

Guideline for Establishing and Managing Inclusive Education Resource/Support Centers (RCs)



FEDERAL MINISTRY OF EDUCATION

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Table of Contents

1. Introduction	4
2. Significance of the Guideline.....	7
3. Objectives of the Guideline.....	7
4. Description of Concepts.....	7
4.1 Special Education	7
4.2 Special Needs Education	7
4.3 Learners with Special Educational Needs (LSEN).....	8
4.4 Inclusive Education	8
4.5 Resource Center(s)/RCs/	9
5. Why Resource Centers in Ethiopia?.....	13
6. Objectives of a Resource Center.....	15
7. Requirements for a Resource Centre.....	15
7.1 Staffing	16
7.1.1 School Management	16
7.1.2 Teachers.....	16
7.1.3 Specialist support personnel.....	17
7.1.4 Itinerant teacher(s)	18
7.2 Equipment, Adaptive Educational Materials and Assistive Devices	21
7.2.1 Visual Impairment.....	22
7.2.2 Hearing Impairment.....	24
7.2.3 Physical Disability.....	24
7.2.4 Speech and Communication Difficulties	24
7.2.5 Intellectual Disability.....	24
8. Duties & Responsibilities of Various Hierarchies in Establishing & managing RC	24
8.1 Federal Ministry of Education.....	24
8.2 Regional/City Administration Education Bureau	25
8.3 Woreda/Sub City Education Office	30
8.4 Core Team at Resource Center Level.....	27
9. Resource Room Safety and Security	29
9.1 School Compound and Resource Centre Security	29
9.2 Location.....	30
9.3 Lighting.....	30
9.4 Use of the Electrical Appliances.....	30
9.5 Equipment Maintenance	30
10. Conclusion.....	31
11. Annex 1	34

List of Acronyms and Abbreviations

BA	Bachelor of Arts
DBST	District Based Support System
CwDs	Children with Disabilities
DPO	Disabled People Organizations
EMIS	Education Management Information System
ESDP	Education Sector Development Program
ETP	Education and Training Policy
IE	Inclusive Education
IEP	Individual Education Program
IT	Itinerant Teacher
LSEN	Learners with Special Educational Needs
MoE	Ministry of Education
NGOs	Non Governmental Organizations
PTSA	Parent- Teacher Student Association
PwD	Persons with Disabilities
REBs	Regional Education Bureaus
RC	Resource Center
SEN	Special Educational Needs
SNE	Special Needs Education
SNNPR	Southern Nation Nationalities and People's Region
SN/IE	Special Needs/Inclusive Education
SSRCs	Special School Resource Centers
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UNESCO	United Nations Education Science and Culture Organization
WEO	Woreda Education Office
WHO	World Health Organization

1. Introduction

Education is a universally accepted fundamental human right that should be accessible to all citizens. It plays a crucial role in eradicating poverty and promoting socio economic development in any society. Accordingly, the Federal Democratic Republic of Ethiopia has been committed to provide quality education to all its citizens, including children with Special Educational Needs (SENs). In particular, the Constitution sets out the State's responsibility for the provision of necessary rehabilitation and support services for persons with disabilities (art. 41). Ethiopia has also ratified various international Conventions and instruments of relevance to inclusive education. Of particular significance is the United Nations Convention on the Rights of Persons with Disabilities (UNCRPD, 2006), in which Article 24 emphasizes inclusive education.

Based on the constitution, the Education and Training Policy (ETP, 1994) has been formulated. The ETP stated that “the expansion of quality primary education to all citizens is not only a right but also a guarantee for development”. Not only this, the ETP also aims at providing education to all children without any discrimination and assures that disadvantaged groups will receive special support in education.

Accordingly, in the education abstract of the Ministry of Education (MoE), it is indicated that there are 70,477 (4 %) children with special educational needs in 2013/14 receiving their education in primary schools in the regular settings (MOE, 2007 E.C). Sufficient data concerning Learners with Special Educational Needs (LSEN) in general and those with disabilities in particular are not easily available in the country and even the existing ones are fragmentary and not well organized. This is mainly attributed to the absence of appropriate data base system.

As to the Education Management Information System (EMIS) Report 2007 E.C (2014/15), it gives the enrolment of children with special educational needs in 2006 E.C (2013/14) in primary (grades 1-8) as 70,477 (male 41,008 and female 29,469). The report quickly points out that the number of children currently attending schools is expected to rise. A reflection of 2006 E.C (2013/14) enrolment is shown below:

Table I: 2006 E.C (2013/2014 G.C) enrolment of children with disabilities in primary schools.

Types of Disability	Male	Female	Total
Visually Impaired	5163	3875	9038
Physically Disabled	10476	7250	17726
Hearing Impaired	9715	7318	17033
Intellectually Disabled	10977	7885	18862
Others	4677	3141	7818
Total	41,008	29,469	70,477

World Health Organization (WHO) Disability Report points out that the global estimate for disability is on the rise due to population ageing and the rapid spread of chronic diseases, as well as improvements in the methodologies used to measure disabilities. The WHO report estimates that about 15% of the world's population lives with some form of disability. Going by this percentage, it is evident that the numbers reported in the above table are far below the number of children with disabilities in schools. If these estimates are anything to go by, then it is arguable that there are more children with disabilities out there that have not been identified and most likely not placed in regular or special schools.

