



# **Special Needs/Inclusive Education Strategy**

September 2022

Ministry of Education

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**Emphasizing on access, equity and inclusion to achieve sustainable  
development goal 4**

**(2022/23-2029/30)**

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## **Preface**

Education is a key tool for sustainable economic growth and poverty reduction. The government has promised to achieve sustainable development goals and is moving with determination, and one of these goals is the education development goal.

Based on the constitution's right for citizens to access education and the international declarations and conventions that Ethiopia has ratified to make education and training accessible to all citizens, especially students and trainees with disabilities, the first Special Needs Education Strategy was designed in 2006. It is noted that this strategy has been revised in 2012 and implemented.

The implementation of these strategies has contributed for the increment of the enrollment of students with special educational needs by training special needs education teachers, providing short term skill training to teachers and other education professionals, conducting awareness raising activities on special needs education, and expanding inclusive education resource centers. However, there are still many gaps in terms of providing education and making special needs education a reality for all children, youth and adults with special educational needs. Lack of awareness and commitment of the educational leadership at all levels about special needs/inclusive education, inconvenient learning environment, lack of task-oriented teacher training, less inclusive pedagogy, lack of effective assessment and the inability to identify problems are the main barriers to learning opportunities. Due to these problems, schools and teachers have difficulty including and teaching students with special educational needs.

Therefore, the Ministry of Education has developed this Special Needs/Inclusive Education Strategy for the second time by assessing Ethiopia's degree of development and the level at which the world has implemented inclusive education in order to fill the gap in this field. The main objective of the strategy is to give access for excluded individuals and those with special educational needs to high-quality, inclusive, and equitable education.

The Ministry of Education would like to state that it will implement this strategy and work with all stakeholders, governmental and non-governmental organizations, and education development partners to achieve the ten-year education plan and Sustainable Development Goals. The strategy was developed in collaboration with key stakeholders and education development partners.



Fenta Mandefro Abate (PhD)

State Minister (General Education Development Sector)

## **Acknowledgment**

This National Strategy for the Implementation of Special Needs/Inclusive Education has been prepared by the Ministry of Education and Light for the World International to serve from 2015 to 2022 EC (2022-2030). The Ministry of Education would like to acknowledge the commitment and professional participation of the Pastoral and Special Needs Education Department experts in the preparation of this strategy.

We are grateful to Light for the World International for its financial and technical support during the preparation of the strategy.

In addition to this, we are thankful to all stakeholders who participated in the national consultative workshop organized to review and collect inputs on the draft strategy. We are also grateful for professional support of experts from the Deborah Foundation, Addis Ababa University's Department of Special Needs Education, and HPDO, to include the ideas obtained in the consultative workshop, on behalf of the stakeholders in the revision.

## **Part One**

### **Overview**

#### **1.1 Introduction**

Education is the basis for economic and social development and contributes greatly to the realization of other human and democratic rights. A well-educated workforce can successfully resolve the environmental issues that are caused by both man-made and natural factors. The need of giving equal access to education for all individuals including students with disabilities without discrimination is therefore, crucial

In line with this, the government has confirmed its desire and commitment to provide basic education to all citizens. The government has also ratified international agreements. Based on this, the first special needs education program strategy was designed by the Ministry of Education in 2006 and put into practice for five consecutive years. With stakeholders input and an evaluation of its execution, this strategy was revised in 2012.

However, despite the preparation of these strategies, students with special educational needs could not get the necessary follow-up and support, so that their educational enrollment and achievements could not be improved to the desired extent. Therefore, in order to increase the educational enrollment of people with special educational needs by improving special needs education, and to effectively deliver equitable education services that maintain quality and relevance, this national strategy for special needs/inclusive education has been revised for the second time.

This strategy has five parts. Part one is the general overview and it contains an introduction, significance of the revision of the strategy, importance of inclusive education and definition of basic terms. In part two, Situation Analysis of Special Needs Education is provided and it contains background information, the legal frameworks related to special needs education, and evaluation of the 2012 special needs/ inclusive education strategy. Part three contains the objectives and principles of the strategy. Part four contains the strategy's focus areas and

implementation process, and part five describes the institutional implementation framework of the strategy.

