THE 2 ND UBUNTU SPECIAL NEEDS & INCLUSIVE EDUCATION CONFERENCE

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TOPIC: No Child Left Behind – A multi-sectoral approach to inclusion

Participation as a Panelist in

Event organized by a collaboration between Africa Special Needs Network (ASNEN), Ministry of Education (MOE), Kenya Instituteof Special Education (KISE), and The Kenya Private Schools Association (KPSA).

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A multi-sectoral approach to inclusion, where various sectors collaborate to ensure that no child is left behind, is a powerful concept. These questions aim to stimulate a rich conversation among panelists, shedding light on the multifaceted nature of a multi-sectoral approach to inclusive education and how it can be leveraged to ensure that no child is left behind.

1. **Defining Multi-Sectoral Approach:**

   o <mark>Could you elaborate on what a multi-sectoral approach to inclusion means? How does it differ from a more traditional, single-sector approach?</mark>

   Inclusion refers to

   - making **space** for **all types of students** to learn side-by-side in school programs, from **academics** to **extra-curriculars**.

   - Valuing and **embracing diversity**, inclusive education

   - Welcoming the **contributions** of all students in the classroom through a s**ense of belonging** and **shared goals**.

   Multi-sectoral refers to different human units or human organizations coming together to think of a co-joint interventions.

   The other format of doing things is doing it single handedly; Africa Special Needs Network (ASNEN), Ministry of Education (MOE),Kenya Institute of Special Education (KISE), or even The Kenya Private Schools Association (KPSA) decides to go it all alone and do all alone.

   Goals of Inclusive Education
   - Create diversity
   - Expand friendships
   - Teach students with different types of needs how to interact
   - Enhance Tangible changes in perceptions
   - Improve academic gains

   Principles of Inclusive Education
   - All children can learn
   - All children attend age-appropriate classrooms in their local schools

- All children receive appropriate educational programs
- All children receive a curriculum relevant to their needs
- All children participate in co-curricular and extracurricular activities
- All children benefit from cooperation and collaboration among home, school, and community

Basic Components of Inclusion:

- Relationships
- Advocacy
- Appropriate support and services
- Shared experiences
- Transparency

Duties of the Inclusion Specialist

- Identifying students with a need for extra support
- Training and educating staff on strategies for DEI
- Attending meetings with parents, administration, and other professionals
- Keeping records of behavior, development, and learning
- Understanding federal and state mandates to assist students
- Developing and implementing Individualized Education Plans (IEP) for students
- Providing accommodations and modifications for students to meet classroom standards
- Adapting instructional methods to meet student needs
- Using assistive technology to help with learning and increase students' independence

Four Benefits of Inclusion

- Inclusion tailors education for all types of learners
- Inclusion decreases the differences among students
- Inclusion provides support to all learners
- Inclusion creates high expectations for all (University of Arizona Global Campus, 2023)

2. Stakeholder Engagement:

- <mark>Who are the key stakeholders that should be involved in a multi-sectoral approach to inclusion?</mark>

International

The UN Convention on the Rights of Persons with Disabilities (CRPD) The United Nations Convention on the Rights of Persons with Disabilities and its Optional Protocol (A/RES/61/106) was adopted on 13 December 2006 at the United Nations Headquarters in New York, and was opened for signature on 30 March 2007.

WHO is part of it.

Regional

The Protocol to the African Charter on Human and Peoples' Rights on the Rights of Persons with Disabilities in Africa; adopted in January 29th, 2018.

National

- Article 54 of the Constitution of Kenya, 2010 provides that a person with any disability is entitled to among other things, to access educational institutions and facilities for persons with disabilities that are integrated ...

- All ministries are involved because persons with special needs are all over. However, **the National Council for Persons with Disabilities(NCPWD)** is a state corporation established by an Act of Parliament; the Persons with Disabilities Act No. 14 of 2003 and set up in November 2004, is the main coordinating organ.

Other Stakeholders

- Civil society, particularly Disabled Peoples Organizations (DPOs),

- the private sector   - the media   - academic institutions   - other individual stakeholders

Notable local organizations include:

*The Kenya Association for the Intellectually **Handicapped** (KAIH)*: over 20 years in promoting these rights and it represents over 3000 members in 10 countries, having trained at least 9,700 persons who are the families, the representatives from the judiciary, executive, legislative assembly, various ministries in the government and civil societies.

