusion is a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures and communities, and reducing exclusion within and from education. It will involve changes and modification in content, approaches, structures and strategies with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children (UNESCO, 1994, 2003, Booth, 1996). The year 2004 – 2014 was the decade lately year 2015 on sustainable development goals with emphasis on application of the Dakar meetings and Salamanca. This study is then an approach on countries more so developing and Kenya on lessons that can be learned in higher education in policies on inclusive education.

Theories for the Study

Heutagogy theory

This is self-determined learning. Heutagogy (based on the Greek word “self” was defined by Hase and Kenyon in 2000 as the study of self-determined learning. Heutagogy applies a holistic approach to developing learner capabilities, with learning as an active and proactive process, and learners serving as the major agent in their own learning, which occurs as a result of personal experiences (Hase and Kenyon, 2007). Therefore as an andragogical approach, in heutagogy the instructor also facilitates the learning process by providing guidance and resources, but fully relinquishes ownership of the learning path and process to the learner, who negotiates learning and determines what will be learned and how it will be learned (Hase & Kenyon, 2000, Eberle, 2009, Blaschke, 2012, Blaschke and Hase, 2016).

Table 3: The principle of heutagogy

Principles	Description	References
Learner-centred and learner-determined	The role of human agency in learning is a fundamental principle. The learner is at the centre of all heutagogic practice. The learner is self-motivated and autonomous and is primarily responsible for deciding what will be learned and how it will be learned and assessed.	Hase and Kenyon (2000, 2007, 2013b), Hase (2009), Deci and Flaste (1995), Deci and Ryan (2002), Pink (2009).
Capability	Capability is characterized by the following: being able to use one's competencies in unfamiliar as well as familiar circumstances, learner self-efficacy, communication, creativity, collaboration, creativity, collaboration (teamwork), and positive values	Cairns (1996, 2000), Stephenson and Weil (1992), Gardner et al, (2008), Hase and Kenyon (2000, 2003, 2007)
Self-reflection and metacognition	Within heutagogy, it is essential that reflection occurs in a holistic way. This translates to the learner reflecting not only what she or he has learned, but also the way in which it has been learned- and understanding how it is learned (metacognition).	Schin (1983, 1987), Mezirow and Associates (1990), Blaschke and Brindley (2011)
Double-loop learning	Double-loop learning requires that learners are both psychologically and behaviourally engaged. They reflect on not only what they have learned, but also the way in which this new knowledge and the path to learning have influenced their values and belief system.	Argyris and Schon (1978), Eberle and Childress (2009), Eberle (2013)

Nonlinear learning and teaching	As learning is self-determined, the path to learning is defined by the learner and is not established by the teacher. As a result of learners choosing their own path, learning happens in a nonlinear format.	Peters (2002)
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Adopted from Lisa and Stewart, 2016

Social learning theory - Herbert Simon introduced the concept of docility in 1947. This is a missing link in organizational performance structures and administrative behavior. Docility is a tool to link individual learning with organizational learning in complex environments and changing technologies (McMillan, 2016) learning theories enable people to continue learning throughout one's life and contemporary learning theories enable people access available information that needs to be learned.

METHODOLOGY FOR THE STUDY

The research is exploratory which is based on lines of flight within the finding. The line of flight is a creative journey that a researcher follows in an attempt to explore fully all emerging aspects of his or her findings. Kioko and Makwelle, 2014. This method was originally propounded by Deleuze and Guattari (1987), and based on the structural analysis, meant to advance a form of knowledge conceptualized which is represented as arbore scent and hierarchical in nature, and participants if any will be treated as people who are genuinely trying to engage in a process of knowledge production (ibid).

Explorative design is based on case surveys that have used construct validity. Survey is a detailed quantified description and a precise measurement of potential happenings while construct validity has also been applied, as it relies on the predictions that ought to be fulfilled by member countries in the education for all agenda towards its sustainability (Sapsford, 2004). Further, grounded theory has also been used on the reliability of the objectives (Opie, 2004, Yin, 2003). Benchmarking has also been considered from both developed and developing as emphasized by Odiorne, 1981.

Barriers to inclusion

Barriers for children with disabilities have included the use of the blanket terms “vulnerable” disadvantaged” and “children in difficult

circumstances” in the six EFA goals of the Dakar Framework make it difficult for policy-makers to respond to the needs of the hidden children in these diverse groups (UNICEF, 2003).