### **1.2 Significance of the Revision of the strategy**

The Special Needs/Inclusive Education Program Strategy, which was first designed in 2006, was revised in 2012 and is in operation. As this strategy has been implemented, encouraging results have been recorded, but it needs to be revised for the following reasons.

- to include contents that were not covered by the previous strategy
- to resolve and correct problems and gaps encountered during the implementation process;
- Education has a dynamic nature, so the strategy needs updating to include new and current practices and ideas
- To align with the international statements, declarations and conventions ratified by the country, as well as with the ten-year education development plan and the sixth education sector development program (ESDP VI).

### **1.3 Importance of Inclusive Education**

The importance of inclusive education is presented as follows.

- Enhances its recipients' quality of life, enabling them to become independent, productive citizens with a sense of dignity and self-worth,
- Has an economic benefit, both for individuals and for society,
- Contributes to a just and democratic society, the elimination of discrimination and the promotion of social equity,
- Promotes the primary and secondary education completion and helps to achieve sustainable development goals,
- Is more cost-effective than the creation of special schools across the country.
- Assists all children in their learning to develop and realize their potential.
- Helps children with disabilities stay with their families,
- Enables the school management to realize the diverse needs of students and provide effective and practical services in all schools



- Although the majority of Children with Disabilities (CwDs) and learning difficulties are being served in an inclusive classroom setting in regular schools, those few number of children with severe and multiple disabilities such as children with intellectual disability, children with Autism Spectrum Disorder, children who are deaf-blind, children who are gifted and talented should also be served *alternatively* in special schools and/or special classes.

#### **1.4 Definition of Basic Terms**

**Autism Spectrum Disorder:-** A complex developmental disorder characterized by restrictions on verbal and nonverbal communication, repetitive activities and social interaction.

**Deaf-blind:** - This is a condition where a person has impairments in both hearing and vision

**Gifted and talented learners:** those students who have been identified as having exhibited or potential abilities that show high performing capabilities in intellectual, creative, specific academic, or leadership areas, or aptitude in the performing or visual arts, music, dancing, sports, etc.

**Inclusive Education:** - an approach where students with special needs regardless of age, form of Disability, gender, color, tribe, language, religion or culture are provided with appropriate education within regular schools

**Intellectual disability:-** A developmental challenge in reasoning, understanding and memory, problem solving, adaptive behavioral skills and social interaction.

**Itinerant Teachers:** is a professional who trained in diploma, bachelor degree or a higher qualification level in special needs education and has also received additional training in establishing and managing resource centers. S/he provides support and awareness training for resource centers and surrounding satellite schools' communities, people with special needs, parents of children with disabilities and other nearby communities.

**Mainstreaming:** - It implies horizontal and vertical collaboration of the different sections of the education sector to include special needs education issues into policy, planning and implementing process.

**People with multiple disabilities:** are those who have more than one disability and require special attention and support in relation to the type and severity of their disability.

**Resource center:** - is a pedagogical center that offers support to teachers, satellite schools, and children with special educational needs through the use of specialized materials, assistive technology, and professional staff.

**Special class:** - classroom(s) attached to a regular school that is organized with appropriate personnel, educational material resources and aids set aside for learners with special educational needs, to teach and train them with appropriate skills.

**Special Needs Education:** - Type of education which provides appropriate modifications in curricula, educational resources, medium of communication or the learning environment in order to cater for individual differences in learning. This may include everything from special schools, through special classes to inclusive education.

**Special school:** - A school that is organized with appropriate workforce, educational material resources and aids exclusively providing educational services to learners with disabilities only.

**Students with Special Educational Needs:** - refers to learners who, for a variety of reasons, encounter problems in learning sometimes during their educational career, and are in need of additional support for short or long periods.

## **Part Two**

### **Situation Analysis of Special Needs Education**

#### **2.1. Background**

It is recorded in history that until the beginning of the 20th century, the education of children with disabilities was supported by charities, religious institutions and volunteers, and needs rewording. At the beginning of the 20th century, special education began to work as one discipline of knowledge, and its main task was to create a structure and lead the education of children with disabilities in a coordinated manner. This work was started by establishing special schools, training teachers and equipping the schools with the necessary educational materials and equipment to teach children with disabilities according to their type of disability.

