NAMCOL

INCLUSIVE EDUCATION POLICY AND FUNDING PROPOSAL

November 2015

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POLICY PARTICULARS

Policy Number	1 of 2015
Custodian/ responsible Executive	NAMCOL
Policy Custodian Office	NAMCOL Head Office
Status	Final
Date of recommendations by the Consultants	November 2015
Date of Approval by Board of Trustees	November 2015
Effective Date	January, 2016 Activities to be carried out to pave the way for policy implementation include: a) Development of policy guidelines that would direct the implementation of the inclusive education policy by NAMCOL centres. b) Policy awareness campaign and sensitisation process. c) Development of NAMCOL Policy Implementation Strategies. d) Appointment of a committee (with sub-committees as necessary) to develop priorities and activities for each of the policy goals and commitments. e) Identification of stakeholders who are best placed to support the fulfilment of each policy goal and communication of information to the Director to approach, inform and seek their commitment.
Date of next review	A three-year review cycle recommended.
Relevant to	NAMCOL and its collaborating Partners
Related documents and legislations	1. Convention on the Rights of the Child (1989) 2. UN Convention on the Rights of Persons with Disabilities (2006) 3. The Jomtien World Declaration on Education for All (1990) 4. Standard Rules on the Equalization of Opportunities for Persons with Disabilities (1993) 5. The Salamanca Statement and Framework for Action (1994) 6. World Education Forum, Dakar (2000) 7. Constitution of the Republic of Namibia (1990) 8. NAMCOL Act No 1 of 1997 9. National Disability Policy in Namibia (1997) 10. National Policy Options for Educationally Marginalized Children (2000) 11. The National Disability Council Act (2004) 12. Vision 2030 (2004) 13. The Education and Training Sector Improvement Programme (ETSIP) (2007) 14. The Sector Policy on Inclusive Education (2013) 15. Quality Assurance Policy for Open and Distance Learning (2014). 16. United Nations Sustainable Development Goals (2015). 17. World Education Forum, Incheon, Republic of Korea (2015) Towards inclusive and equitable quality education and lifelong learning for all
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ACRONYMS

ICT	Information Communication Technology
NAMCOL	Namibian College of Open Learning
MOEAC	Ministry of Education, Arts and Culture
MGECW	Ministry of Gender Equality and Child Welfare
MoHSS	Ministry of Health and Social Services
UNAM	University of Namibia

PREAMBLE

Although NAMCOL has registered learners with diverse needs over the years since its establishment, it had no policy to guide the identification and inclusion of such learners. This policy was developed to ensure that different groups of learners are benefitting maximally from the services that could be made available by NAMCOL; which will help them achieve their maximum potential with the ultimate aim to function independently and to contribute to the development of their country and the wellbeing of its people.

The policy was composed by analysing various international and national policies and conventions, as well as through conducting consultations with identified stakeholders in order to ensure that it has both a national and international character. This policy is in line with Goal 4 of the Sustainable Development Goals agenda which aims "to ensure inclusive and equitable quality education and promote lifelong opportunities for all" (2015). This new vision is inspired by a humanistic aspect of education and development based on human rights and dignity; social justice; inclusion; protection; cultural-, linguistic- and ethnic diversity; and shared responsibility and accountability.

1. INTRODUCTION

NAMCOL is a state supported educational institution that was established by an Act of Parliament (Act No. 01 of 1997) which provides study opportunities for out-of-school youth and adults. NAMCOL's core activity is to enable those who cannot or do not wish to attend formal school to study for either the Junior Secondary Certificate (JSC or Grade 10) or the Namibia Senior Secondary Certificate (NSSC or Grade 12). The NAMCOL Act directs the College to diversify its programme offerings in order to address the diverse training needs by upgrading the professional and vocational skills as well as the level of general education of out-of-school youth and adults.