In response to the overall situation concerning education of children with special needs, the Policy has clearly indicated:

- the provision of education for both handicapped and the gifted learn in accordance with their potential and needs (specific objective 2.2.3);

- special education and training will be provided for people with special needs (education structure 3.2.9);
- Teacher training for special education will be provided in regular teacher training programs (education structure 3.4.11) and
- The preparation and utilization of support input for special education (education structure 3.7.6).

Based on the ETP, the MoE has developed a comprehensive Special Needs Education Program Strategy in 2006, which specified the establishment of Resource Centers (RCs). Nine RCs were established as part of the 2006 and 2012 SN/IE strategy implementation plan, which in turn has led to the preparation of this guideline for establishing and managing RCs in the country to strengthen these Nine and to establish more. The situation analysis was conducted in November 2013 on the seven of the existing nine RCs to obtain information how they are functioning. The findings of the situational analysis revealed that most of the RCs were mainly observed to be “houses for special materials” while visit to the community level has been practiced with minimal terms. Among the successes include supplies of materials and training.

The 2006 SNE strategy was revised in 2012. The overall objective of this revised SN/IE strategy is *‘to build an inclusive system which will provide quality, relevant and equitable education and training to all children, youth and adults with Special Educational Needs (SENs) and ultimately enable them to fully participate in the socio-economic development of the country.’* (MoE, 2012:14).

The strategy aims to enable access and equal opportunities for children, youth, women and adults with disabilities; raise society’s awareness on the rights of children with disabilities to be educated in an inclusive system; adapt the curriculum to meet educational needs; strengthen teachers’ capacity through training; and finally, expand and strengthen a functional support system which includes RCs. Education Sector Development Programme IV (ESDP IV) (2010/11 – 2014/15) also aims to establish a total of 500 RCs across the country (MoE, 2010).

2. Significance of the Guideline

The significance of this guideline is to establish and manage functional resource centers so as to give support for learners with special needs to increase access for them and reduce dropout and repetition rates.

3. Objectives of the Guideline

The objectives of this guideline are to:

- Inculcate clear concepts, ideas and practices about resource center in the minds of the implementers
- Specify the duties and responsibilities of implementers at all level.
- Set indicators provided that can be used as measures for evaluation and reflection, to assess and improve RCs.

4. Description of Concepts

4.1 Special Education

Special education typically refers to educational arrangements in which learners with disabilities and learning difficulties are educated in special classes, special units or special schools that are specifically designed to suit their special needs. In such classes or schools, the teachers have usually received specialised training and learners have access to various therapists. The teacher-learner ratio is usually much lower than in regular classes.

4.2 Special Needs Education

Special needs education is not to be confused with special education, which it has mainly replaced. Rather it refers to the range of provisions for learners with disabilities and learning difficulties. These may include everything from special schools, through special classes, to inclusive education.

4.3 Learners with Special Educational Needs (LSEN)

In general, the term Learners with Special Educational Needs (which will be used throughout this document, and abbreviated as (LSEN) 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 long periods.

Another way of describing this group is learners who experience barriers to learning and development. Whichever term is used, learners' difficulties can arise from a range of factors leading to disadvantage and marginalization.

The following factors contribute to negative learning development:

- Disabilities, and learning difficulties
- Giftedness and talents,
- Socioeconomic deprivation, including malnutrition,
- HIV/AIDS,
- Ethnic/cultural minority status,
- Street and working children,
- Living in isolated rural communities,
- Experience of war and conflict.

Although many of the principles outlined in the present document are applicable to all of the above groups, the focus will be mainly on learners with disabilities, and learning difficulties, as the vast majority of these learners are out of school. It must be noted, however, that one or more of the other factors often exacerbate difficulties experienced by that group of learners. For example, some Children with Disabilities (CwDs) may also experience socioeconomic deprivation and have the disadvantage of living in isolated rural communities. These two factors are common in Ethiopia. (MOE, 2012)

4.4 Inclusive Education

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners... It is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education.

It involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

As an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society (UNESCO, 2008).

4.5 Resource Center(s)/RCs/

A brief review of the literature reveals that RC as a structural addition to the education system is a relatively new concept, particularly in the developing world. It has been operationalized in a range of developed countries such as Sweden and this practice have been imported and applied to a few developing countries, for example India, South Africa and Hong Kong. The conceptual and operational frameworks for RCs are similar and the main focus is on supporting children with special educational needs.