Documents confirm that special education in Ethiopia was started by missionaries in 1917, nine years after the introduction of modern education. In addition to missionaries, special needs education in the country has been provided by government and non-governmental organizations in an uncoordinated manner. However, access to special needs education has been slow. For example, in 2019/20, the Gross Enrolment Ratio(GER) in regular primary education was 104.9 percent whereas the GER for students with special educational needs in primary education was 11.1 percent.

In order to provide this educational service in a coordinated and systematic manner and to make special needs education accessible to recipients whilst maintaining the quality of education, it is incorporated in Education Sector Development Program III(ESDP III). Based on this, the first special needs education program strategy was designed in 2006. After five years of service, it was revised through consultation with stakeholders in 2012 and implemented. The 2012 strategy was developed based on the basic philosophy of inclusive Education, which states that people with disabilities should be given "rights-based" education.

## 2.2. Legal framework

The 1948 Universal Declaration of Human Right, article 26 defines education as one of the basic human rights, and establishes the principle of free basic compulsory education for citizens to support the full development of human personality, and to strengthen respect for human rights and fundamental freedoms.

The 1989 UN convention on the rights of the child, article 2 stipulates non-discrimination on any child especially on children with disabilities. Furthermore, article 23 specifies that children with disabilities should have “*effective access to and receive education, training, health care services, rehabilitation services, in a manner conducive to achieving the fullest possible social integration and individual development...*”.

The United Nations Convention on the Rights of People with Disabilities issued in 2006 stipulates that people with disabilities have the same right to education as other children, youth and adults. Moreover, it also emphasizes that they have the right to participate in the education system without any discrimination and exclusion and that the education system of the countries should be inclusive. Ethiopia ratified this convention in 2010 through Decree No. 676/2010.

Furthermore, Ethiopia has demonstrated a dedication to putting sustainable development goals into practice. Goal 4 of these development goals, which is to “*Ensure inclusive and equitable quality education and promote opportunities for lifelong learning for all,*” is focused on education.

The constitution of the Federal Democratic Republic of Ethiopia article 41 sub article 3 states that “*every Ethiopian national has the right to equal access to publicly funded social services*” especially sub article 5 stipulates “*the state shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled...*”

The 1994 Education and training Policy aims to provide education to all children without any discrimination and assures that disadvantaged groups will receive special support in

education. To this end, the following are included in the policy to enhance the participation of children with special educational needs in education

- Both the handicapped and the gifted will learn in accordance to their potential and needs (No.2.2.3) .
- Special education and training will be provided for people with special needs (No.3.2.9).
- Teacher training for special education will be provided in regular teacher training programs (No.3.4.11).
- Special attention will be given in the preparation and utilization of support input for special education (No.3.7.7).

In addition, the 10-years education development plan (2020/21–2029/30) also focuses on internal efficiency and inclusive school participation, and it states that citizens' rights should be maintained by offering free and compulsory education from pre-primary to the conclusion of middle school.

### **2.3. Evaluation of the 2012 Special needs/Inclusive Education Strategy**

Based on the assessment and desk review conducted, the content and implementation process of the 2012 special needs/Inclusive education strategy was evaluated in detail, and it was possible to place the performance in terms of strengths and weaknesses.

#### **2.3.1. Evaluation of the content of 2012 Strategy**

Based on the findings of the assessment and desk review, the identified strengths and weaknesses of the content of the 2012 strategy are presented as follows:

##### **2.3.1.1. Strengths**

- The strategy has clearly indicated the future direction of Special Needs /Inclusive Education in the country,
- It consisted of important strategic directions/focus area/ for the implementation of SN/IE issues,
- It has created an opportunity for various stakeholders to understand and participate in the education of students with special educational needs.