Users and Survivors of Psychiatry Kenya (USPK): a national membership whose major objective is to **promote and advocate for the rights of people with mental health issues and conditions** (people with psychosocial disabilities). USPK is affiliated with the World Network of Users and Survivors of Psychiatry (WNUSP) and the Pan-African Network of people with Psychosocial Disabilities (PANPEP). Also Women Challenged to Challenge (WCC); an organization that works on the premise inclusivity of the various types of disabilities i.e deaf, blind, physical, albinism, intellectual, psychosocial disability etc. Over 1300 women and girls living with disabilities across the 47 counties in Kenya have so far registered with the organization. The organization also seeks to improve lives of women with disabilities through capacity building, awareness raising and advocacy and development programs.

United Disabled Persons of Kenya (UDPK): -seeks to increase the **authenticity and capacities of Organizations of Persons with Disabilities (OPDs)** and persons with disabilities to effectively represent and advocate for their rights at national and county levels. It is also geared towards strengthening the OPDs to meet their mandate of advocating and demanding for their rights and services as Kenyan and citizens of their country from service providers. Another objective is to strengthen the capacity of OPDs to effectively monitor the rights of persons with disabilities.

Short Stature Society of Kenya (SSSK): a non-profit organization that provides support and information for Persons living with the condition of Dwarfism.

The Northern Nomadic Disabled Persons Organization (NONDO): a disabled Person's Organization that **advocates for the rights, inclusion and participation of disabled persons in nomadic counties and communities** in Kenya. NONDO works in 12 nomadic counties with its thematic areas being education, health and rehabilitation, social and economic empowerment. The organization strives to create a voice and space where people living with disabilities in nomadic communities can live meaningful lives and the society progresses. Other aspect of this organization is to expose them to media engagement and litigation through legal processes. The cross-cutting agenda of NONDO includes the environment, old age, child protection, gender, peace and integration.

Albinism Society of Kenya (ASK): a national Civil Society Organization, established in June 2006. It seeks social inclusion and **enhances the self-esteem of Persons with Albinism.** ASK also exists to facilitate access to accurate and authoritative information about albinism and to provide a place where people with albinism and their families, in Kenya, can find acceptance, support and fellowship. This is done through the creation of awareness of their rights, social inclusion, socio-economic opportunities and empowerment, provision of sunscreen lotion and prescription glasses and general management of their health (Enable me, n.d).

NB: We cannot forget here present Africa Special Needs Network (ASNEN), Ministry of Education (MOE), Kenya Institute of Special Education (KISE), and The Kenya Private Schools Association (KPSA).

Individual Stakeholders:

-Headmaster:　　　　Selecting special education staff

- Ensure that all students benefits from inclusion
- Recognizing the extra support needs of special needs
- Supporting the school responsibilities for education of all students.

-Teachers

Special Educator :　　Early Identification
- Using Multiple techniques
- Developing an Individualized education programs (IEPs)
- Designing appropriate curriculum
- Working with regular teachers

General Educator:　　*Peer collaboration*
- Peer Coaching
- Team Teaching
- Teacher Mentors

- *Resource Teachers*
- *Shadow Teachers*

-**Family:**　　Dealing with negative attitude

- The family as a source of love and solidarity
- The family as a teacher of the disabled
- Responsibility of early identification and intervention
- Communicating with the child with special needs.

-Community: Adequate support to families member

- Motivating to promote girls' access to education
- Involved in the decision-making process
- Community should motivate the parents for promoting the inclusive education
- Community should take steps to make a unity in the surrounding..

-Parents: Encourage the child

- Educate their children at home
- Discuss about the child performance with the class teacher
- Be aware of school policies, programs, rules and routines
- Be informed and involved in education decisions that effect their children.

-Peers: Peer should respect for all people

- Peers should do the work with groups
- Peer should developed friendly attitude with all
- Peer should be understanding and acceptance of diversities
- Peer should create a grater opportunities for integration.

-State Representatives	-Administrators	-Local businessman
-Students Organisations	-Academic Disciplines	-Media Outlets
-Cultural Institutions	-Parents Teachers Organisations	-Advocacy Groups

- o How can they [we all] collectively contribute to ensuring no child is left behind?