Technological exclusion and inclusion has also existed in life. Access to products can be enhanced by use of universal symbols for hearing impairments with uses of T-symbol for instance in OECD (organization for Economic co-operation and development) countries the use of labels is required in designing products and service in such a way that usage is independent of impairments further there is also the need to avoid assumptions on use of concepts; delight for all and universal design or alternatives like inclusive design or barrier free design which may inhibit or include the use of these products (Steyaert, 2005). Further, in the design, there is tendency for exclusion, or not especially in the built environment for instance, it has become common place to build or renovate every public building so that they include features for people with impairments, especially buildings that encompass theatres, town halls, museums, as well as buildings for higher education. Then there is also the move between levels, stairs that should be supplemented with elevators and ramps to accommodate only users of wheelchairs, but also parents pushing prams or people carrying heavy luggage. There should also be induction loops in lecture halls or at ticket services as train stations (ibid).

General checklist inclusion education

Major concerns and concrete areas of action identified at the IBE preparatory regional meetings

A. Attitudinal changes and policy development

The term inclusive education needs to be further clarified and adopted by educators’ governmental and non-governmental organizations, policy makers and social actors. The lack of understanding, awareness and support in society about inclusive education needs to be addressed through advocacy and dialogue regional and national levels. Long-term sustainable policies of economic and social development need to take inclusive education into account. An integral multi-sectoral and collaborative approach is needed to guarantee the right to education. Regional and national dialogues are needed to ensure publication understanding, awareness and

support of policies.

B. Ensuring inclusion through early childhood care and education

Early childhood interventions should be seen as a sustainable way to guarantee the right to education for all children from the start.

C. Inclusive curricula

Cohesive transition and articulation of the curriculum between early childhood, primary and secondary education are key factors in preventing dropouts from level to level and ensuring retention. Curricular changes are necessary in order to support flexible learning and assessment. Opportunities for informal and non-informal education should be developed in the curriculum. A highly academic, heavily overloaded curriculum is counterproductive to inclusive education and multiple stakeholders should be encouraged to participate in curriculum design

D. Teachers and teacher education

Teacher-education programmes, (both pre-service and in-service) should be oriented and aligned to inclusive education approaches in order to give teachers the pedagogical capacities necessary to make diversity work in classroom and in line with reformed curricula. Training of all education professionals including members of the community are essential to supporting an inclusive school. The creation of incentives renewing teachers’ social status and improving the living conditions are necessary pre-conditions to professionalizing the role of teachers (e.g. increasing salaries, providing better living quarters, providing home leaves, increasing respect for their work etc.)

E. Resource and legislation

National legislation should be changed and revised to incorporate actions of inclusive education. International conventions should be signed and ratified and reflected in national legislation. Implementation of policy and laws should be promoted and enforced. Budgetary allocations for inclusive education should be equitable, transparent, accountable and efficient (UNESCO, 2009).

Checklist for inclusive curricula

- i. Are principles of non-discrimination, appreciation of diversity and tolerance being fostered through the curriculum?
- ii. Are human rights and children's rights part of the curriculum?
- iii. Does the curriculum address the co-existence of rights with responsibilities?
- iv. Is the curriculum inclusive of all children?
- v. Is the content of the curriculum relevant to the needs and future of children and youth?
- vi. Are the programmes, learning materials and teaching methods well adopted and relevant to the lives of youth and adults?
- vii. Does the curriculum allow for variation in working methods?
- viii. Does the curriculum allow for variation in working methods?
- ix. Does the curriculum promote education on health and nutrition?

Checklist on teachers and the learning environment

- i. Are there enough trained teachers deployed appropriately throughout the country?
- ii. Is the teaching inclusive of all children, protective, gender responsive and encouraging of the participation of the learners themselves?
- iii. Is the professional development and motivation of teachers and enhanced by providing incentives and ongoing professional development is multilingualism embraced, particularly the recognition of the importance of mother-tongue instruction in the first years of school?
- iv. Are the learning environments safe and healthy?
- v. Are teaching methods interactive?
- vi. Are teaching methods adapted to different age groups?
- vii. Are teachers encouraged to work in teams?
- viii. Is the work project-oriented?
- ix. Is teaching predominantly theoretical?
- x. Do materials cater to the needs of all learners with learning difficulties (visually impaired, hearing impaired, etc.)?

- xi. Are teachers encouraged to cooperate with parents and civil society?

Supporting and policy cycle

Inclusive education systems and societies can only be realized if governments are aware of the nature of the problem and are committed to solving it. This must be reflected in the willingness to undertake in-depth analysis of the size and character of the out-of-school populations and ensure their integration into quality school and other kinds of education and training programmes. Such analysis would frequently require improved data systems and data collection methods.

Government commitment would also express itself in appropriate legal frameworks established in accordance with relevant international conventions recommendations ensuring that inclusive education is appropriately understood and interpreted as rights issue towards national policy, planning and implementation that should be reflected in the comparative allocation in national budgets as well as in requests for development assistance from international partners (UNESCO, 2005a).