- It increases the awareness in educational management, and helps to alleviate the budgetary problem included in GEQIP-E

#### **2.3.1.2. Weaknesses**

- Failure to clearly indicate the horizontal and vertical working relationship to implement the strategy from the Ministry of Education to the Woreda;
- Lack of identification tools and support for students with learning difficulties and students who are gifted and talented
- Provision of adapted technology and services for students with special educational needs is not clearly defined.
- It did not include the issue of special needs/inclusive education in pre-primary education program
- It did not include the education of children with severe intellectual disability, children with Autism Spectrum Disorder and children who are deaf-blind,
- Failure to specify a consistent implementation process and framework for pocket money and other incentive benefits given to students with special educational needs;
- Although it is mentioned in the previous strategy that it is important to give incentive benefits to special needs education teachers, it fails to show a system that indicates how to do it;
- Although it is stated that a budget should be allocated for the implementation of special needs/inclusive education, there is no budget allocation guidelines and a consistent budget allocation system,
- The transition profile was not prepared for people with special educational needs,
- The document did not comprise the strategic outcomes.

#### **2.3.2 Evaluation of the implementation of 2012 strategy**

##### **2.3.2.1 strengths**

- A few universities in the country are providing training in the field of Special Needs/inclusive Education at undergraduate, postgraduate and PhD levels,

- More than half of teacher education colleges offer diploma level training in special needs/inclusive education.
- Inclusive education introductory manual and practicum modules have been prepared and offered in all teacher education institutions,
- The process for MA level training in sign language by the Department of Linguistics at Addis Ababa University is being completed,
- 834 inclusive education resource centers have been established to increase the enrolment of students with special educational needs,
- In order to strengthen the newly established inclusive education resource centers, capacity building training has been given to the center's directors, itinerant teachers, woreda and zonal education officials, experts and education officials of various departments of regional education bureaus,
- Sign language books have been prepared to be used for teaching from first to twelfth grades,
- According to the Education Statistics Annual Abstract of the Ministry of Education, in 2010/11, the enrolment of students with special educational needs (SENs) in primary schools was 55492 (M=32072, F=23420) and the achievement was 3.2 percent. The enrolment of these students increased to 323748 (M=181942, F=141806) in 2019/20 and the achievement was 11.1 percent.
- Students with SENs were included in the pre-primary level in recent years. In 2019/20, 10236(M=6251, F=3985) /0.9 percent/ of them enrolled in schools.

#### **2.3.2.2. Weaknesses**

- The absence of a consistent organizational structure to manage and implement inclusive education from the Ministry of Education to the woreda education office;
- Failure to develop a system that clearly shows the career structure, position and deployment of special needs education teachers or itinerant teachers,
- The absence of an accountability system has a negative impact on the efforts to make special needs/inclusive education effective,
- Due to the lack of awareness and commitment of the executives and implementers at various hierarchical levels of education to facilitate the effective implementation

of the strategy, they did not include special needs/inclusive education issues in planning, budgeting, monitoring, evaluation and reporting,

- In addition to the lack of special needs education professionals and supporting staff at all levels of education, the special needs education courses offered by teacher education institutions are theory-oriented, and the graduates have limited practical skills,
- Due to the limited efforts made to create awareness around disability, there are wide spread stereotypes among the stakeholders and society at large,
- Although some regions allocate a modest budget for special needs education, other regions do not allocate a budget, thus this situation affects the implementation of the strategy,
- Unable to obtain reliable data due to the lack of clear and relevant data collection tools and the lack of skills and negligence of data collectors,
- People with severe intellectual disabilities, people with autism and related developmental delay, people who are deaf-blind and others with different disabilities do not receive the service,
- The fact that the number of young people with disabilities receiving education and training services in technical and vocational education and training and higher education institutions is small; Even those who have had the opportunity to study do not receive enough support for the educational problems they face,
- Schools' compounds and services (toilets, libraries, signage, recreation areas, sports and playgrounds, ramps, water points, etc.) are not accessible to children and youth with disabilities,
- School building design does not consider students with disabilities,
- Lack of learning-teaching materials and assistive devices,
- Inadequate provision of information communication technologies and assistive technology,
- Due to the lack of sign language interpreters, deaf students do not receive sign language interpretation services properly in regular schools, technical and vocational education and training institutions and teacher education institutions,



