



# The Openness movement and development in Africa within the context of inclusive education

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Development is a complex term that incorporates many concepts.

- Economic
- Social
- Health
- Educational and
- Cultural advancement of a nation that affects the quality of human life.



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<https://www.usadf.gov/>



<https://www.brookings.edu/blog/up-front/2013/04/26/creating-jobs-where-institutions-matter-addressing-south-africas-unemployment-problem/>



<https://qz.com/africa/1606376/freedom-day-in-south-africa-and-unfinished-work-of-anc/>



<https://www.un.org/en/sections/issues-depth/water/index.html>

- Availability and access to information is critical for development as sharing information is a part of the development process
- Literacy is a key for people to effectively access information for ideas, knowledge and opportunities that make development happen.
- No sector can be developed without literate citizens despite government efforts and planning.
- Literacy skills are acquired and consolidated through different stages of education from kindergarten through to tertiary level and to post-schooling, life-long learning phase.



Access to quality education is the catalyst for growth and development.



<https://www.pinterest.com/pin/742882901014373722/>

However, formal education can shut vulnerable groups out due to physical and social challenges.



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Inclusive education is the process of ensuring that all (children and adults) irrespective of their;

- gender,
- disabilities,
- ethnicity,
- language,
- religion,
- health status or any other
- form of impairment



<http://www.vydehischool.com/blog/school-principals-desk/inclusive-education/>

have access to education that is appropriate and that enables them to participate fully in society and to achieve their full potential alongside their peers with the burden of adaptation and inclusivity placed on the system, not the learners.



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<https://www.ghcot.com/2019/08/25/1039/supporting-the-inclusive-classroom-facilitating-positive-interactions-between-students-with-and-without-learning-challenges>

It is important to note that IE became a dominant theme in the global North because they can afford ‘highly resourced, funded and established special education systems’



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[https://www.hi-us.org/west\\_africa\\_the\\_first\\_steps\\_toward\\_inclusive\\_education\\_for\\_stud](https://www.hi-us.org/west_africa_the_first_steps_toward_inclusive_education_for_stud)

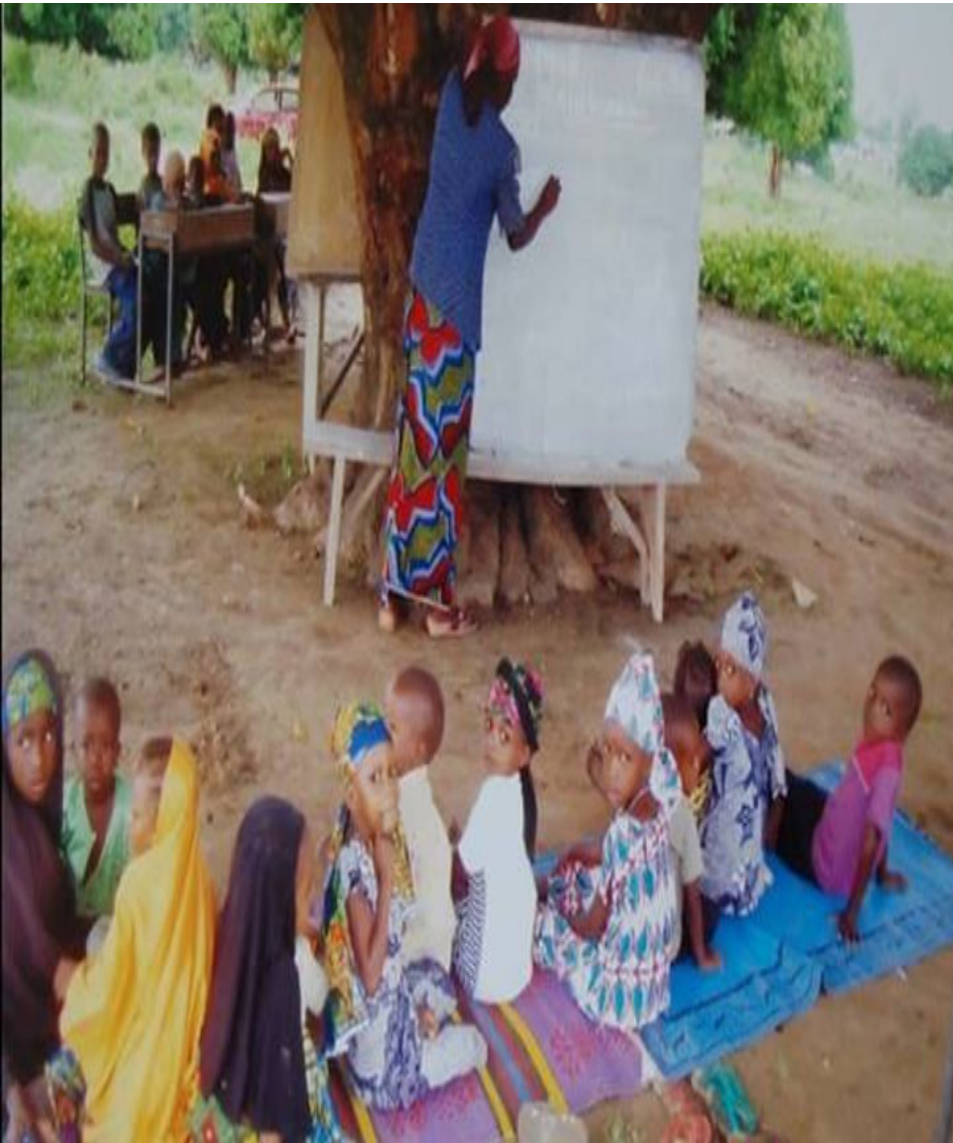
<https://www.light-for-the-world.org/inclusive-education-quick-guide>