1. What each of us has at the individual level:

Life: Freely granted

Health: Freely granted

Time: Freely granted

Expertise: We have been gifted: parent, maternity, school, security,… (that we did not build)

2. Action: (i) Open my eyes and look around me

(ii) Be interested in the discourse and in the person with special needs:

(iii) Awareness: What does the discourse on Special Needs entail?

Who are persons with special needs?

What are these special needs?

(iv) Willingness to be part of the other: be my brother's/sister's keeper

(v) Decision to act based on my resourcefulness and expertise.

3. **Inter-Sector Collaboration:**

   o <mark>Can you provide examples of successful collaborations between education, healthcare, social services, and other relevant sectors to support inclusive education?</mark>

Successful collaborations between education, health care, social services & other relevant sectors to support inclusive education:

Vertical: governance and financing between levels of government in the educational sector: National- Regional (County)- Local Levels

NB: Kenya has a national policy framework to promote holistic development of all children and it seeks to identify and assess the needs of disadvantaged and marginalized children throughout the republic (Republic of Kenya 2009).

In 2016 the Kenyan government allocated $8.7 million towards the building of a national referral center and an increase in access for special needs students (Kiru, 2018).

In the recent times: 13th parliament 2nd Session : The standing Committee on Education has a report on the ;earners with disabilities bill (2023) (Senate Bills No.3 of 2023). They note that const. Art 53(b) and 54 guarantee right to free and compulsory education for all; the basic education Act 23 requires admission for all learners; there is to be provision of assistance and resources and devices to learners with special needs; adequate data to be provided (the 2.2% prevalence of persons with special needs in the 2019 Kenya Population and Housing Census may not be accurate today); specialized learning to be availed; considerations to be given to learners with special needs during examinations; Special needs Education centres to be more furnished; children with disabilities are still facing stigma- this needs to continue being worked on; avoidance of penalizing families with children with disabilities; unfriendly and inaccessible SNE centres to be looked at; and education assessment and resource centres to be more availed. Following their findings, they give 40 recommendations that can be seen in the report. (Refer to the Education Committee Report on Learners with Disabilities Bill (2023).

- Annual budget allocations to the PWSD-CT and NDFPWD remained constant at KES 1.2 billion and KES 259 million respectively between FY2016/17 and FY2019/20.

- Funds earmarked for vocational rehabilitation of persons with disabilities amounted to KES 1 billion over the five fiscal years, with annual allocations reducing by 32.2% in FY2019/20 and by 9.1% in FY2020/21.

I was not able to access information on 2023 and specifically on inclusivity: This is an area worth exploring further.

Horizontal: Professions-service providers- policy groups- public and private sector come together to set up localized intervention strategies

Kenyans have an unexplained apathy when it comes to reporting what has been done: However, I was able to come across a baseline finding where

(i) Kenyan Ministry of Education and a consortium of international development organisations worked together to develop an intervention project to promote effective disability-inclusive ECDE practices in Kenya (Jeyam, de Kadt, Muuo, Schmidt, & Okello, 2022).

(ii) Kenya Institute of Public Policy Research Analysis (kippra) (2022). Enhancing Inclusivity by Empowering Persons with Disabilities (PWDs). Available at https://repository.kippra.or.ke/bitstream/handle/123456789/3722/SP32.pdf.

(iii) Kenya National Commission on Human Rights (KNCHR), (2023). Report on the mapping of organizations of and For persons with Psychosocial and intellectual Disabilities in Kenya. Available at https://www.knchr.org/Portals/0/Disability%20Publications/Mapping%20of %20Organization.pdf.

- o ==How do these collaborations lead to a more holistic and effective approach to addressing diverse needs?==

1. Awareness

2. Collaboration rather than competition

3. Enhancement of replicability; lessons from each other

4. Shared resources

4. **Shared Goals and Objectives:**

- o ==How can different sectors align their goals and objectives to create a cohesive strategy for inclusive education and ensuring that every child receives the support they need?==

1. - Cohesive strategy rather than a competition based strategy:

Male versus Female: Competition (I do not blame anyone for our educational system taught us that to know is to be number one) the fact that versus collaboration (individual level)

PPP: Public Private Partnership (policy level)

5. **Breaking Down Silos:**

  o <mark>What strategies or mechanisms have proven effective in breaking down silos between sectors, allowing for smoother information sharing, communication, and coordination?</mark>

1. "Silo mentality prevents stakeholders from designing appropriate strategies leading to solutions" (Price Waterhouse Coopers, n.d).

