
SPECIAL NEEDS/ INCLUSIVE EDUCATION STRATEGY IMPLEMENTATION GUIDELINE



FEDERAL MINISTRY OF EDUCATION

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1. Introduction

1.1. Background

Education is a fundamental human right and an indispensable instrument for attaining sustainable socio economic development. Cognizant of this fact, the Federal Democratic Republic of Ethiopia (FDRE) has been committed to make education accessible to all citizens irrespective of their gender, disability, language, socio economic status, religion, etc. differences. Accordingly, the Government has given due attention to the education of Persons with Disabilities (PwDs) and has put in place important legal and policy frameworks.

In line with this, the Ethiopian Constitution establishes the universal right to education, and emphasizes the need to allocate resources and provide assistance to disadvantaged groups. In particular, the Constitution sets out the State's responsibility for the provision of necessary rehabilitation and support services for people with disabilities (art. 41 and 91). Ethiopia has also ratified various international Conventions and instruments of relevance to inclusive education. Of particular significance is the UN Convention on the Rights of PwDs 2006, in which Article 24 emphasizes inclusive education.

Similarly, the Education and Training Policy (ETP, 1994) states that the "expansion of quality primary education to all citizens is not only a right but also a guarantee for development". It also aims at providing education to all children with out any discrimination and assures that disadvantaged groups will receive special support in education.

With regard to the education of PwDs, the Policy has clearly indicated:

- the provision of education for children with special needs in accordance with their potential and needs (article 2.2.3);

- the preparation and utilization of support input for special education (article 3.7.6.); and
- the training of special needs education personnel within regular teachers training program (article 3.4.9.).

Based on ETP, the Ministry of Education (MoE) has designed a Special Needs Education Program (SNE) strategy in 2006 to make education accessible to children with special needs and marginalized groups.

This strategy was implemented for the period 2006 to 2011. During its implementation, there were some achievements registered such as the launch of SNE programs in higher institutes, the capacity building program, the establishment of some resource centers, awareness raising programs, data collection on students with disabilities, etc,. Nevertheless, because of inherent problems within the strategy itself as well as the weaknesses that prevailed during its implementation; the strategy did not achieve its intended goals.

As a result of this, MoE has developed a comprehensive SNE/ Inclusive Education (SNE/IE) strategy in 2012. This in turn has led to the preparation of this guideline for the implementation of the strategy.

1.2. Significance of the Guideline

The 2012 SNE/IE strategy is intended to attain the overall objective of building an inclusive education system which will provide quality, relevant and equitable education and training to all children, youth and adults with SEN and ultimately enable them to fully participate in the socio-economic development of the country.

The Strategy has put in place multifarious strategic directions to attain this objective. However, the strategy will have no real value unless it is effectively implemented. The implementation of the strategy in turn requires the active involvement of various actors in education system as well as other partners that have a stake in Inclusive Education (IE). This guideline therefore, serves as a working document for the realization of the strategy by specifying the duties, responsibilities and roles of each implementer and partner.

The guideline encompasses four parts. Part one sets the objectives of the guideline. Part two defines key concepts used in the guideline. The third part states the duties and responsibilities of various hierarchies in the education system while the last part describes the roles of other stakeholders.

2. Objectives of the Guideline

This guideline envisages achieving the following objectives:

- To inculcate clear concepts, ideas and practices about inclusive and special needs education in the minds of implementers for knowledge based implementation of the SNE/IE strategy,
- To set clear individual and collective duties and responsibilities for implementers within the education system to which they are accountable in the execution of the strategy,
- To describe the individual and collective roles to be played by partners outside the education system in implementing the strategy, and
- To implement the SNE/IE strategy in standardized and uniform manner throughout the country.

3. Definition of Concepts

3.1. Special Education

Special education typically refers to educational arrangements in which learners with disabilities, impairments or social-emotional 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.

3.2. 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, impairments or social-emotional difficulties. These may include everything from special schools, through special classes, to inclusive education.

3.3. 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 short or 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, impairments and social-emotional problems,
- giftedness and talentedness,
- socioeconomic deprivation, including malnutrition,
- HIV/AIDS,
- ethnic/cultural minority status,
- location 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 on the first group, namely learners with disabilities, impairments or social-emotional problems, 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.

