A Master Plan for Special Needs Education/Inclusive Education in Ethiopia 2016-2025

Federal Democratic Republic of Ethiopian

Ministry of Education

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CONTENTS

ACRONYMS/ ABBREVIATIONS

AAU	Addis Ababa University
ABE	Alternative Basic Education
AIDS	Acquired Immune Deficiency Syndrome
BA	Bachelor of Arts
BANUCA	Basic Numerical and Calculation Abilities
CBR	Community Based Rehabilitation
CPD	Continuing Professional Development
CRC	Cluster Resource Centre
CTE	College of Teacher Education
CwDs	Children With Disabilities
CwSEN	Children with Special Educational Needs
DPO	Disabled People's Organization
E.C.	Ethiopian Calendar
ECCE	Early Childhood Care and Education
EFA	Education For All
EGRA	Early Grade Reading Assessment
EMIS	Education Management Information System
ENAB	Ethiopian National Association for the Blind
ENAD	Ethiopian National Association for the Deaf
ENAID	Ethiopian National Association on Intellectual Disability
ESAA	Education Statistics Annual Abstract
ESDP	Education Sector Development Programme
ESNEPA	Ethiopian Special Needs Education Professional Association
ETP	Education and Training Policy
FENAPD	Federation of Ethiopian National Associations for Persons with Disabilities
MoE	Ministry of Education
MoH	Ministry of Health
G.C.	Gregorian calendar
GEQIP	General Education Quality Improvement Programme
GTP	Growth and Transformation Plan
HE	Higher Education
HIV	Human Immunodeficiency Virus
ICT	Information and Communication Technology
IE	Inclusive Education
IEP	Individualized Educational Plan
IFMIS	Integrated Financial Management Information System
INGO	International Non-Governmental Organization
IT	Information Technology
KG	Kindergarten
KPI	Key Performance Indicator
LAMP	Leadership and Management Programme
LIS	Licensing Information System
LSEN	Learners with Special Educational Needs
MDG	Millennium Development Goal
MoE	Ministry of Education
MoFED	Ministry of Finance and Economic Development
MoH	Ministry of Health
MoLSA	Ministry of Labour and Social Affairs
MoWCA	Ministry of Women and Children Affairs
MRE	Monitoring, Review and Evaluation
MYAP	Multi-Year Action Plan
NGO	Non-Governmental Organization
NPA	National Plan of Action of Persons with Disabilities
PhD	Doctor of Philosophy
REB	Regional Education Bureau
SCRC	School Cluster Resource Centre
SDG	Sustainable Development Goals
SEN	Special Educational Needs
SG	School Grants
SIP	School Improvement Programme
SIPD	School Improvement Programme Directorate
SMIS	School Management Information System
SNE	Special Needs Education

SNNPR	Southern Nations, Nationalities, and People's Region
SSIED	Special Support and Inclusive Education Directorate
SwDs	Students with Disabilities
TDP	Teacher Development Programme
TDPD	Teachers Development Programme Directorate
TMIS	Teachers Management Information System
TVET	Technical and Vocational Education Training
UN	United Nations
UNCRPD	United Nations Conventions on the Rights of Persons with Disabilities
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children's Emergency Fund
UPE	Universal Primary Education
UPEC	Universal Primary Education Conventions
WEO	Woreda Education Office

PART 1

1. Introduction

The Ethiopian Government is committed to bringing all children to school following the philosophy of inclusive education. Inclusive education implies educational arrangements in regular schools, in and out of classrooms settings, that children and youth with special educational needs can be taught integrated with others with particular support provided according to their needs.

In an internationally recognised policy for inclusion, students with special educational needs denotes persons with disabilities, learning difficulties and behavioural problems, and also specially gifted and talented children. Inclusiveness also targets children deprived of education, which includes victims of cultural influences, children who are forced to live on the streets as a result of social, economic and political chaos, and working children. In the Ethiopian context, also children and youth in emerging regions and pastoral areas should be targeted to uplift the education coverage.

The Ethiopian Constitution accepts the international declarations and conventions, and states education as a human right. In line with the international declarations, conventions and policies, it establishes the universal right to education, emphasizes the need to allocate resources and provide assistance to disadvantaged groups.