Exclusion in Europe

In higher education, especially in University policies, social inclusion has included social diversity, equity, disability policy, non-discriminatory, language, identity categories of gender, race, class, disability among others Stirling and Mcgloin (2015). Higher education also experience exclusive and inclusive in learning for instance in the united Kingdom, (UK) disability discrimination act (1995) has emphasized on the provision of inclusive education as well as the UK quality assurance agency QAA, (2012) which states that disabled students are an integral part of academic life and their needs are central to the university's mission in the same way that other provisions are (Kioko and Makoelle, 2014). Similarly in European Union (E.U) has promoted social inclusion and equity not only in Europe but also in Latin America. Academic and social research has made an effort to understand the processes of social inclusion and exclusion, and the complex dynamics of oppression and privilege in the traditional society through the analyses of variables such as gender, socio-economic status, ethnicity and race. In Europe, in order to improve the capacity to measure the levels of exclusion, discrimination, and inequality in higher education the concept of international analysis must be advocated for (Rodriguez and Galindo, 2015).

Further exclusion and inequalities in Europe has existed in gender, race and class however in European education systems specifically higher education, they recognize the existence of different under privileged groups and that access to higher education for those groups must be protected and guaranteed, however, the current policies oriented towards these groups are rather scarce compared to the social and political demands at the national level, which derive from the commitments made at the European level (Ibid). In addition different types of inequalities dominant include gender, race, religion, age and disability, however in higher education areas of concern have also included, ethnicity, immigrant descent, disability besides the high demands of a meritocratic system, which is embodied in the numerous clauses and the limited available slots, though the data has always been limited. Further, higher education strategies in Europe increase access towards inclusion based on tuition fees and student Aid in Europe in selected countries is given below.

Table 4: Inclusive strategies to increase access based on tuition fees and student aid in Europe in selected countries in Europe

Country	% of students who pay tuition	% of students who get need-based aid	% of students who get need-based aid
Denmark	No tuition fees	All students receive scholarships for up to 9,274 € based on need.	
Germany	The majority pays fees between 200 and 1000€	Approximately 25% students receive between 120 and 8040 €	Between 1800 and 9000€
Cyprus	The state pays tuition fees in the first cycle; 3417 € per student	10% get between 850 and 3692€	2% receive between 2000 and 3500€
Hungary	43% pay between 795 and 5,532€ in the first cycle and between 1556 and 6579 € in the second.	15% receive 411€	22% receive 206€
Finland	No tuition fees	Almost all students receive between 55 and 9595€	

Sweden	No tuition fees	67% receive 3167€	
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Source: Rodriguez and Galindo, 2015

Case of United Kingdom

In the United Kingdom, legal framework towards inclusive education has involved; disability Dissemination Act (DPA, 1995) , emphasis on providing support for disabled students in higher education, act has led to increase in numbers in higher education (Tinklin, Riddell and Wilson, 2004), inclusive is still a problem in U.K Barnes, 2001 and inclusion in the context of higher education is becoming a process informed by a complex set of understanding and does not revolve around the mere identification of barriers and their possible solutions, in addition universities should then acknowledge the inevitable tension of the dilemma of difference (Ibid).

In addition, at the University of Winchester in the United Kingdom, which has been generally perceived to be an inclusive institution with a high degree of disabled–student satisfaction with regard to the availability of support and understanding from lecturers though some inclusive processes are still becoming evolving then there has been a need to improve interdependent communication, re-energize the existing support arrangements and empower new lecturers to be able to deal with difference as suggested below.

Case of inclusion at the Winchester University; United Kingdom

In the department there is a programme to inform lecturers about students with disabilities, there is also a confidential email with learning agreements for students with disabilities, besides there is also the name of the student with brief information about the requirement and the need as to the provision they will need for example the textbooks and font sizes they require or the teacher to wear a hearing loop and arrange for extra times in examinations. However, it has been up to the teacher to be aware of what mode of support is needed and thereafter incorporate the relevant materials (Kioko and Makoelle, 2014).

In addition, at the Winchester University inclusion is noticeable in; learning and teaching experiences, learning and examination support, also good relationships and effective communication however not included is to let lecturers aware the type of disability among the students or mainly exclusion

on lecturers and students. Therefore, assistance from the university is required (disability learning diversity team) on; assistive technology training, dyslexia support, mentoring and non-medical personal assistance and study skills support, besides, there is need for library support so as to have all students included to have access to note-takers or Dictaphone facility, since some note takers fail to turn up (Ibid).

Case of inclusion activities in Finland higher education

Tertiary education in Finland has no tuition fees. Similarly, universities receive funding from the state and also do some external fundraising. With the help of the Ministry of Education and Culture, the university agrees on operational and qualitative targets which provide the basis for the resources needed. Polytechnics are funded by the government and local authorities and also have external sources of funding and the core funding provided by the government is based on unit costs per student, project funding and performance-based funding (OECD, 2003).