3.4. Inclusive Education

According to UNESCO, 'IE is a process of strengthening the capacity of the education system to reach out to all learners ... 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.'

Thus, IE refers to an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disabilities and impairments. In other words, IE extends well beyond SNE arising from disabilities, and includes consideration of other sources of disadvantage and marginalization.

Inclusion emphasises that all children and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher education, teacher education, and education management. It also gives emphasize on groups of learners at risk of marginalization, exclusion or underachievement.

The educational environment must be adjusted to meet the needs of all learners. That means IE is based on an assumption that all children can learn if they are given the right learning environment and support. It is about practical changes of the school and its system including, attitude of the school community, teaching style or instructional adaptation, educational provisions, curriculum modification, physical adaptation for all children and cherishing the diverse backgrounds and abilities of all learners.

3.5. Integration

Whereas IE implies full-time placement of LSEN in regular classes, integration involves such learners being placed in regular classes for full or only part of the school day. For the remainder of the day they may be placed in a special class or unit. In some countries, integration is seen as a transitional arrangement before full inclusion is implemented.

3.6. Itinerant Teachers

Itinerant teachers are certified SNE experts who provide counseling services for regular teachers, LSEN, and parents. The services they provide include: implementing the child's IEP, assessing the child's educational needs, collaborating with the satellite and neighboring school directors and teachers, coordinating the child's educational goals with other providers and therapists, and participating in the core team activities among others.

3.7. Resource Centers

A resource center is a pedagogical center which is equipped with specific materials and assistive devices as well as staffed with professionals to give support to SNE learners, teachers and neighboring schools.

4. The Role of Special Needs Education in Promoting Inclusive Education

There are many obstacles to full inclusion, two of which stand out as most obvious:

- a) Many children still remain outside of basic education and
- b) All children who are included do not learn optimally and may fail altogether and drop out of education. The concern of SNE in Ethiopia relates to both of these obstacles.

SNE/IE strategy envisages ways of raising awareness and increasing knowledge so that children with disabilities would be allowed to start school. One of the major strategic directions indicated in the Strategy is to broaden the scope of

special educational support by training all regular class teachers in special and inclusive education issues the other strategic direction is building a new infrastructure of support by using the existing cluster school structure and recruiting itinerant teachers to these schools. With these directions in place, it becomes easier to define the role of special needs education as follows:

- Identify, assess and provide support for all children in special classes as well as in regular classes, according to their needs, difficulties and potentials;
- Support parents and regular teachers so that they support LSEN,
- Improve the learning and teaching process for all children in the school;
- Improve the whole classroom and school system so that all children learn best and their right is respected; and
- Contribute to the achievement of education for all and enhancement of quality education.

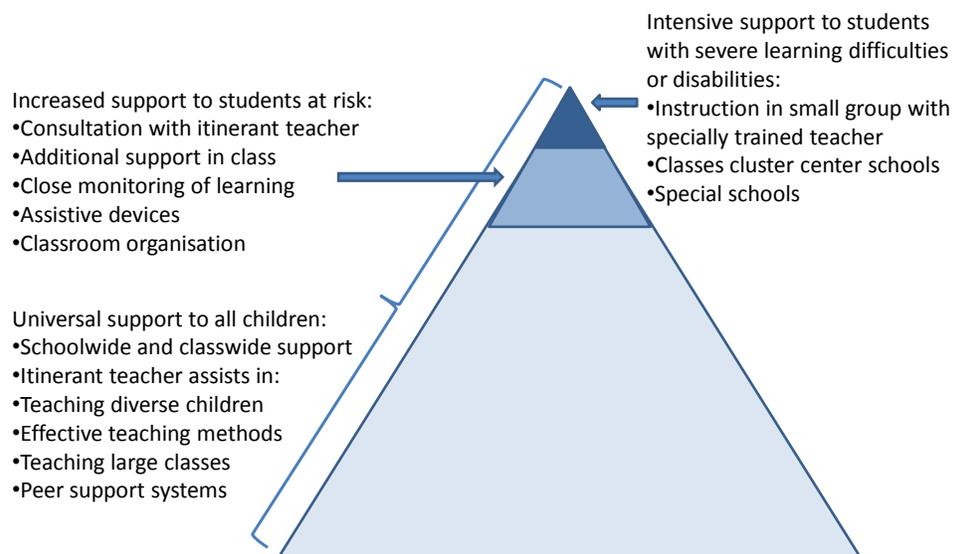
The approach described in SNE/IE strategy will support students in three ways.