In practice the Ethiopian inclusive education particularly refers to education for children and youth with disabilities, omitting learners with temporary learning difficulties and specially gifted and skilled children.

The Master Plan enlarges the current concept of inclusive education meaning merely special needs education for disabled learners towards the principle of providing education to all who may face with any kind of special need or learning difficulty, be it of temporary or more permanent nature.

Important is to comprehend that inclusiveness does not mean full integration. There may be remarkable practical difficulties in trying to teach everybody together. Therefore, some children with disabilities are better accommodated either in special classes, units or special schools.

Acknowledging the importance of inclusiveness in its widest sense, the Master Plan, however, cannot cover the provision of education for pastoralist children, street children, orphans and child workers.

The Master Plan builds on the Constitution of Ethiopia, the principles directed by the Education and Training Policy (1994), Special Needs Education Program Strategy from 2006 and Special needs/Inclusive Education Strategy published in 2012. Most importantly, the Master Plan is based on the ESDP V 2008-2012 EC (2015/16 – 2019/20 G.C.), and the accompanying Multi-year Action Plan (MYAP) guiding the implementation of the sector plan.

Continuous interventions through the Strategies of 2006 and 2012 to support the implementation of special needs education have proven insufficient, partly due to an overarching policy to guide the provision of special needs education missing but also structures being inadequate and not fully supporting special needs education and inclusion.

The absence of enforcing regulations to oblige the regions to provide access to education and support for learners with special educational needs and learning barriers has led the provision to be sporadic.

An Education Law is currently in process and the Master Plan makes several initiatives to enable better provision for learners with special educational needs.

2. A Master Plan for Inclusive Education in Ethiopia

To actualise Education for All, the Government of Ethiopia is committed to bringing all children to school. To ensure access and quality education also for children and students with special educational needs, the Ministry of Education designed a strategy for special needs education during ESDP IV. Still there remains a gap in enrolment and therefore the strategy needs to be revised. In ESDP V the Ministry of Education introduced the 10-year Master Plan for Special Needs Education / Inclusive Education in Ethiopia 2016-2025.

The purpose of the Master Plan is to give more visibility to inclusive and special needs education and to strengthen the structures and environment enabling inclusion. Core elements of special needs education are embedded in ESDP V as cross-cutting issues across priority programmes and components.

The Master Plan for Special Needs Education / Inclusive Education in Ethiopia 2016-2025 is a complete policy to guide provision of special needs education. Extracting matters on special needs education embedded as cross-cutting issues in the ESDP V into a separate plan, sheds light on them in a more comprehensive and workable way.

Major structural deficiencies were identified during the process of the design of the Master Plan. These scarcities were assessed to hinder the provision of special needs education. The decision was to impose the following matters in the Master Plan:

- to develop teacher education to focus more on special needs education (both pre-service and in-service training)
- to define qualification requirements, career structures and job profiles for special needs education teachers and other experts
- to develop salary systems that are sensitive to special needs education teachers.

The Master Plan is organised in two parts:

PART 1

1. introduction, which discusses the Government's commitment to bringing all children to school
2. a Master Plan for Inclusive education in Ethiopia, which frames the background for the plan and sets the vision for special needs and inclusive education
3. situation analysis, which examines the situation of the education sector and resources
4. strategic pillars that form the basis for the special needs and inclusive education for the next coming 10 years
5. monitoring, review and evaluation of the Master Plan

PART 2
- the six pillars

2.1.   Vision

Ethiopia aims at an education system that is open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments. The principle behind this policy is that all children and students are included. Also the Government wants to ensure that there is equity and fairness in the Ethiopia education system.

The policy emphasizes that all children and students can learn and many of them need some form of support in learning and active participation. Providing education for all requires identifying barriers that hinder learning, and reducing or removing these barriers in early education, schools, technical and vocational training, higher education, teacher education and education management.

Although the majority of children and students with disabilities and learning difficulties are being served in an inclusive classroom setting, some children with severe physical or intellectual disability, deaf-blindness or Autism spectrum disorder etc. must be served in special schools and/or special classes/units. Inclusive education will also provide conducive classroom settings to meet the educational needs of gifted and talented children.