In Sweden, the National Agency for Special Needs Education/Supplementary Support runs four national resource centers with specialized knowledge. The resource centers receive children and learners with different types of severe disabilities and offer assessments of children and young people, and training programs for educators and parents. (European Agency)

In Mumbai, India, 2 Resource centres have been established in Colaba (urban) and Pelhar (rural) as part of a project started in 2010 (ShikshaSankalp, 2010). They

provide assessment, support services, treatment, training and guidance to referral services for children with disabilities who have been identified in the local schools and homes in the two catchment areas .In other parts of India there are plans underway to establish RCs. (The Hindu, 2010).

In South Africa, where special schools are being converted to RCs since 2001, Special School Resource Centres (SSRCs) as they are referred to, are intended to become support bases, together with district-based support teams (similar to Woreda-level education teams), to support full-service and ordinary schools (Department of Education, 2005). SSRCs are required to cater for learners who require high levels of support. For example, a blind learner may be required to learn Braille and then move back to an ordinary or full-service school depending on other forms of support required. In practice, policy implementation in South Africa concentrates on:

- Making existing special schools part of an integrated education system;
- Encouraging schools to operate within a disability rights framework;
- Upgrading capacity to provide quality services to learners with high intensity needs;
- Upgrading physical facilities in schools in previously disadvantaged areas;
- Training of and re-orientating all teachers to inclusive education;
- Training staff for new roles as part of District-Based Support Team (DBST) in skills like networking, (Department of Education, 2005)

In Kenya a central resource centre has been established which provides specialist support for schools and families. This has a library, training facilities, a therapy area, and a communications unit. In future it will offer Internet facilities. It was decided that a central resource centre was not sufficient, so each of the five schools also has a small resource point offering a mini-library, access to play materials and teaching/learning resources, including pupil and teacher-made resources.

A core strategy is the enhancement of classroom environments, which has led to the creation of language-rich classroom environments and the introduction of the

learning centre concept. The learning centre is a carefully planned area of the classroom where children can engage in active learning, interaction, sharing and co-operating with each other. Emphasis is placed on allowing learners to develop at their pace, become confident and self-motivated. Activities involve children in peer teaching for developing valuable leadership skills. Children share experiences rather than compete, they are involved in self and peer evaluation in a non-threatening environment, and they develop and explore their own individual learning styles. The learning centre encourages choice and decision making as well good time management and keeping on task. Through in-service training activities, the project encourages change in the teacher's role from one of imparter of knowledge to one of facilitator of learning, becoming a full partner in the learning process.

The following improvements have been made to the learning environment - many have been achieved through community mobilization:

- building ramps to classrooms and school buildings
- construction of adapted latrines for children with physical disabilities
- enlargement of classroom windows
- painting walls to improve the lighting in some classrooms
- rebuilding of all the dilapidated classrooms
- leveling of the play grounds to ease mobility.(Ogot, O, 2004)

In Hong Kong, the focus is on an RC model, which supports mainstream schools including children with special needs. Special and mainstream schools in Hong Kong are being invited to establish themselves as resource support hubs for partner mainstream schools (Forlin and Rose, 2010).

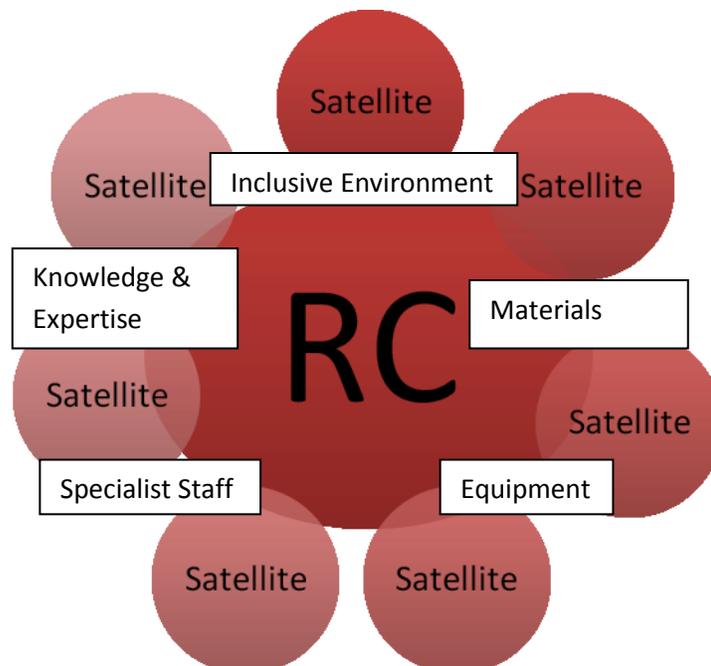
Both mainstream and special schools are selected to be converted into RCs, although it would appear that special schools are preferred given their existing resources and expertise. Hong Kong appears to be the only country like Ethiopia where the RC model includes mainstream schools, which are converted into RCs where students with special needs are supported alongside non-disabled peers.

These are based on the community based model that comprises the school community in the resource center, Parent Teacher-Student Association, NGOs and satellite schools which work collaboratively for mutual benefit.