- The contents of the curriculum, teaching methods, learning-teaching materials and method of assessment are not adapted to people with special educational needs to learn and achieve according to their needs and potentials;
- Lack of access for adults with disabilities to educational services,
- Affirmative action does not include all people with disabilities,
- Failure to develop a vocational training system for students with intellectual disabilities learning in primary education,
- Lack of incentives for special needs education teachers, who are teaching in special schools and special classes.
- Absence of subsidy benefits to encourage students with disabilities to access, participate and complete their education,
- Failure to provide appropriate feedback through continuous monitoring and support.

## **Part Three**

### **Objectives and principles of the strategy**

#### **3.1. General objective**

Ensure that all children with special needs benefit from an accessible, high quality and appropriate, inclusive education.

#### **3.2. Specific objectives**

The specific objectives are to:

- Ensure that effective structure on inclusive education is strengthened at all levels of the education management and administration that children with special educational needs have benefited on an equal basis with other children.
- Instill accessible education and training environments for people with special educational needs by creating an inclusive culture through organized community mobilization.
- Increase level of awareness and capacity of educational leaders, experts, teachers and the community in the area of inclusive education so that people with special educational needs benefit from equitable and quality education and training.
- Strengthen the special needs education and training program that is being delivered at teacher education institutions
- Make the education equitably accessible, by adapting the curriculum according to the needs and abilities of the students.
- Strengthen an identification and assessment system to design identification tools so that types of disabilities can be identified and people with special educational needs receive appropriate support.
- Instigate that a reliable data system is in place for appropriate support provision to citizens with special needs.
- Deploy a system of resource allocation, budgeting and efficient use of resources that can assure the benefit and rights of citizens with special needs.
- Ensure that children with special educational needs benefit through strengthened cooperation and participation of stakeholders.

### **3.3. Principles of the strategy**

- ✓ Ensuring the right to education so that, education and training should be accessible to all people with special educational needs.
- ✓ Ensuring that school facilities for learning are accessible for children with disabilities
- ✓ Making education and training equitable by providing support to all people with special educational needs based on their needs and abilities.
- ✓ Making education and training system and services inclusive in a way that accommodates all citizen together according to their needs and abilities, without creating differences based on ethnicity, color, gender, religion, disability, language, etc.
- ✓ Establishing an inclusive education system is the shared responsibility of all stakeholders and education development partners.
- ✓ Mainstreaming special needs\inclusive education as a main activity to be included at government policy, strategy, guidance, program, planning, monitoring and support activities at all levels of structures and departments (work units).

## Part 4

### Focus areas of the strategy and the process of implementation

#### *Focus area 1- Establish an Inclusive and effective Special Needs/Inclusive Education workforce structure and administrative system*

**Goal:** Realize the existence of educational management and administration structures at all levels that is responsible and accountable for implementation of the special needs/ inclusive education programs

#### **Strategies**

- Based on work process study, establish a structure from Federal to Woreda levels which is responsible for guiding the issue of special needs/ inclusive education,
- Conduct empirical studies for establishing career structure and assign professionals at all levels who is responsible for leading the implementation of inclusive education,
- Organize successive on-job training for professionals and administrative staff assigned in the field,
- Establish a system for having an incentive and different motivating factors for teachers and school principals who are assigned to teach in special schools and special classes. (a guideline will be prepared for detailed activities).

**Outcome:** A structure which is responsible and accountable for effective functionality of inclusive education is established from Federal to Woreda levels.

#### *Focus area 2- Equal, equitable and effective participation of children with special educational needs in formal and non- formal education programs will be addressed*

**Goal:** Empower the educational participation of people with special needs.

## Strategies

- Carry out consecutive community mobilization activities,
- Make the school environment and service delivery process accessible to people with special educational needs,
- Develop and implement a projection plan at every level to ensure the enrolment and participation of students with special educational needs,
- Work closely in collaboration with parents and guardians of people with special educational needs,
- Collaborate with health extension and Community Based Rehabilitation professionals, to create awareness and bring children and youth with special educational needs to school environments through a house to house visit,
- Establish an incentive system for students with disabilities who need special attention in special schools, special classes, regular schools and higher education institutions to overcome the barriers they face in the learning process and be successful in their studies. (Further guidelines will be developed),
- Utilize mass media and social media to raise community awareness about the participation of people with special educational needs.