The inclusive approach ensures that the issues are 'mainstreamed', that they become the joint responsibility of all implementing bodies. Strategies for the 'special needs education' cross-cutting issue will appear in teacher and leader development, in relation to conducive learning environment, in relation to access and to quality, curriculum content and in teaching and learning materials.

The Ministry of Education also envisages the creation of trained and skilled human power at all levels to promote democracy, good governance and developments in the country by making the education system and its management professional, decentralised and participatory. Supporting inclusion will be in focus.

Education leaders at all levels, including school managers and teachers, have to be aware of the consequences if individual needs are not addressed. Children and young people with disabilities, psychological problems of different origins, learning difficulties, behavioural disorders and family problems, who are confronted with abusive behaviour at home and schools, increase the number of dropouts and repeaters at schools and the population of homeless children and youth on the street.

The needs of such children and young people can be addressed within ordinary schools, but only if the schools are organized and the teachers are appropriately educated along inclusive lines. Support shall be provided to all groups of learners so that all citizens of school age could be included and be able to actively participate in the schools and the society.

There is an increasing awareness of education as a human right and, consequently, a demand to provide education for all citizens. Unfortunately, the level of awareness concerning disabled and special groups and special needs still remains low in the society, the Federal Ministry, regions and woredas. This is a major challenge that has to be faced with.

2.2. Key terms used in the Master Plan

Key terms used in the Master Plan are in compliance with the terminology introduced in the Special Needs Education Program Strategy 2006.

Inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments. Inclusion emphasizes 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. The educational environment must be adjusted to meet the needs of all learners. (UNESCO 2000, UNESCO 2001)

Inclusive schools mean ordinary (regular) schools open to all children and students regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments. In inclusive schools teachers find ways to know their students, to identify diverse needs of learners, and to provide appropriate support according to the needs.

Special needs education focuses on children and students who are at risk of repetition and dropout due to learning difficulties, disabilities or socio-emotional problems, or are excluded from education. Children and

students with learning difficulties may be misunderstood as being unable, lazy, or misbehaving. Children and students who have physical, sensory or intellectual impairments may experience many difficulties in learning and participating in school. Special needs education aims at making the education system inclusive by educating teachers in identifying learning difficulties and impairments, finding ways to facilitate active learning in all children, and by establishing support systems.

Support to the education system may consist of:

- regular meetings and training of teachers
- teachers' guides
- itinerant resource teachers (with expertise) advising or counselling teachers
- adapted learning and teaching materials, and equipment
- gradual or partial inclusion
- classroom assistants, assistant teachers and co-teaching
- special classes or units
- technical assistance to management (data collection, reporting, needs assessment, support design)
- search for additional expertise (e.g. doctors, psychologists, physiotherapists, technicians).

Assessing needs of assistance Identifying difficulties, assessing needs and providing support as early as possible is essential in order to prevent repetition, dropout, accumulation of problems, and disabling conditions. The first years of schooling are important. Most children benefit best from early assistance and may later continue without support. Other children and students may need assistance for a longer time or throughout schooling.

Special needs is a general and rather controversial term that refers to a wide range of barriers to learning. Many children and students encounter problems in learning at some time in their lives. Problems may pass or be solved, but others that require long-term attention and help are referred to as special educational needs. Common special educational needs in ordinary schools are learning difficulties, giftedness, socio-emotional or behavioural problems, speech difficulties, and mild intellectual disability.

Special units and classes refer to classes where students with severe special needs or disabilities are taught in small groups by specialised and experienced teachers. The classes are attached to ordinary schools. A special needs education unit consists of several special classes. The students may receive all teaching in the unit or class, or receive part-time teaching in the unit and participate in other activities in the ordinary classes.

Special schools refer to schools specialised on one particular disability like schools for the blind and (or) schools for the deaf.

The Master Plan uses the acronyms SNE (special needs education), SEN (special educational needs), LSEN (learners with special educational needs), CwDs (Children with Disabilities) and SwDs (students with disabilities) depending on the context. Consistency in expressing the calendar is not striven for as the original expressions for years of publications and releases of different documents are respected.