In the remaining cases (Sweden, India, *and* South Africa) the RC admits only children with disabilities, especially those with severe and complex needs, but continues to support students with disabilities in neighboring mainstream schools. In India, South Africa and Kenya, these special schools essentially have been converted to RCs. The same applies in some areas in Ethiopia where special schools exist, although the majority of RCs established thus far are mainstream primary schools.

In summary, a community-based model for RCs are applied in almost all cases, including Ethiopia, where the RCs serves as a hub within a local communities, as illustrated in Figure 1 below. It provides services relating to assessment, training and specialized support, as well as providing support to local mainstream schools (referred to as satellite schools in Ethiopia) to ensure inclusive education for these learners.

Figure 1: The Resource Centre Model as a Hub



'Based on the review of the existing RCs (Pather, 2013), the finding showed that some schools consider the resource room as the only resource center. However, as it is indicated in SN/IE strategy the concept of RCs should be considered as the whole school rather than a mere room where materials are stored.

5. Why Resource Centers in Ethiopia?

To provide support for LSEN, the MoE recognised that their needs should be screened and assessed as early as possible in their school careers (SN/IE Strategy 2012). Early identification, early assessment and early intervention are the catch phrases for establishing RCs. Therefore, collaborating with Community Based Rehabilitation Center (CBR) network and health sector in establishing resource centers would be one of the ways of making early identification and early assessment of children with disabilities and thereby formulating early intervention strategies in terms of education. This requires effective teaching methods employed by trained teachers who are knowledgeable of the needs of children with special educational needs.

The RC would offer such educational inputs as well as support to other teachers in others schools to successfully include children alongside their peers in local mainstream schools. When followed closely by itinerant teachers this formula ascertains that all children identified with one or more disabling conditions are assisted as early as possible. RCs would offer educational opportunities and support to children with special educational needs to reach their full academic potential and to develop into independent citizens, valued in their communities. RCs will support children with disabilities to get into, stay and achieve successfully. Early intervention opens avenues for educational progress. Moreover, access to education, referrals to hospitals or rehabilitation centres could best be done through establishing resource centers.

Resource Centers were defined by the MoE in its strategy implementation guideline as ‘a pedagogical centre which is equipped with specific materials and assistive devices as well as staffed with professionals to give support to LSENs learners, teachers and neighboring school’ (MoE, 2012b:11).

The Ministry committed itself through its Inclusive Education strategic plan to ensuring that RC would in fact be equipped with appropriate materials and professional staff. Appropriate materials would include for example, Montessori educational kits (primary level), TV, DVD, Video camera, wheelchair, cane, hearing aid, low vision materials, crutch, etc. Professionals would include for example, itinerant teachers, psychologists, Braille trainer (at primary level), sign language interpreters, etc. The intention was for these Resource Centers to not only support children with special educational needs, but also to *‘give support to teachers in cluster, satellite and neighboring schools’* (MoE, 2012:28).

To establish a new resource center the following preconditions should be taken into account:

- Ramps
- Adapted toilet
- Adapted seats
- Adequate space for wheelchair
- Water supply/water point
- Accessible play grounds
- Safe school compound
- Signage

As part of the MoE’s implementation of the SNE Program Strategy (2006), technical assistance from the Finnish Government through a Special Needs project entitled “Special Needs Education Program in Ethiopia, 2008-2012”, led to the establishment of nine RCs across the country (Annex 1), which supported a number of satellite schools within their communities.

A review of seven of the RCs in the 3 project regions - Addis Ababa, Oromiya and SNNPR - was conducted in 2013, as part of a new bilateral agreement project between the MoE and the Finnish government (Pather, 2013). Based on the review recommendations as well as a review of developments in the last project it is the intention of this new project to strengthen the existing RCs while establishing nine more RCs in the 3 regions.

6. Objectives of a Resource Center

The ultimate objectives of the RCs are to:

- Provide necessary teaching expertise to support the learning of all children, including those with special needs in both special school and mainstream environments.
- Provide necessary specialist support to enhance the guidance & counseling and medical needs of all children, including those with special needs, so that their learning capacities are enhanced.
- Provide necessary equipment, materials and assistive devices (eye glasses, hearing aids, crutch, etc...) to enhance the learning capacities of children with special needs
- Provide support to neighboring schools and teachers to include all children, including those with special needs in their classrooms. This may include training, lending of equipment and assistive devices, assisting with referrals and assessment of children, etc.
- Network with the local schools, parents, Woreda Education authorities, local NGOs and disability organizations, local clinics and hospitals, for support.
- Carry out school level screening, identification, assessment and referral of children with SENs in collaboration with the core team and teachers.