1) Majority of students will get their support within mainstream education by their regular teachers who will in turn consult the itinerant teacher working from the cluster center. Thus, support to all children is both school wide and class wide. It will also include support from itinerant teacher who will assist in finding methods for teaching diverse children, learning effective teaching methods for teaching all children, learning new ways to teaching large classes, and launching peer support systems in class. Many of the most effective teaching methods of SNE can be applied in any mainstream class. Resource teachers equipped with the knowledge of these approaches can be of valuable help to mainstream teachers working with large classrooms of diverse children.

2) The second level comprises of increased support to learners at risk in mainstream classes. Mainstream teacher consults the itinerant teacher and this may lead to: additional support in class, close monitoring of learning or seeking assistive devices for the learners at risk and changes in the classroom organization. Again knowledge on the best special educational interventions can assist the resource teacher and mainstream class teacher in finding best solutions for removing whatever barriers to learning exist in the class.

3) Finally a third level of special educational support is intensive support to learners with severe learning difficulties or disabilities. This normally includes instruction in small groups with specially trained teacher, instruction in designated classes in cluster center schools or special classes in other schools. A few children will receive their initial education in special schools, although the role of special schools is to develop into the direction of being resource centers which will serve learners' from nearby mainstream schools.

The model is depicted in the figure below:



**LEVELS OF SPECIAL EDUCATION
SUPPORT IN AN INCLUSIVE EDUCATION SYSTEM**

5. Duties and Responsibilities of Various Hierarchies in the Education System

5.1. Federal Ministry of Education

- plans special needs /inclusive education activities to be undertaken at the Federal level and allocates sufficient budget for their implementation;
- ensures that the principles of IE are incorporated in all relevant education sector plans, budgets and teacher development programs at all levels of the education system;
- monitors that Regional Education Bureaus (REBs) have plans and budget to provide education to all children, including children with disabilities;
- reviews relevant courses in teacher education programs to confirm that they are sufficient in supporting teachers' knowledge and skills to carry out services described in the Inclusive Education strategy;
- ascertains that the courses of SNE and inclusive education are offered by competent and qualified professionals;
- develops guidelines, standards and materials to facilitate inclusive education, for example on screening tools for identifying LSEN, Individual Education Program (IEP), curriculum adaptations, and adapted assessment tools in collaboration with REBs and Higher Education Institutes (HEIs);
- makes sure that special units for children who are severely impaired are not left out in the provision of education services;
- establishes national data base system for recording data on inclusion of children with special educational needs and/or disabilities in schools;
- collaborates with REBs and other partners to ensure that assistive devices and technologies as well as other relevant educational materials are available to LSEN;

- establishes strong partnership with different partners that have stake in the implementation of Inclusive Education strategy;
- solicits additional fund from donors to strengthen the implementation of Inclusive Education Strategy;
- organizes and offers short term capacity building trainings on SNE/ IE to implementers at different levels;
- organizes international and national experience sharing forums on SNE/ inclusive education;
- monitors and evaluates the implementation of SNE/IE strategy in collaboration with other stakeholders and provides professional support accordingly;
- develops a comprehensive communication guideline for raising awareness of political, education, religious leaders, community elders as well the public at large on various SNE/ inclusive education issues in a sustainable manner and ensures that the guideline is implemented at all levels;
- organizes awareness raising programs on SNE/inclusive education in collaboration with stakeholders;
- promotes research that will lead to a fully functional IE and training system;
- encourages research to increase the training opportunities and creating conducive training environment for trainees with disabilities in Technical and Vocational Education and Training (TVET) as well as facilitating their employability;
- designs different mechanisms (such as tutorial, economic, guidance and counseling support, as well as material provision) etc., to enhance the participation of learners with disabilities, particularly girls with disabilities at all educational levels;

- strengthens the current affirmative action to increase the enrolment rate of learners with disabilities in preparatory schools, TVETs, Teacher Education Institutes (TEIs) and HEIs;
- initiates the establishment of the national advisory committee on IE and facilitate the proper functioning of the committee;
- ensures that IE issues are well addressed at the Annual National Educational Conference.