The Namibian out-of-school youth and adults, those with or without special educational needs, are served by NAMCOL in all its programmes. In order to fulfil its mission, namely: "we are committed to providing wider access to quality educational services for our learners and other customers using a variety of open learning methods", NAMCOL has asked itself who these learners and customers were and what their needs are in order to meet them through using the available open learning methods.

For the out-of-school youth and adults with diverse and those special educational needs, this implies the provision of inclusive education support services in order for them to cope with the education programs on par with those who do not have diverse and special educational needs. Due to the diversity of its clients, NAMCOL has a responsibility to create an environment in which learners with a wide diversity of needs are enabled to perform and achieve their maximum potential.

2. PURPOSE AND RATIONALE

The intention of the policy is to achieve and witness an inclusive education practice at NAMCOL with out-of-school youth and adults having access to all programmes on offer at NAMCOL centres country-wide. This policy builds on and supports the constitutional right of all Namibians that provides the right to education that all persons within Namibia's borders hold. In line with this provision, NAMCOL has developed an inclusive education policy to guide it in providing inclusive education to its diverse clientele by strengthening universal design practices and endorsing / applying guidelines of the Edu-Sector Policy for Inclusive Education (2013).

- In order to empower its service providers, NAMCOL undertakes to invest in programmes that will help her service providers develop attitudes, knowledge and skills that will enable them to deliver an inclusive curriculum to her diverse learner population, each with their diverse human and learning needs. NAMCOL will strive to develop a code of ethics and standards of practice to promote excellence in inclusive education practice. Such standards would include, but not limited to:

- Providing a flexible education in order to respond to the diverse needs of all learners.

- Ensuring that its learners have access to quality educational services.

- Providing effective support services to its learners.

- Creating a learner-centred, flexible and conducive learning environment.

- Improving professional knowledge and competence of its service providers to implement programmes that are responsive to both its learners' and industry needs.

- Caring and nurturing relationships that support inclusive teaching and learning.

- Improving professional knowledge and competence in their individual subject areas coupled with inclusive approaches to teaching and assessment.

- Ensuring confidentiality and consent to the management of personal and/or confidential information regarding its learners and their families.

- Strengthening networking and partnership with industry and key stakeholders in its provision of inclusive education.

3.   AIMS/GOALS

The following goals and commitment statements will drive the actions and activities of NAMCOL to include out-of-school youth and adults with diverse and special educational needs:

Policy Goal 1: Out-of-school youth and adults with special educational needs will be enabled, by way of an inclusive environment, to upgrade their level of general education as well as their professional and vocational training skills.

Therefore, NAMCOL commits to make provision for disclosure of diverse and special educational needs in the NAMCOL application form and put systems in place to identify learners with diverse needs that could require adaptation in teaching and learning approaches and general communication to enhance access,

participation, performance and achievement in educational outcomes. These can be achieved by:

a) Including learners with special educational needs in the various programs that are offered by NAMCOL countrywide.

b) Developing a data base of all its learners that are enrolled in these various programs.

c) Providing special means of access to the curriculum through special equipment, facilities or resources, modification of the physical environment or specialist teaching techniques.

d) Providing a special or modified curriculum when warranted.

Giving particular attention to the social structure and emotional climate in which education takes place to facilitate the inclusion of her diverse learners in order to ensure that they are not stigmatised, discriminated against and/or excluded.

Policy Goal 2: Learners with diverse and special educational needs will have access on a full or part-time basis to service providers with appropriate skills and resources to support and empower them to learn effectively.

NAMCOL commits to:

a) Expand all its distance and open learning programs to accept learners with diverse and special educational needs.

b) Equip its service providers through in-service training with skills to develop the understanding for learners who have diverse and/or special educational needs and how similarly and differently they learn.

c) Create support services on a full or part-time basis by using professionals with appropriate training to provide advisory resource to support their service providers in developing their skills and broadening their learning experiences.

Use alternative and augmentative communication modes such as Braille, Sign Language and others as far as possible to facilitate teaching and learning.