7. Requirements for a Resource Centre

The requirements indicated below are the standards to establish a resource center. But it may take long time to fulfill all the requirements of the standards listed in the guideline. Therefore, it is suggested in such a way that it is possible to establish a functional resource center with the existing human as well material resources that are found in the school. The followings are human and material requirements that are necessary to effectively implement RCs objectives:-

7.1 Staffing

7.1.1 School Management

School Directors should possess the following traits:

- They should have an understanding of the needs of children in different categories of special needs, as well as *all* children.
- They should possess the necessary knowledge and skills about special needs education to develop and manage an inclusive school.
- They should be able to successfully manage the School Core Team, providing strategic direction and lead the implementation and monitoring processes.
- They should have strong networking skills with parents, senior education officials, other community organizations, NGOs and schools.
- They should be proactive in finding ways to identify and support children with special needs.
- They should have basic knowledge of materials and equipment in the RC and satellite schools and their functions,

7.1.2 Teachers

Regular teachers are critical to the learning of *all* children, including those with special needs. Hence, they should possess the following characteristics:

- They should have basic knowledge of each category of disability and what strategies should be used to include these children.

- They should possess the necessary skills in identifying special needs, as well as teaching children with special needs in an inclusive classroom.
- They should be proactive in finding ways to identify and support children with special needs.
- They should be active and participative in developing and enabling inclusive school policies and practice, with the support of school leaders and other staff.
- They should be actively involved in networking and sharing information with other teachers, both in the RC and neighboring schools
- They should have basic knowledge of materials and equipment in the RC and their functions.
- They should be able to develop teaching learning materials using locally available materials for all children, especially for those with special needs.

7.1.3 Specialist support personnel

Specialist support is needed to cater for children’s individual needs and interests. Such support should, possibly include the following persons who would serve in different capacities:

Educational psychologist

- To advise teachers on how to assess children’s learning needs
- To advise teachers on how to support children’s learning needs, especially those with potential learning difficulties
- To advise teachers on how to develop inclusive learning environments which will enhance children’s learning.
- **Speech therapist** (for children with hearing impairment and communication difficulties).
 - To assess children’s hearing potential and identify, where applicable, levels of hearing loss.
 - To offer referrals to local clinics and hospitals for hearing aid fittings.

- To provide speech therapy for children with speech impediments, delayed language development and/or hearing loss.
- **Occupational and Physiotherapists** (for children with physical impairment, e.g. cerebral palsy)
 - Assess needs of children with physical difficulty in terms of their capabilities and limitations
 - Provide therapy for children with physical difficulty, to enhance their mobility
 - Advise on modification of schools' physical infrastructure to enable accessibility for children with physical impairments.
- **School nurse**
 - To assess medical needs of children, including those with special needs
 - To provide support for specific medical needs
 - To refer children to hospitals and clinics for further assessment and treatment
 - Liaise with local clinics and hospitals to provide medical supplies required by children, e.g. catheters for children with severe physical challenges in wheelchairs.
- **Interpreter(s)**
 - To provide interpretation for children and teachers with hearing impairment
- **Orientation and Mobility trainer(s)**
 - To provide orientation and mobility training for children with mobility difficulties, e.g. children with low vision and blind
- **Braille trainer**
 - To train children and teachers in the use of Braille for basic reading and writing

7.1.4 Itinerant teacher(s)

Itinerant teachers should be certified SNE teachers preferably at BA level. In addition to what is listed in their duties and responsibilities, these teachers are expected to visit satellite schools once or twice a week which magnifies that their task is highly demanding. Therefore, it is expected that they will be free of period allotment and are treated equally as regular teachers with regard to the benefit packages such as carrier structure, salary increment, etc with an organized incentive system.

The Itinerant teacher as resource center personnel is involved in different activities both in the resource center and satellite schools. The services he/she provides include:

- Assessing the child's educational needs, in the absence of specialist support staff (listed above)
 - Carry out screening, identification, assessment and referral of children with SENs in collaboration with the core team and teachers
- Support parents in their children's referral to relevant stakeholders to :
 - Support referral of children to schools for placement
 - Support referral of children to local clinics and hospitals for medical assessment and support
- Search for information to understand and support children's needs
- Support teachers in their teaching
 - Share information with teachers
 - Discuss with teachers how to support learners with special needs
 - Prepare a sample portfolio of learners with SENs and support teachers to use it
- Collaborate with the satellite and neighboring school directors and teachers,

- Organize training for resource center and satellite school teachers on the use of resource center, inclusive education and the like
- Visit and support satellite school teachers and learners once or twice a week
- Coordinate the
child's educational goals with other stakeholders and therapists, and participate in the core team activities among others:
 - Support the core team while designing an Individual Education Program (IEP) of the child
 - Liaise with other care providers such as Health Officers whenever necessary
 - Support schools in planning to mainstream SNE issues in their strategic and annual plan
 - Report to school Director and Core Team on overall progress
- Provide guidance & counseling services to the child, the parents and the teachers
 - Liaise with
parents to identify children's needs
- Aware RC and Satellite School teachers to keep records of each child with SENs
- Organize awareness raising programs among the community in collaboration with Woreda, school and other stake holders
- Make sure that the room where resources are housed is well kept, safe and equipped for all teachers who may need to borrow teaching learning materials or equipment
 - In collaboration with the core team, make the Resource Centre as skills development centre in areas such as:
 - Braille writing and reading skills development
 - Sign language
 - Creating favourable conditions for physical accessibility in the school compound

- Providing facilities and training on orientation and mobility to learners with visual impairment
- Facilitate networking with other schools, NGOs and individuals
- Building the capacity of the parents through community meetings as well as encouraging parents to visit the Centre
- Providing school based workshops to teachers and parents and
- Establishing parent support groups and child to child support groups

7.2 Equipment, Adaptive Educational Materials and Assistive Devices

The RC should be equipped with general teaching equipment to enhance learning, as well as specific equipment which will support the learning needs of children with special needs.