5.2 Regional/City Administration Education Bureau

- plans, budgets and organizes management system to implement SNE/IE strategy in the Region;
- ensures that IE approach is applied in all educational programs: early childhood education, primary education, secondary education, technical and vocational education, alternative basic education and functional adult education;
- works in collaboration with MOE and other stakeholders to implement SNE/IE strategy in the Region;
- ensures that Woredas assign trained SNE teachers to work as itinerant/resource teachers for cluster centers and individual schools where possible;
- assigns SNE experts at Regional and Zonal /sub-city levels;
- coordinates and organizes the pre-service and in-service training of teachers and experts on SNE/ Inclusive education to serve the region;
- organizes and offers short term capacity building trainings on SNE/ IE for Zonal and Woreda implementers;
- monitors and evaluates the implementation of SNE/IE strategy in the Region in collaboration with other stakeholders and provides supervisory support on quarterly basis,

- establishes data base system in which sex- disaggregated statistical data on LSEs is incorporated in the prevailing educational data collection instruments and communicates to MOE,
- ensures that IE approach is included at all education leaders' and managers' capacity building and teachers' continuous professional development programs (LAMP and CPD);
- establishes an incentive system to motivate and retain teachers working in special schools and special classes in consultation with Woreda Education Office (WEO),
- collaborates with MoE and other partners to ensure that assistive devices and technologies as well as other relevant educational materials are available to LSEN in the Region;
- establishes strong partnership with different partners that have a stake in the implementation of Inclusive Education Strategy in the Region;
- solicits additional fund from donors to strengthen the implementation of SNE/IE strategy in the Region;
- implements communication guideline prepared by MoE for raising awareness of political, education, religious leaders, community elders as well the public at large on various inclusive and SNE issues in a sustainable manner in the Region;
- promotes research that will lead to a fully functional IE and training system in the Region;
- incorporates SNE issues in functional adult education curriculum,
- designs different mechanisms (such as tutorial, economic, guidance and counseling support, as well as material provision) etc., to enhance the participation of learners with disabilities, particularly girls with disabilities at all educational levels in the Region;

- implements the current affirmative action to increase the enrolment rate of learners with disabilities in preparatory schools, TVETs and TEIs;
- initiates the establishment of the Regional advisory committee on inclusive education and facilitates the proper functioning of the committee;
- ensures that IE issues are well addressed at the Annual Regional Educational Conference.

5.3. Regional/City Administration TVET Bureau/Agency

- plans, budgets and organizes management system to implement SNE/IE strategy in TVET in the Region;
- organizes resource centers that are equipped with assistive devices and technologies, educational materials and staffed with professionals (SNE expert/itinerant teacher, vocational psychologists and sign language interpreters) in TVET Colleges in the Region,
- organizes and offers short term capacity building trainings on SNE/ IE for trainers in the TVET institutions in collaboration with Regional/City Administration Education Bureaus;
- conducts research to increase the training opportunities and creating conducive training environment for trainees with disabilities in TVET;
- promotes the employability of graduates with disabilities by enlightening employers through awareness raising and consultation forums and positive role models;
- monitors and evaluates the implementation of SNE/ IE strategy in the TVET in collaboration with other stakeholders and provides supervisory support on quarterly basis,

- establishes data base system in which sex-disaggregated statistical data on LSEs is incorporated in the prevailing educational data collection instruments and communicates to MOE,
- collaborates with MoE, REB and other partners to ensure that assistive devices and technologies as well as other relevant educational materials are available to LSEs in the TVET in the Region;
- establishes strong partnership with different stakeholders in the implementation of inclusive education strategy in TVET in the Region;
- solicits additional fund from donors to strengthen the implementation of SNE/IE strategy in TVET in the Region;
- implements communication guideline prepared by MoE for raising awareness of political, education, community elders as well as employers and the public at large on various inclusive / SNE issues in a sustainable manner in TVET in the Region;
- designs different mechanisms (such as tutorial, economic support (pocket money), guidance and counseling support, as well as material provision such as modes, stationeries) etc., to enhance the participation of learners with disabilities, particularly girls with disabilities in TVETs in the Region and allocates budget for their implementation;
- implements affirmative action to increase the enrolment rate of learners with disabilities in TVETs in the Region.