Inclusive education can ensure access to quality education without boundaries which is a major pathway to reducing social gaps in the present and in the future.



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<https://www.independent.ng/30-years-of-nomadic-education-any-impact/>

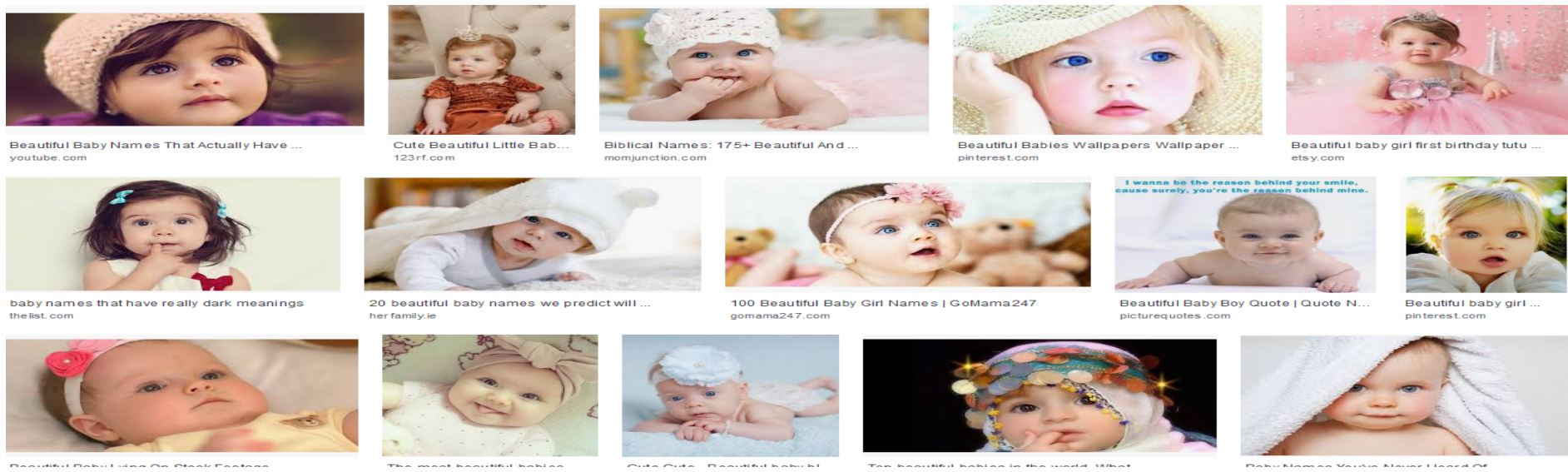


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# Nuanced meanings of IE in Africa



- Body of knowledge taught is made up mostly of information views, experiences and realities of the global North.
- What defines the realities, the interpretations and meanings of Africa appear to be subjugated even when recognized.
- Online spaces do not also tell our stories.