General equipment and materials should comprise of the following:

- Office furniture e.g. tables, chairs, shelf, drawers
- Blackboard and chalk
- Stationeries for making training materials i.e. pens, pencils, notebooks, exercise books, flip charts, marker pens, masking tapes, cello-tapes, rulers etc.
- Soft boards where information is well displayed for teachers, parents and the general public
- Desktop and laptop computers and its accompanying printer and a scanner for the use by the itinerant teacher
- Photocopier
- charts,
- videos,
- comics,
- globs,
- carpets,

- other instructional materials like abacus, counters, Montessori kits,
- carpentry tool kit
- Video camera, a TV set, DVD player, Tape recorder, Tape cassette, educational films, music CDs for use during training sessions (These are audio-visual aids)
- An overhead projector, LCD and a screen to be used during training
- Video recorders for demonstrations
- First aid kits, fire extinguisher, telephone and water. Where there are no in-house rest rooms, school pit latrines will do. These must be kept clean and disinfected all the time and made suitable to persons with disabilities.
- Well secured store
- Braille embossing machine
- Thermoform machine
- The ground should be accessible to wheelchair users
- Learning or play materials such as balls, toys, puzzles, pictures, art, music, pictures etc

A vehicle/motorbike will also be required to run the itinerary services in satellite schools. Specific equipment and assistive devices required to support children with special needs should include the following in relation to the category of special need:

7.2.1 Visual Impairment

Slate & Stylus

Inter point slate and stylus. These types of Braille are also uniquely important for blind children.

The Inter point Slate is a Braille slate designed to allow Braille paper to be embossed on both sides for use by individuals who are blind or have low vision.

When the blind user fills one side of the paper, they can flip the paper over and start writing on the other side. This type of slate is not only saving paper, but also,

it's easy to carry in the bag or knapsack, and it's washable with soap.

Cane

Collapsible white-cane a guide for mobility. A white cane is used by many people who are blind or visually impaired both as a mobility tool and as a courtesy to others.

Abacus

A calculating tool for the blind. This portable and non-electric device can be carried in the pocket and can be used anywhere without battery or power silently.

Braille Ruler

Word Building kit

Mathematics kit

Braille Watch

Talking Watch

Mechanical Brailler for the Blind

Adaptive Brailler is mechanical six- key Braille typewriter. 40 characters per line.

Talking Calculator

Teaching Braille with ink

Braille paper for Slate or Braille type writer usage

Computers with software for Visually Impaired learners

Low vision devices such as magnifying lenses, reading stands and large print books

Snellen chart

Tactile maps

Braille Dictionary

Head Phone

Sound/ Beep Ball

7.2.2 Hearing Impairment

- Hearing Aids (body and/or in-the-ear)
- Sign Language Dictionary
- Sign language chart
- Otoscopy and otoscopy picks (optional)
- Audiometer (optional)

7.2.3 Physical Disability

- Wheel chairs, walker, crutch and other walking devices
- Rails in corridors and in toilets
- The ground should be accessible to wheelchair users
- Modified accessible toilets. Toilets should be disability friendly
- Ramps should be created at every door of every room
- Lifts should be installed in multi-story buildings

7.2.4 Speech and Communication Difficulties

- Speech training kits for children with speech difficulties
- Picture Exchange Communication System (PECS)

7.2.5 Intellectual Disability

- Different types of kits (Montessori)
- TV & DVD
- Reference materials on Adaptive behavioral skills
- Text books
- Vocational and technical training materials

8. Duties & Responsibilities of Various Hierarchies in Establishing & managing Resource Centers

8.1 Federal Ministry of Education

- plans RC activities to be undertaken at the Federal level and allocates sufficient budget for their implementation

- ensures that RCs are established in the regional/City Administration based on ESDP 4 and 5.
- strengthens the establishment and management of RCs
- solicits additional fund from donors to strengthen the implementation of RCs
- collaborates with Regional Education Bureaus (REBs) and other partners to ensure that assistive devices and technologies as well as other relevant educational materials are available at the RCs
- monitors and evaluates the implementation of RCs
- monitors that REBs have plans and budget for the implementation of RCs