From this writeup causes of silos include:

2a- Linear mode of operation: In social Transformation it is called banking system: Only I am the monopoly of knowledge; only X knows how best to accomplish that specific task.

2b- Fractional ownership of interventions: This interventions belongs to X and to no other

2c- Geographical dispersion: This strategy and intervention belongs only to people of that region.

NB: For us

Ethical and gender barriers are a major draw back in our efforts: We spend so much energies fighting each other, while the same would be spent enhancing for each other.

Ways of breaking the Silos

1. Ready the leaders: shared and cyclical inter-sectoral governance

2. Ready the teams: clarity of roles and responsibilities followed by prompt reporting

3. Set the co-joined teams up for success: Borrow from success stories, from indigenous sustainable mechanisms

4. Lead the team: Clarify decisions, time-frames, benchmarks, identifiable indicators with clarity of rights and duties

5. Sustainability: Promptly discard the mechanisms that are counter-productive while embracing those that are productive and communicate this to the entire sets of teams

NB: Collaboration, communication and trust creates an effective path to growth.

6. **Early Intervention and Prevention:**

- How can a multi-sectoral approach contribute to early intervention and prevention strategies for children at risk of falling behind in their education?

a) **Identification of persons involved** (1. by virtue of their existential identity: what a woman can do is different from what a man can do; yet both are complementary)

(2. by virtue of their role-based identities: parents, teachers,/educators, government officials, child care departments, counsellors, medical practitioners etc

b) **Inclusivity of the persons involved**: respect for each individual and what they can offer.

c) **Clarity of roles and responsibilities:** including openness, transparency an accountability in allocated resources.

d) **Shared investigation of what needs to be done**; (5 W's & 1 H)

Resource Allocation:

- In a multi-sectoral approach, how can resources (financial, human, technological) be optimally allocated to support inclusive education while considering the needs of different sectors?

1. Human capital: different giftednesses, expertise

2. Social capital: divergence of perspectives are shared, leading to synergy (car engine)

3. Financial capital: resources: fiscal

4. Technological capital: learning from & making use of competencies that enhance effectivity.

a) Clarity of objectives & methods to realize them

b) Identification of resources needed and their sources

c) Elaborate itemization of each intervention and the resource needed

d) Procedural allocation of the resource with clarity on timelines and benchmarks

e) Prompt disclosure of remunerations and profits involved.

7. **Addressing Barriers:**

   o <mark>What are some common barriers that emerge when attempting a multi-sectoral approach? How can these barriers be overcome to ensure effective collaboration?</mark>

   a) Silo mentality: linear mode of operation (only X can do that); fractional ownership (only X should do that); geographical dispersion/exclusivity

   b) Ethnic (negative ethnicity) barriers

   c) Corruption: secrecy, sense of entitlement, materialism/ consumerism

8. **Data Sharing and Analysis:**

   o <mark>How does data sharing and analysis play a role in a multi-sectoral approach to inclusion? How can data-driven insights guide decision-making across sectors?</mark>

   a) Interventions that are supported by research make use of experiential/indigenous knowledge. Due to this,   (i) they are owned by the beneficiaries

   (ii) due to (i) they are sustainable in nature

   b) Research-generated interventions have been perceived, hypothesised, tested and findings generated.

   c) Sharing this information enhances inclusivity since the very process of generating these data is inclusive. Due to this inclusive process, a multi-sectoral approach to the actualization of the findings, is anticipated.

   NB: Decision-making has to be informed by findings from data. Only then are they owned by the beneficiaries and follow the path of being sustainable.

9. **Inclusivity in Policy Development:**

   o <mark>How can policy development be influenced by a multi-sectoral perspective to ensure that the needs of marginalized and vulnerable children are addressed comprehensively?</mark>

Internationally and regionally (Africa and East Africa), Kenya is part of the *protocols* (official procedure or system of rules governing affairs of state or diplomatic occasions) and *treaties* (a formally concluded and ratified agreement between states) involving the member states. At this level, there are policies that govern each of the member states.

Informed by these protocols and treaties, Kenya's constitution is quite comprehensive and inclusive, attracting international ratings. In it, there are articles on inclusivity and on dealing

with disabilities, and with Vulnerable children. Derived from these, the parliament (National Assembly and that from the Senate) have both committees that have the task of making laws towards the betterment of the citizens (those with special needs not left behind).