Policy Goal 3: NAMCOL learners with diverse and/or special educational needs will have access to support networks for encouragement, counselling and assistance as per their individual needs.

a) NAMCOL commits to:

b) Develop support networks with relevant stakeholders for both service providers and learners needing encouragement and assistance. Such support may include but not be limited to psychosocial support, academic support, career guidance, and life skills.

c) Use such support networks to develop accommodation of and support for a particular student in the form of an Individualized Education Plan (IEP) or to problem-solve around a particular issue that requires attention.

4. KEY DEFINITIONS

4.1 Inclusion

Inclusion is a human right issue, and relates to the process of bringing together all learners, and having all learners learn together. Inclusion means helping all people recognize and appreciate the unique gifts that each individual brings to a situation or community (Taylor, Smiley and Richards, 2007).

4.2 Inclusive Education

In line with the Sector Policy on Inclusive Education (2013), inclusive education means the practice of including all learners with their different needs for the purpose of teaching and learning in the same supportive classroom environment that aims to meet the educational needs of all learners.

Resources and facilities permitting, all learners that are taking a similar course will be taught together with a clear Individualized Educational Program (IEP) where necessary. The principle of equity will be applied to ensure that those that need their resources or environment adapted receive such needed adaptation in order to learn on par with their peers (UNESCO, 2008).

4.3 Learners' Diverse Needs / Learners with Diverse Needs

Diverse needs stem from various circumstances in learners' lives that may create barriers to learning. They come about as a result of conditions that may be extrinsic or intrinsic to the learners. Diverse learning needs that are extrinsic in nature can be as a result of a variety of influences such as:

Socio-economic conditions causing barriers to learning, including: poverty, lack of healthcare, abuse, unmet emotional needs, language and cultural differences, environmental deprivation, unemployment, urbanization, disintegration of family life, child abuse, decline in value systems and moral confusion.

- Diverse learning needs can also be caused by aspects that are intrinsic to individual and stemming from a variety of biological influences, including:

- Intellectual Impairment, Emotional and Behavioural Difficulties, Physical/Mobility Impairments including among others: Spinal cord injury/paralysis, cerebral palsy; and other conditions.

- Medical/ Health Impairments including: epilepsy, heart defects; HIV and AIDS; and other conditions.

- Sensory Impairments including: visual impairment, hearing impairment; and other conditions.

Specific learning difficulties/disabilities including: dyslexia (reading), dyscalculia (mathematics), dysgraphia (writing), weak attention control; and other conditions.

NAMCOL is more concerned with what the individual needs of a learner require rather than with putting her or him in a category based on their impairment or condition. These types and categories of needs will be used for making arrangements for support and concessions. All learners who qualify to enter NAMCOL are welcome and availed resources, means and facilities which NAMCOL is able to offer.

4.4 Universal Design

Universal Design involves designing products and spaces so that they can be used by the widest range of people possible, irrespective of their abilities and disabilities. It is based on the concept of accessible design which originally focused on people with disabilities but was expanded to all people, including those with temporary special needs, the elderly, pregnant women, parents using prams and those preforming delivery services. Universal Design focuses on creating safe, accessible, trustable buildings and services that can be used by a wide spectrum of people in any given society or environment (Taylor, Smiley & Richard, 2007).

4.5 Out-of-school Youth and Adults:

For the purpose of this Policy document, the phrase out-of- school youth will refer to learners who had, by choice, circumstances or default, fallen out of the formal face-to-face educational programs offered by conventional institutions to join open and distance learning. These could be youth between ages 17 – 25 who had not met the requirements and competencies for Junior or Senior Secondary Education in the mainstream education; to adults who are returning to an educational institution after working for a certain period of time, or those pursuing post- secondary or vocational education courses.

4.6 Service Providers

In the context of this Policy, service providers will refer to all people rendering service to NAMCOL either in an administrative, managerial, logistical or pedagogical capacity.