In addition, to ensure everyone has educational opportunities, student financial aid is designed to benefit a large proportion of students. Financial aid includes mainly study grants and housing supplements. Scholarships and/or other grants to households do amount to 14.9% of public expenditure for tertiary education, above the OECD average of 11.4%. More than half of national students are in first degree programmes which is in tertiary-type of education and (54%) of them benefit from scholarships and/or grants (Ibid).

Case of Australia higher Education

In Australian higher education policies that constitute inclusion debate have included the non-discriminatory language practice and presentation policy and guidelines (NDLP, 2012). There is also the respect for diversity policy (RDP, 2012) and the Disability Policy (DP, 2008). V the many variations of these policies can be traced in most western higher education institutional sites (Stirling and McGloin, 2015).

In addition, exclusion in institutions in Australia is also considered due to vulnerability among workers so that they are not included in the organization due to their age, ethnic status, gender and skill profiles.

Their consequences could result in poor job quality, low and irregular incomes and personal / family hardship. Vulnerability is normally widespread across the workforce, with workers subject to work intensification, employment insecurity and poor work-life balance (Burgess and Connell, 2015).

Case of inclusion in the universities in India

In India all the universities were be assisted by the Universities Grants Commission (U.G.C) in setting up a separate Department of Disability and to have studies including modules of inclusion; a Chair of Disability Studies will be set up in central universities; universities will be encouraged to introduce special shuttle service for disabled students (UNESCO, 2009, Kalaiselvan and Maheswari, 2014, George, 2011).

A case of inclusion in Pakistan

Pakistan professional support and additional financial resources for the improvement of institutions have been made available especially in regions of Lahore and Punjab through National policy for special education on inclusive learning. The regions were the pioneer in the attempts to meet the needs of disabled children in ordinary schools. However, there is still lack of comprehensive data on the educational status of children or students with disabilities, though some private institutions have been interested in inclusive education. Teachers are also willing to offer their services, provided they are properly trained. It has been recommended that the departments of special education at the university level should be assigned the task of training teachers working in inclusive schools through short training courses and workshops (UNICEF, 2003, Susan, Mahmood, Tanzila, Zahid and Jerome, 2010).

Case of inclusion in Colombia

There has been progress moving towards a more integrated tertiary education system in Colombia, through inclusion. In the last two decades, the number of tertiary education students has quadrupled and that of the programmes and institutions has also boomed. This extraordinary expansion has opened new opportunities for students to gain higher knowledge and skills to contribute to Colombia's economic emergence. However, the individual and socio-economic returns to tertiary education will not be realized without reform on several fronts. The expansion has raised the need for stronger mechanisms for quality assurance and evaluation, a more effective and equitable allocation of resources,

and closer linkages between tertiary providers and labour market needs. The quality and relevance of technical and technological education, in particular, demands increased attention, along with the stark differences in enrolment between regions and socio-economic groups (OECD, 2008). In addition the table below highlights education progress in Colombia.

Table 5: Education in Colombia

Major achievements	OECD recommendations
<ul style="list-style-type: none"> • The Commitment for Excellence 2034, which was the result of a national consultation process, provides a clear long-term vision for the system, and the fundamental values and principles that should guide its transformation. • The number of students, programmes and institutions has increased extraordinarily. The gross enrolment rate is now close to 50%, double that of a decade ago. 	<ul style="list-style-type: none"> • Disadvantaged students now have a greater chance to obtain a tertiary diploma through a well-established student loan scheme and recent scholarship initiatives for the talented such as Hard Work Pays Off. • Well-developed information systems are in place and Colombia is a pioneer of standardized student assessments and value-added measures.
Challenges ahead	OECD recommendations
<ul style="list-style-type: none"> • Currently half of a student cohort drops out due to range of factors, including limited career guidance and insufficient academic support to make up for weak learning foundations. • Socio-economic and geographic differences are stark. Only 9% of students from the poorest families enroll in tertiary education, compared with 53% from the wealthiest ones. Five departments account for two-thirds of all undergraduate students in the country. • Quality requirements to operate are minimal and few institutions seek the High Quality Accreditation. Without a strong quality assurance system, institutions of poor quality have mushroomed. • The absence of clear pathways and qualifications makes it difficult for student and employers to understand the value tertiary programmes. • Technical and Technological programmes are under-resourced and often of poor quality and relevance. They are also hampered by the fragmentation of the VET sector, with SENA programmes following different regulations and standards. • Public resources are not allocated in a way that promotes efficiency, equity or the established goals of excellence for the sector. 	<ul style="list-style-type: none"> • Prioritise career guidance and academic support to the most disadvantaged students. • Entrust a single agency with all quality assurance functions to strengthen the processes and outcomes. More stringent requirements to operate and VET-specific standards would help raise the quality of the system. • Promote a more balanced distribution of institutions across the country to foster local development. • Create stronger and clearer pathways for students to -move between institutions and progress from one level to the next. Accelerate the development and implementation of a National Qualifications Framework and credit transfer system to facilitate such system integration. • Reform the funding system, including that of SENA, to allocate resources on the basis of student numbers. Provide greater incentives for institutional improvement and contribution to national goals such as narrowing equity gaps. • Strengthen the links between local governments, tertiary institutions, and employers to enhance the social and economic relevance of tertiary education.