5.4. Zonal/Sub City Education Department

- works in collaboration with REB and other stakeholders to implement SNE/ IE in the Zone;
- follows up the implementation of the strategy and provides supervisory support to Woredas in the Zone;

- works in close collaboration with REBs to ensure that LSEs in the Zone receive assistive devices and technologies, equipment as well as educational materials,
- provides short term capacity building trainings to Woredas in collaboration with REBs for effective implementation of SNE/ IE strategy,
- coordinates the collection of statistical data on LSEs in the Zone and communicates to REB.

5.5. Woreda Education Office

- plans, budgets and organizes management system to implement IES in the Woreda;
- ensures that IE approach is applied in all educational programs: early childhood education, primary education, secondary education, alternative basic education and functional adult education;
- works in collaboration with REB, Zonal Education Department (ZED) and other stakeholders to implement SNE/ IE strategy in the Woreda;
- assigns trained SNE teachers to work as itinerant teachers for cluster centers and schools ;
- recruits teachers to be trained as Braille writers (only at primary) and sign language interpreters (for both primary and secondary) through in-service training to serve in resource centers,
- assigns SNE experts in the Woreda education office;
- recruits teacher trainees for pre-service and in-service training on SNE/IE who will serve as SNE professionals in the ECCE, primary school, resource centers, etc.,
- organizes and offers short term capacity building trainings on SNE/ IE for implementers at Woreda and school levels;

- monitors and evaluates the implementation of SNE/IE strategy in the Woreda in collaboration with other stakeholders and provides supervisory support on quarterly basis,
- establishes data base system in which sex-disaggregated statistical data on LSEs in the Woreda is incorporated in the prevailing educational data collection instruments and communicates to ZED/REB,
- monitors that IE issues are included in CPD program at the school level;
- implements an incentive system that will be established by REB to motivate and retain teachers working in special schools and special classes,
- allocates budget to equip resource centers with assistive devices (wheelchair, cane , hearing aid, crutches), and technologies (computer, Job Access with Speech (JAWS) soft ware) as well as other relevant educational materials (slate, styluses, Braille paper, sign language dictionary),
- Staffs the centers with professionals such as itinerant teachers, psychologists, Braille trainers and Sign language interpreters,
- establishes strong partnership with different partners that have stake in the implementation of SNE/IE strategy in the Woreda;
- solicits additional fund from donors to strengthen the implementation of SNE/IE strategy in the Woreda;
- implements communication guideline prepared by MoE for raising awareness of political, education, religious leaders, community elders as well the public at large on various SNE/IE issues in a sustainable manner in the Woreda;
- conducts situational analysis to identify gaps and take remedial actions to strengthen the implementation of NE/IE strategy in the Woreda;

- ensures that school physical environment (play ground, ramp water supply, toilet, library, signage, etc.) is accessible and conducive for all learners,
- designs different mechanisms (such as tutorial, economic (pocket money), guidance and counseling support, as well as material provision such as modes, stationeries) etc., to enhance the participation of learners with disabilities, particularly girls with disabilities at all educational levels in the Woreda and allocates budget for their implementation at school level;
- ensures that SNE/IE issues are incorporated in the pre-service and in-service training of adult education facilitators,
- creates conducive situation in which resource centers give technical and professional support to nearby adult education centers,
- ensures that SNE/IE issues are well addressed at the Annual Woreda Educational Conference.

5.6. Woreda/Kebele Education and Training Board

- mobilizes local resources for the implementation of SNE/IE strategy in its jurisdiction,
- works in close collaboration with WEO /School to create awareness among political, religious and community leaders as well as the public at large on disability issues and IE,
- coordinates the execution of conducting census of children with disabilities in its respective jurisdiction, and convinces and mobilizes parents of children with disabilities to send their children to school.