5.   POLICY SCOPE

The policy applies to NAMCOL and focusses on ensuring inclusive and equitable education for all its learners by implementing best practices in inclusive education provisions. The policy can be used as a reference document by other institutions in the country to develop and implement institutional inclusive education policies in their respective institutional contexts.

6.   GUIDING PRINCIPLES

In line with the principles and indicators of inclusive education systems, NAMCOL commits to:

- Providing meaningful education and training opportunities for the large population of out-of-school youth and adults, who require immediate, targeted and sustained action ensuring that all its learners benefit from learning, irrespective of their diverse individual needs.

- Focusing its efforts to include the most disadvantaged and marginalized in our communities, especially those with disabilities, girls and women, adult learners who have to balance adult responsibilities and learning to ensure that they are not excluded from education.

- Wherever possible, recognizing and responding to the diverse needs of its learners, accommodating different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities.

- Promoting quality lifelong learning opportunities for all, by ensuring equitable and increased access to quality technical and vocational education and training.

- Providing flexible learning pathways for learners whose learning styles and capabilities require intensive adaptations to curricular approaches, as well as the recognition, validation and accreditation of the knowledge, skills and competencies acquired through non-formal and/or pre-vocational education.

- Creating greater flexibility in assessment and examination procedures, putting in place regulations on concessions suitable to the learning needs of all its learners, as far as possible.

- Creating a culture in which all its learners can thrive and succeed by focusing on access, acceptance, performance and achievement in education.

7. ROLE OF STAKEHOLDERS

The NAMCOL Director will assume the overall responsibility of coordination of Policy Implementation activities.

NAMCOL believes that collective action, and greater community ownership has a high success rate over individualized approaches. NAMCOL will consider forging collaborative agreements with other parties to pursue a set of agreed upon objectives aimed at enhancing inclusive education while remaining independent organizations.

NAMCOL will form strategic alliances and partnerships with all relevant stakeholders. Among key stakeholders that could assist NAMCOL in implementing its inclusive education policy and the rendering of relevant services to its learners include:

7.1   Resource Schools in the various Regions

- Sharing available resources/specialized equipment

- Sharing of physical space

- Proving psychosocial support

- Providing impairment-specific knowledge, skills and attitudes.

7.2   Namibia Institute of Special Education (NISE)

- Sharing specialized equipment

- Providing support to NAMCOL service providers by sharing with them their know-how.

- Providing impairment-specific teaching, learning and assessment skills and knowledge to NAMCOL service providers.

- Deliver workshops on alternative and augmentative communication to NAMCOL service providers and learners.

7.3   Non-governmental Organisations, Faith-based Organisation and Private Sector

- Procurement of specialized equipment

- Funding identified projects

7.4   University of Namibia Disability Unit

- Providing technical expertise and sharing equipment.

- Providing psychosocial support services

- Helping NAMCOL with staff development and capacity building in inclusive education.

7.5   University of Namibia, Faculty of Education

- Pre-service program development

- In-service training of NAMCOL staff in the use of assistive and technological devices to enhance their level of support to all learners.

- Continuing Professional Development Unit (CPDU)

- In-service training of NAMCOL staff in the use of assistive and technological devices to enhance their level of support to all learners.

7.6 Ministry of Education, Arts and Culture (MoEAC)

- Learners' needs identification, assessment and placement advisory services.

- Facilitate the use of its resource centres/institutions by NAMCOL learners and service providers.

- Support, devise and approve standards for concessions and assessment.

- Align curriculum development to inclusive education practices and culture to facilitate smooth articulation between formal and non-formal or semi-formal education.

7.7 Ministry of Higher Education, Training and Innovation

- Ensure inclusive higher and vocational education standards to enable smooth transition from NAMCOL to higher education and ultimately to employment.

8.   QUALITY ELEMENTS AND CRITERIA

NAMCOL will at all times maintain the quality of its programs as accredited by NQA. Learners with diverse and/or special educational needs will participate, to the extent possible in all activities and programs that NAMCOL offers to its learners. Practical activities, tests, assignments and projects will maintain quality even though modified to accommodate the learning needs of all learners with special educational needs.