(OECD, 2012)

In addition, in Colombia there have been also steps to moving towards a more integrated tertiary education system. The major achievements have been; the commitment for excellence 2034 which was the result of a national consultation process that provides a clear long term vision for the system, and the fundamental values and principles that should guide its transformation. The number of students, programmes and institutions has increased extraordinarily. The gross enrolment rate is now close to 50%, double that of a decade ago. Similarly, disadvantaged students now have a greater chance to obtain a tertiary diploma through a well-established student loan scheme and recent scholarship initiatives for the talented such as hard work pays off. There is well developed information system that is in place and Colombia is a pioneer of standardized student assessments and value-added measures. In a nutshell, there are just three OECD countries showing a faster rate of improvement in the reading skills of 15 year olds than Colombia. Education has gone through a silent revolution, barely noticed by the international community, but deeply transforming the lives of people in the once conflict-ridden country (OECD, 2008).

Case of inclusion the United States of America (USA)

Inclusion strategies in the USA have involved Science, technology, engineering and mathematics (STEM). There have been strategies to recruit and retain graduate students of colour in STEM fields. In a survey using qualitative multiple – case study and using a SnowBall sample and semi-structured interview protocol, 20 interviews were conducted so as to increase diversity – graduate STEM education and increase inclusion. The strategies have strongly been influenced by their institutional context. The most common strategies have depended on the institution (Sosanya, 2016). In addition, inclusion strategies in STEM; have also been evident in the USA, towards to recruit and retain graduate students of colour in STEM fields. The most common strategies have included; collaboration, mapping the political terrain, evaluation, mediation, persistence, persuasion, networking inside and outside of the institution, strategic planning, bargaining and negotiation, reaching out to the greater campus and coalition building and developing allies, however all remaining was on diverse institutions (Ibid).

Case of inclusive education in Ghana

In Ghana; inclusive education is also practiced in

tertiary education, and higher education (both public and private) regarding the policy; (RoG, 2013), it meant that under no circumstances should the said institutions deny an applicant admission on the basis of his or her special needs. Admission should be given to an applicant who satisfies the minimum admission requirements. Concessionary admission should be given to candidates who manifest special needs (Ibid). Further, partnership can be fulfilled if there is better understanding of their respective roles and responsibilities. Therefore, there should be clarity of information, good communication and transparency. In addition, the National Accreditations Board is to ensure that all tertiary institutions adhere to the principle of universal design for learning. The school or institution then collaborates with the community to create awareness on disability issues to foster attitudinal change say the use of information, education and communication packages to reinforce positive attitudes in the community (Ibid). The table below indicates responsibilities of stakeholders that shall keep changing as need arises.

Table6: Responsibilities of stakeholders in Ghana towards inclusive education

Stakeholders	Roles and Responsibilities
Parents	<ol style="list-style-type: none"> 1. Supplying vital information about the child's prior to referral for appropriate intervention. 2. Participating in school-related decisions, e.g. collaborating with teachers and administrators to set realistic goals for their children. 3. Fulfilling their home-school obligations or expectations in order to meet the needs of their child. 4. Parents are obliged to fulfill their part of the role as described in this policy document; failure shall be tantamount to shirking of responsibility and denial of the child's fundamental human rights.
Schools	<ol style="list-style-type: none"> 1. The school should collaborate with the community to create awareness on disability issues to foster attitudinal change. E.g the use of information, education and communication packages to reinforce positive attitudes in the community.
MoE	<ol style="list-style-type: none"> 1. Periodic review of the policy. 2. Monitoring and evaluation, impact assessment. 3. Policy implementation coordination. 4. Development of medium term strategic plan in collaboration with other MDSs, CSOs, IGOs, etc.
MoF	<ol style="list-style-type: none"> 1. Provision of adequate financial resources. 2. Ensure compliance of mandatory financial commitment.
MoGCSP	<ol style="list-style-type: none"> 1. Ensure
MoH	