8.2 Regional/City Administration Education Bureau

- Assure and follow up the allocation of budget for the establishment and continued management of the RC in their respective regions
- Develop RCs' capacity through planned and consistent training of their staff for sustained resource centre services
- Ensure that itinerant teachers are assigned in the RCs
- Ensure necessary equipment and materials for Resource Centers as identified by the core team at the RC level and the Woreda Education Office (WEO).
- Establish a strong network with local WEOs who will take responsibility for:
 - Assessment and identification processes are undertaken by relevant special education specialists and/or specialist support personnel from the Health sector.
 - Acquiring hearing aids, canes and other assistive devices required by children.
- Organize Regional seminars and/or workshops for parents and other stakeholders in conjunction with the core team at the RC level
- Set up a meeting session among members as deemed necessary

- Identify schools where RCs could be built.
- Carry out monitoring and evaluation of the performance of the RCs and make changes as deemed necessary
- Conduct action research studies together with Institutes of Higher learning to determine areas of deficits, improvements, lessons learnt and good practices. In this respect, case studies of pupils should be collected as part of the monitoring and evaluation process, to illuminate findings from Woreda and school level.

8.3 Woreda/ Sub City Education Office

- Ensure necessary budget is allocated for the RCs
- Determine clustering of schools depending on the available services of the RC in the Woredas
- Ensure the assignment of itinerant teachers in RC on merit
- Ensure that all teachers and school directors are trained in Inclusive Education Implementation Strategy and practice at RCs and satellite schools
- Take particular role in maintaining their RCs
- Maintain and service RC equipment regularly and on schedule
- Liaise with the REB to:
 - Ensure that assessment and identification processes are undertaken by relevant special education specialists and/or specialist support personnel from the Health sector.
 - Ensure that hearing aids, canes and other assistive devices are provided to children requiring this. This requires a strong network with local Disabled Peoples' Organizations, (DPOs) local clinics and hospitals.
 - Arrange transportation system for use by itinerant teacher to visit the satellite schools and other activities

- Conduct SNE awareness campaigns at Woreda level for increased enrolment and retention rates of children with special educational needs
- Strengthening the core team at RC level
- Monitor and evaluate the activities at RC level
- Report to the REB

8.4 Core Team at Resource Level

The core team has the responsibility to discuss and agree plans for implementation and monitoring and evaluation of the RC, in accordance with the specifications outlined in this guideline. The School Director is key to leading and managing this process, with support from the Itinerant Teacher. Successful implementation relies on active participation and cooperation from all team members. They are also active participants in every training held in the school, and responsively discuss about different issues with the Woreda/Sub-city implementation team.

Members of the team are:

- RC principal /chair person
- Satellite schools Principals
- Cluster supervisor of the RC
- Itinerant teacher
- Parent Teachers and Students Association (PTSA) Representative
- Psychologist (where available)
- 2 Representatives of teachers in the RC, including early childhood teacher
- Representative of students with SENs.

Roles of core team at RC level

Core team at the RCs level is in direct contact with children with special educational needs as well as parents and the larger community. Their involvement in the establishment and management of RCs is therefore indispensable. Their key

role should focus on the establishment and implementation of plans in line with the RC specifications in this guideline which relate to:

- staffing,
- assessment and identification of children with special needs,
- acquisition of equipment, materials and assistive devices,
- creation of inclusive school and classroom environments
- inclusive classroom teaching
- support to satellite schools, including support to individual children with special needs, as well as teacher training
- encouraging parent involvement
- Identification of children with disabilities in the community and referral to local schools for placement. Identify children who are left behind in the community and support them to come to school
- Network with the community for support, including parents, other schools, disability organizations, WEO. This may include preparation of proposals for fund raising and work in collaboration with NGOs
 - monitoring and evaluation
- Preparing developmental plan, and follow up the implementation of the plan as scheduled
- Identify material and training needs of the RC and satellite schools
- Meet every month to discuss on the activities performed and prepare minutes
- Hold regular forums to discuss the development of an inclusive culture at the school, including children, parents and all staff.
- Provide information on enrolment of children with special educational needs in their schools
- In collaboration with core team at the Woreda level acquire various teaching and learning materials for children with special education needs
- Keep records of screened learners and daily progress
- Liaise with parents of children with special educational needs to discuss progress or problems noticed during the teaching and learning sessions

- Mobilizing resources to have the Centre well equipped
- Organize awareness raising program in the school and immediate community on disability issue in order to tone down negative attitudes against them
- Monitor, evaluate and report the progress and challenges of the project implementation for the Woreda implementation team every month

9. Resource Centre Safety and Security

Whereas security refers to guarding against actual danger, threat or harm to people and property, safety has to do with hygienic factors, freedom from worry, anxiety and depressing circumstances. As a public utility building, the resource centre should have both safety and security measures so that its use is well accepted by the school teachers, children, parents and the community at large. School community members need to have understanding on how best to respond to safety and security issues so that panic is avoided at all times. The following suggestions are given to ensure good safety and security of a resource centre.

9.1 School Compound and Resource Room Security

In all cases and at all times, school compounds need to be secure so that all learners can take their lessons without fear. Schools where security is not guaranteed, school children may feel unsafe and parents may feel uncomfortable having their children there. This phenomenon may lead to an increase in drop out levels.