9.   QUALITY AUDITS

Monitoring and evaluation of the implementation of the NAMCOL Policy on Inclusive Education will be an annual activity. This activity will be used to identify the institution's successes and pitfalls in implementing this policy, while pointing out specific areas that call for improvement to facilitate achievement of its policy stipulations and targets. The committees that are established to oversee the implementation of the policy will suggest an appropriate Monitoring and Evaluation model from those available to track progress in the implementation of the NAMCOL Policy on Inclusive Education.

Acknowledging that the absence of consequences for actions contradicting inclusive education policies is the beginning of their failures, NAMCOL will establish a Committee to assist in the protection of the rights of all members of the NAMCOL community with regard to violations or neglect of provisions of the NAMCOL Policy on Inclusive Education.

In order to facilitate early and informal resolution of grievances, the NAMCOL Management will, in writing, provide to its community all steps to be followed to register a complaint, follow-up progress and participate in the resolution of the problem. This Committee will determine formal and informal procedures to address issues of discrimination, stigmatization, neglect and exclusion and any other violation in accordance with Ministries of Education and government guidelines, policies, acts and treaties.

10. AMENDMENTS AND REVIEW

The NAMCOL Policy on Inclusive Education can be amended from time to time in line with other national and international developments, policies and education agendas, and to clarify or address loopholes to the content and implementation of the Policy.

11. VERSION CONTROL AND CHANGE HISTORY

VERSION CONTROL	DATE EFFECTIVE	APPROVED BY	AMENDMENT
1.	DD/MM/YY (the date the policy takes effect)	Contact person – full names and title.	First version
2.	DD/MM/YY	NAMCOL Management Committee	
3.	DD/MM/YY	Board of Governors	
First Review	DD/MM/YY		Brief summary of major amendments

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APPENDIX A: FUNDING STRUCTURE

1. INTRODUCTION

NAMCOL has taken the first step to develop an institutional Inclusive Education Policy. This Policy requires new ways of service delivery, which in turn require new ways of funding the re-engineering process that should move NAMCOL from being an institution of "second opportunities" to an institution of "equitable opportunities". The re-engineering of NAMCOL to develop fully-fledged inclusive education institutions is expensive at the initial stages of acquiring all equipment and resources to live up to the expectations of creating effective, inclusive education communities.

It is clear that current funding structures do not support this restructuring process and funds have to be mobilized to support the creation of the NAMCOL inclusive education system that takes into account the needs of adult learners; learners with poor self-esteem resulting from insensitive scholastic experiences; those whose demographic and socio-economic backgrounds have contributed to a backlog in educational social status as well as those with temporary and permanent impairments for whom success will remain evasive unless adaptations and concessions are made to the curriculum; curriculum delivery; assessment and standardization procedures.

2. COSTING PROCESS

NAMCOL has identified the following strategic focus areas for which funding have to be solicited if an inclusive education system is to be realized:

- Attitudinal change (mind shifting – from the focus on "special" to "all")

- Coordination.

- Capacity building.

- Learning material development.

- Equipment and infrastructure.

- Stakeholder engagement and parental/guardian involvement.

3. MODELS OF FUNDING INCLUSIVE EDUCATION

There are various funding models that have been described in literature. Sigafoos, Moore, Brown, Green, O'Reilly, & Lancioni, (2010); UNICEF (2012); Peters (2004); Meijer (1999); Mantaluta & Rukhadze (2008) describes various economic models of funding inclusive education. We are suggesting that NAMCOL have to source funding from outside agencies in order to supplement its own state-subsidized budget. The availability of funds will influence the programmes and provisions that will be provided to learners who are, by virtue of their special educational needs, at risk of exclusion.