The National Council of Persons Living with Disabilities (NCPWD) is constitutionally mandated to be in charge of its beneficiaries.

What is needed in relation to policy, has to be candidly looked at for the task is apparently more in implementation and oversight; in monitoring and evaluation, rather than in policy. Perhaps, studies need to look deeper into the devolution procedures of these intended interventions, and localize them in order to Leave No One Behind. Only then will scholarly arrived at gaps, inform the need.

10. Community Engagement:

- How does a multi-sectoral approach involve local communities and parents in fostering inclusion and addressing barriers to education?

It is with the introduction of the free Primary Education and with the inception of the Subsidized Secondary Education, that illiteracy has positively and effectively started being fought. Only two decades have passed after the inception of the first and I guess a decade since the inception of the second. Prior to these interventions, up to 60% of Kenyans were grappling with illiteracy, and with it disease.

The newly born devolution is also playing its role in disseminating resources and responsibilities to the local levels. With the term public participation becoming a little farmiliar at the grassroot levels, the chief's barazas are starting to make sense to Kenyans. Though still very superficially, local communities and parents are gradually starting to be listened to. What is the role of the grassroot National government representatives (chiefs and their assistants) local county government (MCAs), academia (in primary to tertiary and universities), the local CBOs and the FBOs, in identifying those with special needs in their localities? What is their role in granting them an ear and eventually offering them a mouth, to be able to express their challenges?

(i) De-stigmatization process;

(ii) positivization of the negative cultural beliefs and practices;

(iii) advocacy against the human rights violations expressed against the persons with special needs

(iv) Giving ear and gradually giving voice to the persons with special needs, for only they can express their needs best.

These are a few steps that may be taken up by the afore-mentioned persons and offices, in fostering a multi-sectoral approach that involves local communities and parents in fostering inclusion and addressing barriers to education.

Scaling Up Best Practices:

- o <mark>Can you share examples of successful initiatives or programs resulting from multi-sectoral collaboration that have had a positive impact on inclusive education? How can these be scaled up?</mark>

a) (National - County Governments - Private entrepreneurs) Prioritization of Persons with special needs in Street vending, and in procuring public tenders. The academia have a role to generate an M&E that informs on how these processes have so far been actualized and ways in which they can be scaled up.

b) Popularization and Incentivization of Sign Language (Government & Media Stations & FBOs): The M&E is needed as in (a)

c) Prioritization of issuance of bursaries and subsidies to persons having special needs (FBOs-Capuchin Sisters): The M&E is needed as in (a). The collaboration was dis-jointed asthough each was attempting to outdo the other.

Are persons with special needs prioritized by KUCCPS and by HELB?

NB: There is an illusionary facade that when individuals and organizations reach out to offer some intervention in public institutions, they are heavily funded and are thus justifying their presence. While this may be minimally true, it hinders many that would otherwise be intending to make a contribution towards inclusive education.

11. Long-Term Sustainability:

- o <mark>How can a multi-sectoral approach to inclusion be sustained over the long term, especially when political or organizational changes occur within sectors?</mark>

From the times of the Bretton Woods interventions bringing to play the World Bank and the International Monetary Fund, there developed a school of thought that culminated in planting and nurturing the seed of dependency among the African. This worked hand in hand with the narrative planted and nurtured by the first missionary, where the African was meant to be given-assisted, thus sadly developing the attitude of entitlement. While these two world interventions were intended, and had a lot of good, the negative effects were also noted. The Margret Thatcher and Ronald Reagan-led Structural Adjustment Programmes and the current World Bank structures in Kenya, where they monitor and offer advisory dictates on living at one's means is a constant reminder of the importance of sustainability. We have to take care of our own, rather than blame while expecting others to procedurally come to our aid.

Nature's essence is in being innovative/creative and in being unique. Persons living with Special Needs are part of the expression of that very nature, and so they are part of us and shall continue to be part of us. It is not nature's mistake. The mistake would be if nature produced all

of us in a robotic, assembly-line mode, where all of us were the same. A sustainable multi-sectoral approach to inclusion, needs to start from an understanding that persons living with special needs are part of nature. In thinking that they are not, we device scientific and objective mechanisms of excluding them since they do not fall under the natural sciences' "normal curve". They are outliers. After so much time excluding them, we then start thinking about inclusivity. A sustainable way of embracing inclusion is to address the very nature of human exclusivity, in relation to persons with special needs or rather with special giftednesses.