5.7. School

5.7.1. School Management

- plans and budgets for effective implementation of SNE/IE strategy in the school,
- ensures that school physical environment (play ground, ramp, water supply, toilet, library, signage, etc.,) is accessible and conducive for learners with disabilities, particularly due attention should be particularly given to avail suitable toilet services for females with physical disabilities,
- facilitates the work of itinerant/resource teachers to assist regular class teachers in identifying, assessing, and meeting the learning need of diverse children;
- designs and implements different mechanisms (such as tutorial, economic support (pocket money), guidance and counseling support, as well as material provision such as modes, stationeries) etc., to enhance the participation of learners with disabilities, particularly girls with disabilities in the school;
- coordinates the implementation of IEP for LSENs where this is appropriate;
- avails budget to purchase materials such as Braille paper, slate, styluses, white cane, sign language dictionary, etc.;
- organizes awareness creation sessions for political, community and religious leaders, school community, PTSA members, parents, on various SNE/IE issues such as the learning potentials of children with disabilities, and the need to send them to schools in a sustainable manner. School mini-media, various meetings with parents and the community, theatre and drama programs etc., can be used for this purpose;

- organize an incentive or reward programs for LSEs who register better academic achievement so that they can serve as role models,
- organizes and coordinates disability census in the local communities and works with parents, Kebele Education and Training Board and Kebele Administration to bring these children to school,
- incorporates sex-disaggregated statistical data on LSEs in the school in the prevailing educational data collection instruments, and communicates to Woreda,
- reduce and eventually eliminate the dropout and repetition of learners particularly LSEs through provision of appropriate support and encouragement;
- solicits additional fund from donors and engages in income generating activities to strengthen the implementation of IES in the school;
- arranges regular consultation session in which the school staff and parents discuss on problems encountered by LSEs in the teaching-learning process and suggest possible solutions,
- encourages teachers to exercise action research to identify and remove barriers to learning,
- ensures that SNE/IE issues are included in CPD program at the school level;
- establishes constructive home-school links with parents and encourages all parents to accept and discharge their responsibilities to actively support their child's education;
- ensures that parents of LSEs are represented in the Parent, Teachers and Students' Association (PTSA), and promotes its practicality,
- ensures that regular class teachers, itinerant/resource teachers are performing in accordance with their respective duties and responsibilities to meet the needs of all children and implement IE;

- arranges a biannual review meeting of school community, parents and other stakeholders at the school level to evaluate and discuss whether the school has developed towards more IE;
- ensures that screening and assessment tools prepared at National level are used in the school to identify barriers to learning and to provide the necessary support, and keeps individual records of learners accordingly,
- keeps records of SNE/IE materials, the services rendered to LSEs particularly to students with disabilities and results achieved, and reports to school community and WEO,
- ensures that curriculum adaptation/ modification guideline prepared at the National level is implemented to meet the educational needs of all children,
- ensures that disability clubs are established in the school to create strong emotional and social bond between children with disabilities and the non-disabled peers and provides the necessary financial and material support,
- ensures that the promotion of gifted and talented learners to the next level is accelerated as per the curriculum adaptation/modification guideline prepared by MoE,
- ensures that learning assessment of LSEN takes into account their particular disabilities (e.g., a blind learner may need to be tested orally or in Braille or a tape recorded test, a test to be given to a deaf learner may need to be supported via sign language, and a learner with a learning disability may require more time in an exam, they may also take one exam in one day). Continuous assessment such as, portfolio, project work, self-assessment, observation etc., should also be used as alternatives or supplementary to exams.

5.7.2. Regular Classroom Teacher

- supports LSEs in their classroom based on the trainings received on SNE/IE courses and CPD,
- consults SNE professionals/itinerant teachers when they are encountered with problems s/he cannot handle by her/himself,
- works in close collaboration with parents of LSEs on the progress of their learning,
- conducts action research to mitigate barriers to learning in classroom situation,
- identifies and assesses students' individual abilities, learning and environmental barriers, so that they can plan to remove the barriers and assist their students;
- uses innovative instructional strategies, e.g. cooperative, collaborative learning, peer tutoring etc., grouping (ability, mixed, interest etc), to meet the needs of all children in the classroom.