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Bearing in mind that education should be transformational and the engine room for development the implications for non-inclusive education in the African context are

- Repressed cultural identity which does not augur well for development
- Lack of functional and appropriate education for tackling African developmental issues
- Lack of understanding on how to solve local developmental challenges with homegrown initiatives
- Stunted growth of African ideologies.



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IE in the African context should be a process that goes beyond physical disabilities and addresses our

- Social differences,
- Socioeconomic inequalities,
- History,
- Local philosophical and multicentric understandings,
- Conceptualization of being, of the universe, of realities
- Culture

and other identity markers that Africans bring to the table as they enter the formal and informal education system.



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Inclusive education should rely heavily on new ways of teaching which take into account the diversity of the abilities and backgrounds of learners in the classroom.

- Decolonisation of education through innovative ways of integrating our 'Africanness' into pedagogies.
- Availability of open resources for teachers and students so that the integration will be effective
- Equipping learners at different levels of education on how to populate online spaces with African viewpoints and stories of who we are.



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# Intersections between IE, Openness Movement, Libraries and Social justice



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# Exploring the Connecting links for inclusive education in the African context

## The African Library and Information Association (AfLIA)



As the umbrella body of African librarians has a cardinal objective of building the capacity of these professionals to drive quality education that can generate innovations for development and transformed communities.



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Quality inclusive education is essential to the development of Africa and information resources are needed for that. AfLIA has entered into an understanding with OER Africa to develop training resources on tertiary-level Open Educational Resources.

The Project which will run for two years took off last month with preliminaries.



From December 2019 through to January 2020, a research is being conducted on the competencies of African librarians as pertains Open Access, Open Licensing and OER. Other steps will follow after.



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# Expected outcomes

- give students and faculty members access to quality, relevant and current information resources;
- assist faculty members and others to populate online spaces with African content and grow scholarship; and
- learn how to produce information and not just be consumers of information.



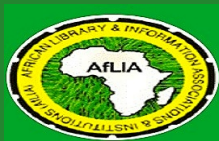
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Language plays a vital role in development.

As children grow up all across Africa, they communicate primarily in their mother tongues. As part of inclusive education, exposure to high-quality materials in mother tongues will help African children to gain more understanding of what they are taught in classrooms.



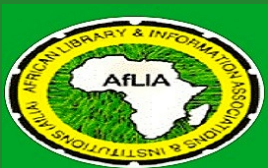
AfLIA, is working with StoryWeaver to create hyperlocal digital libraries using open source software to translate storybooks on climate change and the environment, Internet of Things, Robotics and other 21<sup>st</sup> century concepts into local languages.



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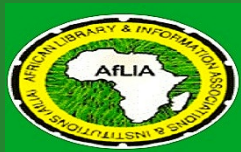
# Expected outcomes

- creating the perception of reading as a normal process because books are in languages that they speak and understand in everyday interactions.
- assisting children to understand 21<sup>st</sup> century concepts as they read books with such knowledge in their local languages.
- building and strengthening of cultural identity for participation in cultural and social activities



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The INELI SSAf Cohort 2 is working on a pictorial documentary digital book to record different aspects of the way Africans live in Ghana, Kenya, Malawi, Namibia, Nigeria, South Africa, Uganda, Zambia, Zimbabwe - the architecture, fashion (hair styles, shoes etc), food, transportation, bodies of water, change initiatives by women and agricultural practices.



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## Expected outcomes

Remember the Google search on beautiful baby?

The book which will be presented during the next AfLIA conference in 2021 in Accra Ghana will also be published using the most suitable open content licensing so that the pictures can be used, reused and distributed thus providing more accessible images that tell our stories.



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These initiatives and others by various bodies across Africa are definite steps towards inclusive education that is meaningful, equitable, functional and that can drive development in the continent.



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