**Outcome:** The participation of people with special educational needs at all levels of education increased

***Focus area 3- /People with special educational needs will be made to benefit from information communication technology and other assistive technologies.***

**Goal:** Ensure that people with disabilities benefit from information technology and other assistive technologies

## Strategies

- Based on the constitution, facilitating the tax free import of adaptive technology materials to the country,
- Working in cooperation with relevant institutions to produce appropriate educational materials and assistive technologies in local industries,

- Facilitate accessible conditions to run inclusive IT education which is being delivered at regular education,
- Provide training in sign language, Braille reading and writing, tactile sign language and the like to students with special educational needs in pre-primary and primary education, depending on their disability,
- Equip special needs education teachers with sign language, Braille reading and writing, tactile sign language and other skills,
- To increase the participation of deaf students in an inclusive setting, assign sign language interpreters at regular classes (a study plan will be developed with regard to the assignment of sign language interpreters).

**Outcome:** The use of information communication technology, daily living skills and vocational services and access to information for people with special educational needs participating in the education sector has been effective.

***Focus area 4- School infrastructure and service provision will be made accessible to people with special educational needs***

**Goal:** Making schools conducive and inclusive for participation of students with special educational needs

**Strategies**

- Developing and implementing an inclusive school design,
- Based on the principles of universal design, renovate previous schools for reasonable accommodation purposes,
- Making the school premises and services convenient for the mobility of students with disabilities; (accessibility standards guidelines will be prepared).

**Outcome:** School compound and services have been made accessible to students with special educational needs.

*Focus area 5- A capacity building exercise will be addressed to capacitate teachers and facilitators at all levels of the education system.*

**Goal:** To build a competent workforce that can effectively implement and promote the issue of inclusive education.

**Strategies**

- Arrange a pre-service training program with practice-oriented courses to equip regular class teachers and special needs experts who teach from pre-primary up to secondary schools,
- Provide upgrade education and training for special needs education teachers, professionals and itinerant teachers to deliver sufficient support for people with severe and multiple disabilities who need skill training and special attention,
- Enforce higher education institutes to mainstream issues of special needs education in their Higher Diploma Programme,
- Compile best practices on special needs/ inclusive education from institutions both within the country and abroad and contextualize it accordingly,
- Recruit and train teachers who can teach students who are gifted and talented,
- Facilitate a training program on curriculum differentiation and accelerated learning strategies to enable the effective participation of gifted and talented students, by coordinating higher education institutes and colleges of teacher education,
- Organize various short term professional development trainings for regular education teachers, support staffs and facilitators of adult and alternative basic education centers to make people with special educational needs effective.

**Outcome:** Regular and special needs education teachers, facilitators of adult and alternative basic education centers skills and implementation capacity in special needs/inclusive education have been built.

***Focus area 6- Problems encountered on implementing special needs/ inclusive education will be resolved through research studies***

**Goal:** To make effective use of education for people with special educational needs, by solving the problems encountered in the implementation of special needs education through research

**Strategies**

- Create networking between higher institutions (colleges and Universities) to conduct problem resolving studies and research challenges encountered while implementing inclusive education,
- Conduct timely assessment studies on the curriculum of teachers' education colleges and Universities to gather feedback and improve the quality of education,
- Support teachers and teacher trainers at all levels to solve problems by conducting action research to overcome the challenges they face while teaching students and trainees with special educational needs,
- Generate policy proposals based on research findings,
- Collaborate with Government and non-government organizations, development partners and Federation of persons with disabilities in their endeavor to conduct research on the effectiveness of special needs/inclusive education,
- Facilitate the transition of research findings into practical projects.

**Outcome:** Challenges encountered in the implementation of inclusive education have been identified and resolved through research studies.