NCPWD	
GES	<ol style="list-style-type: none"> 1. Implementation of the policy. 2. Making annual budgetary provisions for carrying out set of activities defined in the annual work plans. 3. Should provide all schools with adequate and requisite teaching and learning materials including assistive devices for all learners especially, those with special educational needs, annually.
MMDAs	<p>Ensure that all public schools have environments that are accessible and learner-friendly.</p> <p>Ensure that all public classroom environments should be well organized, equipped with age-appropriate furniture, well illuminated and ventilated.</p> <p>School authorities should follow the Universal design principle.</p> <p>Provision of requisite school infrastructure conducive to meet the needs of PWDs.</p> <p>MoE/GES and metro, MA and DA.</p>
NGOs, CSOs and private sector	Undertake advocacy and outreach packages for increasing public knowledge on IE
Ghana association for PWDs	
PACID	

(ROG, 2013)

MoE:Ministry of Education **MDAS:**Ministerial Departments / Agencies, e.g. Health, transport, gender, children and social protection, **MoF:** Ministry of Finance, **MoGCSP:**Ministry of Gender, Children and Social Protection, **CSOs:**Civil society organizations also local **NGOs**, **FBOs**, **DPs:** Support from Development Partners (DPs), **GoG:** Government, **GES:** Ghana Education Service, **FBOs:**Faith Based Organization, **PWDs:**Persons with Disabilities **PACID:**Parents Association of Children with intellectual Disabilities.

Blank space; roles and responsibilities yet to be specified

Case of South Africa towards inclusive education

In South Africa features of an inclusion school or institution should comprise the following: institutions that welcome all learners and celebrate diversity are flagship institutions that demonstrate best practice in inclusive education. Are institutions that ensure curriculum is accessible to all learners through the way in which they teach and allow learners to learn. They also provide support to all learners in a multitude of creative ways without necessarily referring them elsewhere, besides they also promote team work amongst teachers and between teachers and parents (Schoeman, 2012). Generally, ideals of an inclusion in South Africa

in their white paper 6 was an approach involving; school or institution – wide approaches, belief that all children can learn, sense of community, service based on need rather than location, natural proportion, support provided in general education, teacher collaboration, curriculum adaptations, enhanced instructional strategies as well as the concern for standards and outcomes (Lipsky and Gartner, 1999 cited in Marie, 2012).

In addition, barriers or obstacles in South Africa, hindering inclusive education have included institution – level barriers, funding, policy directives on implementation and monitoring (Dana and Juan, 2014). The white paper had outlined barriers to learning, which was to be removed through establishing full-service schools, converting special schools into resource centres, training education managers and teachers as well as developing institutional and district support structures and pursuing a funding strategy to tackle exclusion towards inclusion (EELC, 2014).

Case of inclusive education in higher education in Kenya

The coverage is based on the technical and vocational education and training act, 2013 no 29 of 2013, besides the technical and vocational education and training regulations Nov. 2015. There is also checklist for Physical facilities sec 6(1) and role of management of an institution who shall ensure that the physical facilities in the institution meet the requirements of the building code, and the relevant health and safety laws and that they have provision for facilities for the physically disabled persons. Sec 14, every institution shall ensure that following services are provided for the students: provision for students living with disabilities, clear guidelines for complaints resolution, a democratically constituted student’s union providing students’ leadership and appropriately involved in the governance and management of the institution and facilities for co-curriculum activities (RoK, 2015).

In Kenya, checklist of requirements for application for registration of Technical and Vocational Education and Training (TVET) institutions have included:

- (i) Certified copy of registration of business name, certificate of incorporation or trustee
- (ii) Gazette notice for the establishment for them offering up to higher diploma level

- (iii) Certified copy of public health report statement not more than (12) months old on the suitability of premises to be used.
- (iv) Evidence of ownership or lease arrangement for lease at least 5 years.
- (v) Certified copy of manager's (sponsor) ID/ passport and passport size photograph.
- (vi) Certificates of good conduct for manager, principal and trainers.
- (vii) Layout designs of the institutions specification of available infrastructure and equipment.
- (viii) Curriculum vitae and certified copies of certificates for trainers and manager by an advocate who is a commissioner or oaths and their appointment letters.
- (ix) Proof of payment of prerequisite fees.
- (x) Duly completed application forms for registration of TVET institutions.
- (xi) List of directors or trustees; in case of a community or non-government based institution they should have their appointment letters.
- (xii) Proposal on financial ability to establish a TVET institution

In addition for the universities, the Universities Act, 2012 sec 63, has mentioned fair administrative action that has been mentioned that should be accorded to individuals. Similarly in the medium term vision-2030 – 2013-2017, gender youth and the vulnerable groups have been mentioned and the required concerns (RoK, 2012) besides the special needs education policy (RoK, 2009).