3. A Situation Analysis of the Education Sector

3.1. Policy Environment at the National Level

The Ethiopian Constitution accepts the international declarations and conventions, and states education as a human right. The Education and Training Policy 1994, and the Education Sector Development Programs direct implementation and development towards education for all. Special needs education is well emphasized in ESDP IV and V. Special Needs Education Strategy Program from 2006 and Special needs/Inclusive Education Strategy

from 2012 aim at an education system open to all learners and build an inclusive education system. The Growth and Transformation Plan II 2015/16 - 2020/21 (GTP) gives special attention and assistance to children with special needs to help them start and continue schooling.

Sub-sectoral proclamations, programs and guidelines for higher education, vocational education and training, early childhood care and education and adult education set principles and guide the planning and implementation of special needs education in their respective sectors. Addressing special needs is increasingly becoming part of the provision across sub-sectors.

A number of causes were identified as reasons for poor progress during ESDP IV in supporting children with special educational needs. In ESDP V, special needs and inclusive education were designed as cross-cutting issues to be 'mainstreamed' through full integration, like six other matters (gender, HIV/AIDS, education in emergencies, school health and nutrition, drug and substance abuse prevention, water, sanitation and hygiene). This is how they would become the joint responsibility of all implementing bodies.

3.2.   Structures Supporting the Implementation of Special Needs and Inclusive Education

Organizational

Special needs and inclusive education is a cross-cutting issue related to education and other sectors. Inter-sectoral cooperation within this sphere is defined in the National Plan of Action of Persons with Disabilities 2012-2021 Ethiopia (NPA), which aims at making Ethiopia an inclusive society. The NPA outlines the involvement of concerned governmental and non-governmental organizations and the community.

For the education sector, cooperation with the Ministry of Labour and Social Affairs MoLSA, the Ministry of Health MoH, and the Ministry of Women and Children Affairs MoWCA (especially identifying discriminatory practices and defending rights of women and children) is a first priority.

Persons with physical, visual, hearing or other impairments in Ethiopia are citizens, consumers, students and workers. They need, deserve and have a right to access education, services and opportunities provided to everyone else. Yet the built environment, especially of towns and cities, is mostly inaccessible. By building and maintaining barriers, society excludes and discriminates persons with disabilities. Concerning the built environment and movement, the Ministry of Urban Development and Construction and the Ministry of Transport are of utmost importance.

Besides federal level, regional, woreda levels have their respective support structures. The main responsibility for providing special needs and inclusive education in an enabling environment is with the schools.

Ten teacher education colleges have been offering cluster programs for special needs education: four in SNNPR (Arba Minch, Bonga, Hawassa and Hossaina), Addis Ababa (Kotebe), Amhara (Debrebirhan), Gambella (Gambella), Oromia (Sebeta), Somali (Dr Abdulmejid) and Tigray (Adwa).

Addis Ababa University was the first one to launch a Special Needs Education Department. Besides Addis Ababa, Bahir Dar, Dilla, Gonder, Haromaya, Ambo and Jimma offer SNE programs at Bachelors' and Masters' levels. PhD level is available at Addis Ababa and Haromaya Universities.

Universities in the country and abroad and individual researchers carry out research projects that provide reports on inclusive education and students with special needs. Partnership in research should be encouraged and research findings discussed in order to obtain sound information of inclusive education development.

Organizations representing stakeholders and partners who promote inclusive education and support students with disabilities extend from national and international non-governmental and charity organizations to a few donor countries and UN agencies. The following national organizations or networks are of significant importance as partners in the education sector: Ethiopian Special Needs Education Professionals, Association (ESNEPA) Community Based Rehabilitation (CBR) Network, Federation of Ethiopian National Associations for Persons with Disabilities (FENAPD), Ethiopian National Association for the Blind (ENAB), Ethiopian National Association for the Deaf (ENAD), and Ethiopian National Association on Intellectual Disability (ENAID).

In addition to the organizations mentioned above, there are also local non-governmental organizations that focus on smaller geographical areas; organizations that do awareness raising, promote inclusive society and education and everybody's right to that, and mainstream disability in their programs.