The resource center on the other hand needs to feel even more secure and accessible as children with disabilities also attend their lessons there. Given the number of equipment in the resource centre and their equivalent value, it is important that the resource centre be well secured with a burglar proof door,

burglar proof windows, good, strong, durable locks and an alarm system that will keep possible burglars away.

9.2 Location

Resource Centers will have a room which provide support for LSEN and will be equipped with necessary materials. As this room is located within the main resource center compound, it should be not very far away from the main administration block. The rationale here is to make it easy to locate and at the same time monitor its activities. The RC administration will find it courteous to direct visitors to the resource room so that there is control of who gets into the resource room and for what reason. It is also easy for the school's security personnel to keep watching during the day as well as during the night.

9.3 Lighting

The resource centre should have electricity connection in order to run well. This power connection should be able to run all the equipment in the resource room. To keep the operations of the resource centre going on during power failures, it is important that the resource centre have a working generator capable of running the electrical appliances. Energy saving bulbs is recommended.

9.4 Use of the Electrical Appliances

The itinerant teacher or any other person operating any of the equipment should exercise maximum care in order to avoid damage or electricity related accidents. It is suggested that prior training on the use of the electrical appliances should be given to the persons operating them. This will ensure maximum safety of the individuals as well as the children who come for help. It will also ensure longer life span of the equipment in the resource centre.

9.5 Equipment Maintenance

Given that there is quite a number of important equipment in the resource centre, it is prudent that they are well maintained for good operational results. Continued maintenance and service is therefore paramount. The itinerant teacher should be familiar with each of the functions of the equipment under his/her care so that whenever some dysfunctions are noted in any of them they are responded to immediately. Such equipment as photocopiers, Braille, Thermoform, printers, audiometers and the rest should have their maintenance schedules plotted out as recommended by the supplier. Usually when such equipment is bought, a written guarantee of functionality is provided. There are also the service schedules indicated on the “Equipment Use Guidelines”. This should be followed closely. In distant places where a maintenance crew is not available the itinerant teacher and core team should be well knowledgeable about the parts that need repair and/or replacement. A record of equipment maintenance should be well kept for reference of maintenance schedules.

10. Conclusion

The document offers the very basic requirements for the strengthening, establishment and management of a resource centre. It offers clear guidelines on what a Resource Centre is, what its functions are and what is required in terms of staffing, materials and equipment for it to be deemed a fully functional RC. This guide can be used a reference point as well as a tool for evaluating and strengthening the RC. The ultimate value of the RC will inevitably be measured by the learning outcomes for children, especially those with special needs for whom it is primarily intended.

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11. Annex 1

Existing Resource Centres in Ethiopia

	Name of RCs	Region	Schools Served/Satellite Schools
1	Tesfakokeb	Addis Ababa : Lideta Sub-City	1. MesereteHiwot Primary School 2. KidusGeorgis Primary School 3. School of American Primary School 4. Enat Ethiopia Primary School
2	Kokebetsebah	Addis Ababa: Yeka Sub-City	1. YekaTerara Elementary School 2. Yeka Public Elementary School 3. Addis Birhan Primary School
3	Alpha School for the Deaf	Addis Ababa: Bole Sub-City	1. March Eight Primary School 2. Prestigious Youth Academy (Private) 3. Gibson Academy (Private) 4. Mustquba Youth Academy (Private) 5. School of Tomorrow (Private) 6. Bright Future Primary School (Private) 7. Kidist Hanna Kindergarten (Private)
4	Sebeta Special School	Oromiya	1. Roge and Game Primary School 2. Mulugeta Primary School 3. Alemgena Primary School 4. Dalati Primary School
5	Dima	Oromiya	1. DimaMagno Primary School 2. AduSuba Primary School 3. School of Today 4. ZA1 Primary School 5. ZA2 Primary School
6	Dhakabora	Oromiya	1. Lalo Primary School 2. Tullujada Primary School 3. HaroYohannes Primary School 4. Washa Primary School
7	Bambasi	Benishangul-Gumuz	1. Ewket Chora Primary (Mender 40) 2. Mender 41 Primary School 3. Womba Primary School 4. Mutsa Primary School
8	Assosa	Benishangul-Gumuz	1. Selamber Primary School 2. Ruhuma Primary School 3. Famatse Gules Primary School 4. TesfaDirigit Primary School
9	Arba Minch	SNNPR	1. Abaya High School 2. Abaya Primary School

			3. Sikela Primary School
			4. Arba Minch Polytechnic College

The tabulation above indicates the name of the RC, its location and the schools they serve. The Centers are unevenly distributed in the whole country with some regions registering no resource centre at all. Out of the nine resource center, three (3) are found in Addis Ababa City Administration, three (3) in Oromiya Region, two (2) in Benishangul-Gumuz Region and one (1) in Southern Nations Nationalities People Region (SNNPR). These Resource Centres serve several schools around them, which are referred to as Satellite Schools¹.

¹ Satellite schools are neighboring schools. However, neighboring schools may not all be satellite schools. This document sometimes refers to neighboring schools which therefore include Satellite schools.