Similarly, in Kenya, the economic survey of 2016, had indicated that in 2011 and 2015, primary school Gross enrolment rate (GER) was 106.7 and 103.6% respectively while the net enrolment rate (NER) for 2011 and 2015 was 88% and 88.4% respectively, on the other hand on university education, enrolment of students in with public and private was expected to increase. For instance in public universities growth increased by 15.6 per cent from 443 783 in 2014/15 to 512924 in 2015/16 compared to a 22.8 per cent increase recorded in 2014/2015. Total enrolment at private universities was expected to grow by 6.8 per cent from 80.448 in 2014/15 to 85 889 in 2015/16. Similarly, on gender, the number of makes enrolled in public universities was also expected to increase by 16.9 per cent to 253874 in 2015, compared to a 14.9 per cent growth in

enrolment of females in 2014 in private universities also male student enrolment was expected to rise by 15.2 per cent to 299.133 in 2015/16 increase in female student enrolment (RoK, 2016).

Discussions and summaries

Signs and Forms of Social Exclusion and Education in OECD Countries have been the current educational policy debates that are very much concerned with the need to raise standards of educational achievements in OECD countries. Propelled by cross-country tests of educational performance, the focus for many policy-makers has become to move up (or at least not to fall) in the international 'league tables' of educational performance (OECD, 1997). Sometimes, there is particular emphasis placed on improving the top end of the educational distribution.

The main forces behind this focus on average educational achievement and the achievements at the top end of the spectrum are the growing competitive pressures in the marketplace which place an ever-greater premium on skills, the drive to promote technological progress and international technological leadership through excellence in education, and new insights from the economic growth literature, particularly so-called endogenous growth models, where human capital is the one critical factor enabling continuous growth of per-capita incomes (Barro and Xala-i-Martin, 1995).

In addition raising average performance and promoting top performance often leads to policies that further the segmentation of the student population to ensure that the best performers receive the support they need and that below average performers do not 'drag down' the rest of the student population. In some cases, such as the recent policy to publish league tables in the UK to 'name and shame' poorly performing schools, it generates incentives to permanently exclude poorly performing students who drag down the average performance of the school through their own low performance and the effects they may have on others (Smith et al. 1997).

However, social exclusion and education among children in OECD countries is a first instance, linked to social exclusion and economic opportunities among the family or household the children grow up in. There is a large literature now on the intergenerational transmission of poverty, and much of the literature on an 'underclass' links poverty and exclusion among children to the economic and social situation of parents have emphasized that recent

economic trends, in particular the developments in the labour market for less-skilled individuals, the privatization of utilities and transport companies, the changes in retailing and the housing market, practices by banks and insurance companies have created ever closer linkages between poverty and social exclusion, where the poor are facing ever greater barriers (and/or greater costs) of meeting their consumption needs and interacting with the rest of society (Klasen, 1998).

CONCLUSIONS

Globally, the convention on the recommendations concerning Technical and Vocational Education (2001) had emphasized on Technical and Vocational Education Programmes that were to be designed as comprehensive and inclusive systems to accommodate the needs of all learners, particularly girls and women (UNESCO, 2009a).

Similarly, university and teacher training colleges should teach about the entire school environment when preparing training courses for teachers and others. Inclusive education demands that other students, other teachers and school principals and even parents of all children be made aware of the importance of education for children with disabilities. Every teacher-training practicum in formal teacher-training courses should include a special education component for all teachers. Students majoring in special education should have a more in-depth practicum. Specific courses addressing the needs of children with disabilities in more detail should be developed and delivered to all teachers, on a phased basis, through a variety of channels (e.g. self-study, school/staff development, school vacations) (UNESCO, 2009b).

In addition, applicants for specialist training courses should be thoroughly assessed for their motivation and commitment to inclusive education. Faculties of education should include training for secondary teachers of students with disabilities. Teacher training departments should ensure that there is a practical component to pre-service teacher training through an appropriate teaching practice placement. This component should be mandatory with a practical assessment that students must pass before certification. Teacher training for all regular teachers, (pre-service and in-service) needs to have a very practical skills component to ensure teachers have the skills and competencies to teach children with diverse abilities in their classes.

Teacher training facilities and institutions should use competency-based training. The contents of the training should be based on the actual skills the teachers will need and they must be required to demonstrate their practical skills and knowledge (Ibid).

In addition, teacher training programmes should use examples of good practice on video, CD and other technologies, so that students may get a clear understanding of inclusive education, which is still a relatively new concept in many countries. People with disabilities and family members could be used as resources, guest speakers or contributors to discussions or publications for inclusive education courses. Teacher training colleges and education support centres should actively collect reference materials from all sources. International documents should be translated and adapted to the local context. Teachers and schools should support faculties of education in developing practical training courses. These resources could be used in training events as well as in public education campaigns and awareness campaigns.