5.7.3. Resource Centers

In general, resource centers are involved in offering professional assistance to teachers, school staff, parents, individual students. They are equally tasked with providing appropriate assistive devices, educational materials and aids, etc. to LSEs in collaboration with itinerant teachers, psychologists, Braille trainers, sign language interpreters. The roles and responsibilities of these professionals are described below:

5.7.3.1. Itinerant Teacher

- provides technical and professional assistance to the school management in the preparation of plan and budget to implement SNE/IE strategy at the school level;
- provides technical and professional support to facilitators and adults with disabilities in nearby adult education centers,
- provides professional support and training to regular class teachers to use innovative instructional strategies, e.g. cooperative, collaborative learning, peer tutoring, grouping (ability, mixed, interest etc), to meet the needs of all children in the classroom;
- assists teachers in identifying and assessing students' individual learning abilities, and environmental barriers, so that they can plan to remove the barriers and assist their students;
- co-teaches in the classroom when necessary and gives additional support to individual or group of learners who encounter serious learning difficulties by taking them to resource center,
- works in close collaboration with the IEP team plans,
- works in collaboration with the school management in awareness raising activities,
- works in collaboration with CBR service providers in the nearby resource centers.

5.7.3.2.. Psychologist (for Secondary Schools)

- provides guidance and counseling services to all students including LSENs in the school,

- assists teachers in identifying and assessing students' individual abilities, learning and environmental barriers, so that they can plan to remove the barriers and assist their students;
- consults and gives necessary guidance for parents including parents of LSEs.

5.7.3.3. Braille Trainer (for Primary School)

- provides Braille reading and writing training to Blind students in the clusters and satellite schools,
- gives Braille reading and writing training to teachers in clusters and satellite schools,
- organizes Braille reading and writing training to parents of Blind students in clusters and satellite schools,
- offers mobility and orientation training for Blind students in clusters and satellite schools,
- serves as a regular teacher with minimal load.

5.7.3.4. Sign Language Interpreter

- provides sign language training to Deaf students in clusters and satellite schools,
- gives sign language training to teachers in clusters and satellite schools,
- gives sign language training to parents of Deaf students in clusters and satellite schools,
- offers interpretation services for parents, school management and regular class teachers when necessary,
- serves as a regular teacher with minimal load.

5.7.3.5. Special School/Class Teacher

- teaches students with severe/profound disabilities that require intensive support in small groups,
- modifies curriculum and teaching approaches to develop children's learning in terms of behavior, social, language, emotional, self-care, and cognitive skills,
- conducts action research to tackle learning difficulties in the classroom situation,
- serves as a resource person for other teachers and schools, to provide knowledge and skills in special needs education in order to promote IE;
- works in collaboration with other professionals (IEP team, social/community workers, therapists) that provide expertise services in their respective area.

5.7.3.6. Parents

- closely work with school and teachers, providing resources and information about the child's behavior, strength and abilities and to provide necessary care for their children;
- provide social, physical, psychological, and educational support to the child at home and on the way to school;
- introduce child's strengths and various talents to the community they live in; for example, children's creativity, talents in arts, sports, etc.
- actively participate in the IEP team.

5.8. Adult Education Center

- provides appropriate educational materials and stationeries (slate, styluses, Braille paper, sign language dictionary, etc), to adults with disabilities,

- requests technical and professional support from nearby resource centers to assist adults with disabilities in their learning,
- facilitators in the center will provide the necessary assistance to enhance the learning of adults with disabilities in accordance with the training they received.

5.9. Technical Vocational Education and Training (TVET) College

- establishes a resource center to offer support to trainers in the College as well as trainees with disabilities,
- equips and staffs the center with appropriate educational materials and assistive devices and professionals as described under “**resource center**” above,
- conducts research to mitigate barriers to training of trainees with disabilities in the College,
- ensures that the College physical environment (play ground, ramp, water supply, toilet, library, signage, etc.,) is accessible and conducive for trainees with disabilities, particularly due attention should be given to avail suitable toilet services to females with physical disabilities,
- organizes awareness raising sessions for College community, on various inclusive / special needs education issues;
- ensures that the College/University support their trainees with disabilities based on the trainings they received on inclusive/ special needs education courses,
- designs and implements different mechanisms (such as tutorial, economic support (pocket money), guidance and counseling support, as well as material provision such as modes, stationeries) etc., to enhance the participation of trainees with disabilities, particularly girls with disabilities in the TVET College and allocates budget for their implementation.