4. POSSIBLE FUNDING MODELS

NAMCOL shall use discretionary funding framework to allow for a certain budgetary percentage for student support purposes or source for additional funding in order to support its learners with special educational needs. The budget will be derived either from receipt of additional monies or by allocating a set percentage of the NAMCOL overall budget to support the learning needs of her learners. NAMCOL could avail a sufficient portion of its budget to learner support services. Additional funding could be sourced and set aside specifically for its learners who require special services and intensive support due to the severe nature of their developmental, sensory, and/or physical impairments or psycho-social problems. NAMCOL has the discretion as to the type of services and programs that could be funded with their additional or separate discretionary funds.

NAMCOL will source other funding to supplement its budget. Through networking, collaboration and partnerships NAMCOL will call on parents and other institutions that are providing services to learners with special educational needs for their human resource inputs as well as sharing their physical facilities on agreed upon terms. NAMCOL will also mobilize cost-effective resources to ensure that her programs are inclusive. Here, both the government and non-governmental sources of funding will be approached to support her to render support services to learners with special educational needs.

a) Funds allocation and distribution

NAMCOL is geared towards providing flexible, effective and efficient responses to all its learners' needs. As the child-based models tend to result in more labelling and less inclusion by emphasizing identification, assessment and treatment/intervention, a resource-based model of funding is recommended as it will encourage NAMCOL to develop programs and services and as such funding will focus on resourcing its centres and supporting all her learners, including those learners who have special educational needs to receive quality education.

Should the provided educational environment not be able to meet the special educational needs of learners who may have severe diverse and/or special needs, NAMCOL has to consider using one or more of the following student-based funding frameworks based on demand for services in order to provide the necessary support:

I.   Category-based funding model

This involves allocation of additional funding for each student with an identified support needs. The amount of extra funding will be based on the student's degree and type of disability or the psycho-social support that is required in order to assist the student to succeed with his/her studies at NAMCOL.

II.   Cost-based approach

By estimating the actual costs of providing the specific required learning support services and allocate such funds to cover these estimated costs at any of its centres where such a service might be required taking into account the number of learners who need such services and where they are located.

III. Voucher plan

Voucher-payment systems can be used in cases where NAMCOL has outsourced service provision to its partners to render the required student support services on its behalf.

The amount of the voucher will depend on the service rendered and the payment will be made by NAMCOL to the collaborating institution for the service rendered.

IV.   Survey

Surveys can be used annually or bi-annually to identify the support services that are required and then fund such student services based on the number of learners and weighted by individual-led variables, such as socio-economic status or type and degree of learning difficulty/disability or the nature and extent of psycho-social support required.

b)   Cost-saving measures

(i)   Pre-service teacher education strategies

- Teacher education institutions are shaping teachers with training or exposure to inclusive education and special needs education. When employing tutors/markers, NAMCOL will give priority to graduates that have done inclusive education, life skills, guidance and counselling as they will be having the needed understanding and a repertoire of techniques on how to support learners who may need learning support services. These teachers will save NAMCOL cost on providing elementary sensitization and orientation programmes in order to render services that are in line with the NAMCOL Policy on Inclusive Education.

- NAMCOL can, in collaboration with institutions of higher learning, develop programmes that focus on learning support and the use of assistive devices and run such professional development programmes through distance and open learning modes. Such qualification can avail resource persons that NAMCOL can engage to assist her learners where necessary.

(ii)   Teacher education and continuing professional development

- The NAMCOL service providers in the regions will receive in-service education in order to upgrade their skills on how to provide psychosocial support to learners they work with, as well as on how to include, assist and support learners with diverse and/or special educational needs in their classes.

- NAMCOL will use expertise from resource centres or special schools where applicable in order to empower her teachers and tutors, not only through face to face, but also through distance, open learning and online engagements. Such centres can be used to provide specialized services to NAMCOL learners who have severe difficulties and who are in need of specialized services.

- NAMCOL will also utilize the expertise of parents/ primary caregivers and other resource persons in the communities to support its teachers on how to help learners with severe learning needs to benefit from the distance mode and face-to-face sessions. The use of Information Communication Technology (ICT) as a tool to empower its teachers should be explored and considered.