Further, teacher training institutions should collect regular feedback on the quality and outcome of the training from institutions that employ teachers. A performance appraisal system or performance measurement programme must be developed for all teachers as a way of providing regular feedback and learning opportunities for the teacher. This process should include the roles, responsibilities and expectations of the teacher, the principal, the family and other relevant partners. Teachers' associations should be advocates on behalf of teachers for adequate training, greater resources in the classroom, smaller class size and for volunteers (UNESCO, 2009b).

In a nut shell, it has been observed or suggested that learning and teaching experiences, play a significant enhancing towards full inclusion in the university, while need is; quality and training of some note takers or scribes that is not standard just like note takers need to be in good in many subjects/units or from the ranks of students taking courses similar to those of the disabled or those with technical knowledge, information sharing mechanisms, role of administration and role of students (Kioko and Makoelle, 2014).

In essence just like in Australia, higher education or university policies on social inclusion should

include : social diversity, equity, disability policy, non-discriminatory language, identity categories of gender, race, class, disability and others (Stirling and McGloin, 2015).

Recommendations and suggestions

There is evidence from Africa and South Africa that inclusive growth should be encouraged to reduce vulnerability in informal settings, since informality is a buffer to unemployment, informality has an impact on growth and jobs in the formal sectors, and hence the need to facilitate transitions from unemployment to informal employment and from informality to formality (EELC, 2016).

An institution can begin to reposition itself towards an inclusive orientation, thereby accommodating the needs of all especially to include the needs of disabled students and cultural transformations that are likely to argue that may lead to inclusion of the average majority. It should also accommodate difference it as everyone is more likely to feel included, inclusion and exclusion then should work together because the inclusion of some inevitable results in the exclusion of others and vice versa. It means that institutions should be changing while addressing the needs of individual students (Kioko and Makoelle, 2014).

It is therefore its recommended that in higher education lessons can be learnt from the university of Winchester in the United Kingdom, which has generally been perceived to be an inclusive institution with a higher degree of disabled student satisfaction with regard to the availability of support and understanding from lecturers, however since inclusive processes are still becoming (evolving), then there is a need to improve interdepartmental communication, re-energise the existing support arrangements as well as to empower new lectures to be able to deal with the difference (Kioko and Makoelle, 2014). Further, inclusion in the context of higher learning should be multifaceted and not a technological quick fix. There is need to consider cultural manifestations and recognize each person as an individual and acknowledge that the local of constantly reaching out to all might not be realized, due to demands by students are diverse and arrangements need to reflect and not assume all is well, besides the assumption that only barriers exist in relation to students, since diverse workforce are also at risk of being excluded in favour of students, as lecturer or non-lecturer or able-bodied students as some have do raise concern that disabled students are being favoured (Ibid).

In the United Kingdom, it has been recommended on strategies that contribute to thinking policies for inclusion and social equality and they should be as follows: inequalities are present both in the public and private spheres. They reproduce through identities, behaviour, interactions, norms and symbols, organizations and institutions, including states and government organizations, inequalities are not equivalent; social categories are connected to inequalities in different ways, inequalities constitute dynamic problems that could be placed in different structures, be experimented and (re) produce in different ways, inequalities are not independent but are deeply interconnected, event further interdependent, policies for inequalities are subjected to different political points of view (for example, the goal to vanish differences and points of view), the power struggles between different inequalities will always be present, since it is part of (political) intersectionality, these hegemonic struggles should be approached and anticipated through a careful balance of resources, its institutionalization, and the organization of public arenas or institutions where they could develop (Verloo, 2006, p. 225).

In addition, incentives can be designed for students to stay in education. These may be designed to be relevant for students in financial need who might be forced or tempted to leave education when the opportunity cost is high. Countries with such programmes include; Mexico; programme opportunities (oportunidades), British Education Maintenance Allowance, which was also implemented in New York recently. Spain introduced support grants (Becas de Mantenimiento) in 2009, among other countries. The challenge has been the complexity of the design of the programmes, their high cost and their mixed results that do indicate the need to consider other feasible alternatives (Slavin, 2010, OECD, 2012).

It is suggested therefore in addition top priority should also be in expanding adequately staffed and funded literacy and skills-training programmes for youth and adults, harnessing all forms of media, besides also establishing media and publishing policies that promote reading (UNESCO, 2007). Further study should on how individual countries have progressed in exclusion towards inclusion on the relevant programmes and facilities after the sustainable development goals in education were put in place in reference to education for all in the member countries.

Further research should be diversification of future research to include staff with disabilities which is an important step towards the promotion of inclusion in higher education might therefore be premised on the assumption that everyone was impaired and not just disabled students, because it had the promised of changing the conditions of all (Shakespeare and Watson, 2003, Cited in Healey et al, 2006).

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