5.10. College and University

- ensures that all educational programs include the principles of inclusive education approaches and methodologies in their curricula,
- organizes short-term training on SNE/IE approaches and methodologies for all instructors so that they can accommodate the learning needs of all students,
- ensures that departments are established with full capacity to train SNE/IE teachers based on the regional/country demand;
- ensures that all teacher education programs have practical oriented course(s) on SNE/IE which enable graduates to give proper support to LSENs in the classroom,
- ensures that Diploma and Degree programs in SNE/IE give a solid theoretical background as well as practical knowledge and skill so as to capacitate graduates to effectively discharge their duties and responsibilities at schools/ resource centers for progressive realization of IE,
- assigns appropriate professionals to teach the courses in SNE/IE and continuously upgrades them to do their job more competently;
- organizes awareness raising sessions on SNE/IE issues for the community in the College/University,
- establishes a resource center to offer support to instructors in the College/University as well as learners with disabilities in the College/University,
- equips and staffs the center with appropriate educational materials and assistive devices and professionals (resource teacher, psychologist, Braille trainer, and sign language interpreter),

- conduct research that will be instrumental in strengthening policy and introducing innovative practices that will lead to the full realization of SNE/IE in the country,
- publishes and disseminates the research results nationally and internationally;
- ensures that the College/University physical environment (play grounds, ramp, water supply, toilets, libraries, signage, etc.,) is accessible and conducive for learners and trainees with disabilities. In particular due attention should be given to avail suitable toilet services to females with physical disabilities,
- designs and implements different mechanisms (such as tutorials, economic support (pocket money), guidance and counseling support, as well as material provision such as modes, stationeries) etc., in order to enhance the participation of learners with disabilities, particularly girls with disabilities in the College/ University and allocates budget for their implementation .

6. The Role Of Other Stakeholders

6.1. National Council for Inclusive Education

- Will comprise the following members:

Federation of Ethiopian National Association for Persons with Disabilities, Ethiopian National Association for the Blind, Ethiopian National Association for the Deaf, Ethiopian National Association for Intellectual Disability, Ethiopian National Association for Physically Handicapped, Ethiopian Women with Disability National Association, Ethiopian National Association for Deaf-Blind, Ministry of Labor and Social Affairs, Ministry of Health, Ministry of Education, Community Based Rehabilitation Net work, Christoffer Blinden Mission, Addis Development

Vision, Kotebe College of Teacher Education, Addis Ababa University UNICEF, UNESCO, and Save the Children Finland.

- The role of the committee includes
 - Commenting the National inclusive education strategy and strategic plans
 - Participating in monitoring and evaluating activities,
 - Giving recommendations on improving the ETP as well as sensitizing decision makers for implementation of the strategy,
 - Commenting on the practices of inclusive education as well as participate on national annual education conference.

6.2. Line Ministries

Line ministries are expected to assume the following roles in order to contribute their due share in the implementation of inclusive education strategy in collaboration with MoE:

- Ministry of Labor and Social Affairs (MOLSA)- implementing the United Nations Convention on the Rights of PwDs (UNCRC 2006),
- Ministry of Health (MOH) - offering assistance on health matters pertinent to Learners with disabilities,
- Ministry of Women Children and Youth Affairs- mitigating problems pertinent to female learners with disabilities,
- Ministry of Urban Development & Construction- ensuring that the Building Code Proclamation No. 624/2009 is put into practice to make school building accessible for learners with disabilities.

6.3. UN Agencies, Donors and NGOs,

- Participate in long and short term strategic planning and implementation of SNE/IE,
- Provide expertise and advice to implementers of SNE/IE at different levels,
- Incorporate inclusive education practices in educational programs they run,
- Finance experience sharing visits to countries that have exemplary practices in SNE/IE,
- Offer financial and technical support to awareness raising activities on SNE/IE issues at different levels,
- Provide assistive devices and educational materials to equip resource centers.

6.4. Federation and National Associations for Persons with Disabilities

- participate in designing the National strategic plan of SNE/IE and in monitoring and evaluation of its implementation,
- make recommendations that will improve the implementation of SNE/IE,
- sensitise decision-makers on the education of persons with Special Educational Needs (SENs) particularly PwDs,
- work in close collaboration with education management bodies at various levels to raise the awareness of the public on various disability issues and inclusive education practices to convince and mobilize parents of children with disabilities to send their children to school,
- participate in data collection, exchange of information, and dissemination.