- NAMCOL will consider itinerant programs where an expert or a group of experts will provide assistance to administration and tutor/markers in practical realization of inclusive education.

- Such a team can work with service providers to identify resources and support needed to respond to the needs of their learners and give them confidence and to devise ways of meeting their learners' learning needs.

- Multi-sectoral collaboration must be engaged, including collaboration with government Ministries and Non-Governmental Organisations (NGOs) to ensure that on a non-formal, but professional basis, available human resources as well as essential materials and equipment are shared to realize inclusive education.

(iii)   Parental involvement and participation

- NAMCOL shall build on the strength and motivations of the parents and caregivers to empower them to support learners who have special educational needs once they are registered with NAMCOL.

- Parents and caregivers can serve as advocates for youth and adult's support from the state and other agencies with which the state has partnerships.

(iv)   Peer tutoring programs

- NAMCOL will encourage cooperation, formation of learning and support groups, collaborative work, among its learners to enhance cooperative learning and mutual support.

- Peer-tutoring can be used by both learners and service providers to enhance one another's inclusive education capacities without power issues and fear for evaluation by those in higher positions.

c)   **Accountability**

NAMCOL will subject its funding and those from outside funders to financial auditing and ensure expected standards of financial management, monitoring, and evaluation is done to keep track of the strengths and gaps of its inclusive education system and address barriers as soon as they occur.

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APPENDIX B: COSTING FRAMEWORK FOR NAMCOL INCLUSIVE EDUCATION POLICY AND IMPLEMENTATION STRATEGY

SERVICE NEEDED	RATIONALE	COSTING ESTIMATE	MODE OF SERVICE DELIVERY	COMMENTS
Psycho-social support services	For the special needs of learners affected by various adversarial conditions. Also those struggling with balancing studies and other life demands and responsibilities.	N$ 600 per person per hour	Centralized services; individual Consultations with Professionals or by volunteers/ Multi-Disciplinary Team Members.	State and Private Sector could be a good foundation.
Therapeutic and Para-medical Services	For learners with developmental impairments and occupational therapy needs (nurse, therapist, Community Based Rehabilitation Services).	N$ 600.00 per consultation session; Repeated services such as biokinetics; physio-therapy; psycho-therapy; learning and wellness programmes might be needed. +/- 6 Sessions per individual.	Access to State or Private Service Providers; Drop-in services	Ministries of Education, Arts and Culture; Labour and Social Services; Gender Equality and Child Welfare; Health and Social Services; Veterans; Disability and Marginalization; and Justice can all form a good support system.
Qualified Sign Language interpreters	For day-to-day interpretation of face-to-face classes for learners who are deaf and those with partial hearing impairment. This is key to help learners with hearing impairment to access learning content in lectures, science and computer laboratories, as well as during social activities such as field trips, research and other forms of excursions.	Quotations to be obtained from the Communication Deaf Center (CDC). Maximum Current rate: N$ 200.00 per hour.	Face-to-face; specifically assigned sessions; day to day- class-to-class.	Currently, most of the sign language interpreters are not trained and they use their general knowledge to interpret subject specific and technical concepts. It would be advisable for NAMCOL to train a few interpreters when the number of learners with hearing impairments justifies. Otherwise, outsourcing to resource schools is a good option.