Political and organizational mutations are also part of nature's process of change. When we train children in our homes and in our learning institutions to get excited at the specialty of persons tagged as "disabled", since this is nature's way of expressing her creativity and uniqueness, we shall be positively dealing with exclusion. When we unconditionally listen and pay attention to what nature is telling us through these special creations, we shall hear what their contribution is to our development. This is a sustainable way of dealing with inclusivity.

12. Global Perspectives:

- o Are there international models or case studies that exemplify effective multi-sectoral approaches to inclusion? What lessons can be drawn from these examples?

Before dealing with Persons living with special needs, I thought about gender with specificity on Female Genital Mutilation (FGM), Child Marriage and Gender Based Violence (GBV). From statistics, the increased awareness and interventions are gradually leading towards lowering these representations of gender discrimination. The organizations dealing with human rights, those dealing with health, with social studies, psychology, and even religious studies, have contributed to the discourse through their diverse academia. These joint efforts have contributed towards awareness and towards efforts to deal with the issue. This would be a success example of a multi-sectoral approach to a global thorny issue of exclusion.

In the realm of persons living with special needs, UNESCO (2020) in their report entitled *Inclusive Education and Cross-Sectoral Collaboration between Education and Other Sectors* give success cases from different parts of the world among them Canada, New Zealand, "every Child Matters" England, Finland, and "Dream Start Centres" South Korea. Significant in multi-sectoral inclusion is coordination (holistic approach), collocation (single site), collaboration (inter-agencies) and cooperation (working together). Notable challenges in the study come from inability of persons to work together, limited data sharing, lack of training and uncertainty of outcomes.

Back at home, the Kenya Institute of Public Policy and Research Analysis (KIPPRA), (2022), gives an in-depth effort of inclusivity engaging several sectors dealing with food and nutrition, health, housing, manufacturing, education, labour, manufacturing, governance,

communication and social protection. The different sectors involved in each of the mentioned areas, make this a multi-sectoral approach. To this level, this can be seen as a Kenyan success story of multicultural inclusion of persons living with special needs.

Other Kenyan success efforts can be seen in the areas if integration (mainstreaming). This exposes children with special needs to a broader curriculum which benefits them psychologically and socially-since it does not limit their interaction to only other challenged children (Moraa, 2013). Examples of such include Toi Primary and Kilimani school in Nairobi.

NB: For there to be multi-sectoral inclusion there is an invitation of persons that have high level thoughtful of self-understanding; are knowledgeable on policies and best teaching practices; have a compassionate attitude; and have well developed leadership qualities (Stuart, 2010).

Conclusion

The human species is the single creation in all species that is known to defy routine and reality. It is also the singled out species that understand what ius wrong, yet goes ahead to do it; knowing all too well of the adverse consequences, yet hoping that these adverse effects shall not befall it.

Nature, is true to itself, and part of that truth is that creativity and uniqueness are part of her. On this note therefore, persons with special needs are part of nature's expression of her ability to create and to be unique. Nature is not an assembly line or a roboticized component. If nature does not surprise us, then it fails to be nature.

In relation to persons with special needs, such is nature. Our system, informed by natural science, laws and theories, and more so by the normal curve principles, taught us to exclude that which failed to fall within the 68% of nomalcy (I say nomalcy with a lot of reservation). All other was abnormal and an outlier. Such is the way we gradually learnt to exclude persons with special needs.

Today's invitation is to re-look at nature with awe, and realize that these persons are a revelation of nature. Nature gives them to us with a purpose. When we re-look at them with awe, we shall see what nature is telling us through them, and we shall see the unique purpose for which they came into being. Only then, shall we move towards sustainably including them for indeed they should never have been excluded in the first place.

Addendum

NB:

1. **Inclusivity/inclusion:** the practice or policy of providing equal access to opportunities and resources for people who might otherwise be excluded or marginalized, such as those having physical or intellectual disabilities or belonging to other minority groups.

2. **SDG 4:** Of particular relevance to education, SDG 4 seeks to address the global learning crisis and commits to "ensure inclusive and equitable quality education and promote lifelong learning opportunities for all."

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