***Focus area 7- Adapted curriculum will be designed for people with special educational needs***

**Goal:** To improve the education and training results of people with special educational needs by making the curriculum inclusive and qualifying them with their knowledge, skills and ethics.



## Strategies

- Ensure that education goals, contents, teaching methods, teaching-learning materials and assessment practices are adapted for people with special educational needs according to their needs and abilities and mainstreamed in an inclusive setting,
- Establish vocational training programs in primary schools (public and private) for students with severe disabilities who are unable to pursue their education in regular schools; The details will be outlined in the guidelines for the implementation of this strategy,
- Develop research-based, adaptive, and special assessment and exam strategies (including affirmative action) that take into account the disability and educational needs of people with special educational needs. Additional guidelines on how to implement will be developed,
- Identify students with special educational needs who need an individual education program and implement an individual education program; Making regular teachers' daily lesson plans inclusive,
- Collaborate with non-government organizations to establish a national level center which is responsible for converting/transcribing the learning materials prepared under the curriculum to alternative and accessible formats such as Braille and audio-visual materials to ensure that people with special educational needs benefit as per their needs,
- Establish a system to create networks that identify the profile of the child, youngsters and adults with special educational needs transition from home to school, from class to class, from one institution to the other and from education and training to employment. Specific issues will be described under the guideline.

**Outcome:** Since the curriculum is inclusive, the educational participation, promotion rate, survival rate and completion rate of students with special educational needs have been effective.

***Focus area 8- Inclusive Education Resource Center (IERC) will be established***

**Goal:** Enhance the quality and accessibility of educational services to people with special needs by establishing an inclusive education resource center which is well equipped with necessary educational resources.

**Strategies**

- Design an implementation guideline to establish an identification and screening center which is supported with referral systems both at Federal and Regions levels to provide services.
- Establish organized centers with experienced professionals who are responsible to conduct training on sign language, assistive/adaptive technologies, Braille reading and writing, and related skills.
- Based on the guideline set to establish inclusive education resource centers, regional/city administration bureaus, zone education departments and Woreda education offices will transfer the current cluster schools to inclusive education resource centers.
- Organize a constant research based studies on the implementation of inclusive education resource centers to administer improvement measures.
- Equip the current cluster centers with trained personnel, as well as basic and adaptive educational materials and technologies which are accessible to students with special needs such as Braille paper, slate and stylus, talking calculator, abacus, Braille typewriter, talking books, digital tape recorder, computers installed with talking soft-wares, sign language books, Braille books, enlarged text, text enlargement machines, alternative/augmentative supportive communication systems and others

**Outcome:** The number of inclusive education resource centers, their organization and service deliveries have improved.

***Focus area 9:- A system for identification and information management of people with special educational needs will be established.***

**Goal :** Improving the identification and information management system of people with special educational needs.

**Strategies**

- Establish a committee responsible for coordinating the identification, data handling and support provision at school levels. The roles and responsibilities of the committee will be described in the guideline.
- Input the data of special needs/inclusive education under Education Management Information System (EMIS) for effective analysis and decision-making.
- Adapt the pre-primary and primary level identification and support manual based on objective reality of the environment and practice in all IERCs ( both government and non- government schools),
- Collaborate with government and non-government organizations to study the prevalence of school age children and youth with special educational needs,
- Establish a center responsible for organizing country wide identification and assessment tool (IQ test, Aptitude and Achievement tests) to identify children and youth who are gifted and talented. Detailed activities will be described in the guideline.

**Outcome:** Up-to-date information system has been developed and information has been strengthened at every level to identify people with special educational needs who are of school age and in education. It is ready for planning and decision making.

***Focus area 10- A system which benefits special needs/inclusive education on the area of budget allocation and utilization will be established.***

**Goal :** Develop an effective budget allocation and utilization system that can promote and benefit people with special educational needs.

## **Strategies**

- Mobilize resources from the government, non-governmental organizations, investors, society and other bodies;
- Implement the provision of budget allocation from federal up to school levels that can support the teaching-learning process of people with special educational needs.
- Pursue the proper utility and accountability of budget and assure that it is being expended for its intended objective. A guideline will be prepared on allotment and practice of the budget.