Hearing Aides	To improve the hearing of hard of hearing people and by so doing, facilitate their functioning in the society.	+/-N$6,000.00 for a set of hearing aides. Ear-Nose and Throat Specialists Consultation fees applies	Specialists and equipment available in Namibia (imported from South Africa and abroad).	
Creation of a digital media environment for learners with hearing impairments		Amount cannot be estimated. Individual quotations should be obtained on the basis of the priority list of the institution.	There are few companies in South Africa with a Focus on universal design, for example Jessen PTY Ltd.	
Universal Design Multi-Media Environment for learners with visual impairments including those that is blind. There are a lot of assistive devices that can tremendously bridge the gap between learners with visual impairments and their peers with hearing impairments. These include: Perkins Braillers; Braille Embosers (creates tactile graphics); Braille	To enable learners with visual impairments have access to the curricula.	Costs will depend on the learners' needs. The various funding structures can be used to determine sources of funding. These could include donations; tuition fees; government subsidization of assistive devices; parents and caregivers; friends of NAMCOL; fund-raising activities; etc.		Sensory Solutions - a South African Company has a long history of digital multi-media provision.

Printers; Talking Books such as Daisy Digital Books; Computer Programmes such as JAWS; Windows eye; PEARL (helps to read books, magazines, etc.); OpenBook (It makes inaccessible text accessible), DaVinci (All in one HD Video Magnifier with Text-to-Speech) and amigo – mobile desktop magnifier).				
Other manual equipment includes talking calculators; talking watches; etc.				
Human guides - Learner Assistants can be appointed to render guidance and mobility support to learners who are blind. Learners who are blind should receive mobility, orientation and daily life activities training.	In order for blind learners to master the environment, they need to be provided with skills that will enhance their independence skills. However, until they are totally comfortable and feel safe, they will need human guides or guide dogs.	If the guides are learners, they could be paid N$30.00 per hour and also be given credit points for voluntarism. Mobility, Orientation and Activities of Daily Living (ADL) Skills training can cost about N$20 000 for a one (1) week training. Occasional monitoring and re-training are necessary.	Workshops and continuous support are important.	The use of guide dogs is not popular in Namibia. There are mobility, orientation and ADL experts at the current resource schools for learners with visual impairments; Oniipa Rehabilitation Centre (Oshana) and The Service Centre for Visual Impairment (Windhoek).

Infrastructural adjustment or universal design for all kinds of special needs is a high cost project but worth undertaking and less costly than the exclusion of people with disabilities from education. These include accessible entrances and pathways; user-friendly classrooms, rest rooms; etc.	Inclusion is based on principles of social justice and is thus a human right. Infrastructural barriers are not acceptable excuses for excluding people from education and full participation in education, employment and livelihood.	Cost will include bringing in experts from the Design and Architecture, Construction and Engineering fields to process right through the building structures.	Normal procurement procedures will apply.	NAMCOL will have a responsibility to design new buildings in accordance with universal design standards and rehabilitate existing buildings by the same standards. Jessen PTY Ltd. could be a good starting point.
Culture change - NAMCOL will need to invest in culture change: from a culture of exclusion to a culture of inclusion. These could be achieved through workshops; re-orientation training sessions; sensitization and awareness campaigns; trainings in ethical standards; teacher-and service providers' orientation and empowerment; etc.	Culture change will determine the success of the NAMCOL Inclusive Education Policy. Without training, learners will not disclose; they will not report mistreatment or exclusion and will drop-out instead of remaining and achieving their goals.	Costing will depend on priorities and quotes can be obtained in accordance with the activities on the Policy Implementation Strategies Plan. Workshops and Consultancy Fees: Use the fees of our Stakeholders' Consultation Workshop; 30 participants; 3 different workshops.	The funding structure or possibilities at the time will determine the sources of funding. Workshop 1 will include all NAMCOL Staff and will basically provide orientation of the Policy, culture and attitude change and inclusive practices.	The University of Namibia and Resource Schools in Namibia are well-placed to provide these professional development training. Other institutions can also be considered.

| Development of policy implementation strategies. | To unpack the NAMCOL Inclusive Education Policy and devise step by step strategies, with time-frames and responsible implementers and their roles. | Consultants could be needed at about N$ 1000.00 per consultant per day. | Workshop 2 will focus on academic/ pedagogic inclusion strategies and expectations.

Workshop 3 will focus on administration and support staff. At the end of the workshop 1 and 2, committees and sub-committees will be established and roles agreed upon. |