**Outcome:** Sufficient budget is allocated to make inclusive education effective; The allocated budget has been used for the intended purpose.

*Focus area 11- Develops an effective support system through collaboration with stakeholders.*

**Goal :** Strengthening the cooperation and coordination of stakeholders and increasing their support and positive contribution to special needs/inclusive education.

## **Strategies**

- Establish networking with government and non-government organizations, education development partners, organizations of people with disabilities, other civic societies, and private schools and design memorandum of understanding (MoU) to support and strengthen inclusive education that benefits citizens with special needs. Roles and responsibilities of the institutions will be specified in the guideline.
- For effective implementation of the special needs/inclusive education strategy, work in collaboration with stakeholders and education development partners to evaluate the activities both from planning up to implementation practices to further improve the next process.

**Outcome-** The role of stakeholders and education development partners to collaborate regarding inclusive education has been strengthened.

***Focus area 12- A coordinated monitoring and support system will be established***

**Goal:** Ensuring the use of educational services and comprehensive support for people with special educational needs by strengthening a coordinated continuous and consistent monitoring, support and evaluation system.

**Strategies**

- Organize an evaluation forum twice a year at the district, regional/city administration and federal level that involves all stakeholders, evaluating the performance of special needs/inclusive education and setting directions for improvement.
- Enforce that special needs/education issue gets attention and presented as one main agenda during the educational conferences organized at school, Woreda, Regions/City administration levels.
- Facilitate a situation where an implementation of inclusive education could be given attention and discussed as an agenda during an annual conference held at Federal level.
- Deploy a conference which will be held once in three years to be celebrated with different programs, research studies and good practices that will be compiled and documented for reading and sources of information.

**Outcome:** A monitoring and evaluation system that assures responsibility and accountability is established.

## **Part 5**

### **Institutional framework of the strategy implementation**

#### **5.1. Introduction**

For comprehensive and effective implementation of the strategy, the participation and contributions of relevant institutions with multi-sectoral and interdisciplinary professions are very vital. In this regard, the Ministry of Education will work jointly with stakeholders, education development partners and civic associations.

In addition, a directorate which is responsible and accountable for leading the issues of special needs/inclusive education will be established at Federal and Region/City administrations levels at desk level, Zone/ City administrations, and Woreda levels. (Both will have horizontal and vertical relationships).

#### **5.2. The process of implementing the strategy**

The process of implementing the strategy is based on the objective reality of the environment and focuses on the following sectors; leadership and administration, cooperative and coordinated activity, quality assurance, monitoring, support and evaluation. With regard to the implementation of the strategy under the educational hierarchies from the Ministry up to Woreda levels, a guideline which describes the common responsibilities and activities will be produced by the Ministry of Education. The following are the common responsibilities and activities.

- Work aggressively for paving a way that people with special educational needs have opportunity to find schooling and achieve from schooling and as a result guarantee that the implementation of special needs/inclusive education is registered.
- Assure that the principles and implementation of inclusive education is properly mainstreamed at all sectors of education,
- Based on the strategy implementation guideline, coordinate, guide, follow-up and finally evaluate the proper execution of special needs/inclusive education,

- For implementation of special needs/inclusive education purposes, explore additional budget potential, technological support and also resources and materials from other school development partners.
- Pursue that the quality of special needs/inclusive education is registered by designing quality assurance standards.

Besides administering and coordinating the effective implementation of inclusive education, the Ministry of Education will accomplish the following activities.

- Design a guideline for specific activities that are mentioned in the strategy and track its implementation,
- Establish a national steering committee which comprises professionals from different sectors. (The duties and responsibilities of the committee will be described in the implementation guideline),
- Perform capacity building work for the implementation of special needs/inclusive needs education at regional/city administration, zone/sub-city and woreda levels, and also administer monitoring, support, evaluation and provide feedbacks,
- The process of implementing the basic concepts of the strategy will be adapted and cascaded to pastoralist areas based on the lifestyles and objective reality of their environment.

Finally, the strategy will be implemented in the education institutions functioning in all parts of the country for the coming eight years and will be revised after evaluating its practical implementation.