Support systems

The Special Needs Education Program Strategy of 2006 introduced Resource Centres as a mechanism to support the provision of special needs education. The concept is to strengthen the existing Cluster Resource Centres (materials, human resources), not to establish something new. Itinerant resource teachers (with specialization and expertise) would be advising and counseling teachers who require regular professional support, and the school management.

## 3.3.	*Education sector in figures*

The Ministry of Education releases annually the Education Statistics Annual Abstract. The publication reports on all levels of the education system, namely: General Education including Alternative Basic Education (ABE) and Integrated Adult Literacy programs, Colleges of Teacher's Education, Special Needs Education, Technical and Vocational Education Training (TVET), General Education Teachers, and Higher Education. ESAA 2007 E.C. (2014/15) publication is the output of the latest annual exercise.

A recent fact finding mission on the Education Management Information System (EMIS) shows that there are continuous data quality problems related to timeliness, accuracy of data, accessibility of EMIS data and furthermore, and capacity weaknesses in both production and use of EMIS data.

Regarding special needs education, the Abstract deals with three major points: enrolment of children with special educational needs (SEN) at all levels of education; the number of trained teachers in SNE/inclusive education; and the institutional capacity of schools in addressing the academic and social needs of children with SEN.

The system is now based on recording disability-related data (students with different disabilities, a medical approach) whereas an inclusive approach would be wider and more preferable. It is likely that some children with special needs or need for support may not have been recorded in the data at all. Diagnosis of one's situation is also a concern. Who has got the competence to make the diagnose? When interpreting the data it

should be noted that the understanding of disability and special needs within the education system or who should be recorded as an SNE teacher, in the absence of accurate definitions, is problematic. Also, missing population data hampers a just analysis.

To review the situation on the ground for designing the Master Plan for SNE/IE, fact finding missions were conducted in June-July 2015 to all regional education bureaus, seven colleges of teacher education and three universities having SNE departments. Observations of the missions are used in this analysis and complemented with the figures of the latest Education Statistics Annual Abstract 2007 E.C. (2014/15).

Pre-primary Education

In pre-primary education CWDs learn different skills, which are important for their primary education and future life such as Braille reading and writing, reading and mobility for Blind students, sign language for deaf and different life skills for students with intellectual disability.

According to the ESAA 2007, school age population of 4 to 6 year olds is 7.5 million. Out of them 0.5 million attend kindergartens, 0.5 million Child 2 Child programs and 1.9 million O Classes. Compared to these figures, school attendance of children with SEN is marginal.

Participation of children with SEN in pre-primary education programs (Child to Child and O class; attendance to kindergartens not available) is 4,615. The proportion of SEN students who attend the Child to Child program is 13%, with the remaining 87% attending O class. There are more male students with SEN attending pre-primary education compared to females, with 60% of those enrolled being male.

The figures of SWDs at the pre-primary school level are referring only to children attending government schools. The Government introduced Child to Child programs and O classes only recently. Kindergartens are pre-dominantly operated by non-governmental organizations (NGOs), communities, private institutions, and faith-based organizations. Many of them are located in cities and towns, which are not easily accessible to the majority of people residing in countryside.

Primary Education

The Ethiopian primary education accommodates 18.7 million children and youth in grades 1-8, irrespective of their age. The Gross Enrolment Ratio reaches 102.7%, as a proportion of the school age population. In Ethiopia the official primary school age population is between 7 and 14. This indicator includes enrolment in formal primary schools as well as Alternative Basic Education (ABE) centres.

Total number of students with special educational needs who are attending their primary education is 71,007 in 2007 E.C (2014/15). LSEN represent less than 0.4% of those enrolled. This is far from the target of 1,739,000 set for 2014/15. There are certainly many explanations to this, such as misunderstanding of special needs education among many schools members who record this information and unavailability of data from some regions, like Afar and Somali. It may also be due to low awareness about the possibilities to access and education being also for LSEN. Also, schools simply may not be prepared to receive LSEN.

There are 29,266 girls with disability and 41,741 boys, a much lower proportion of girls with SEN compared to boys. 72% of the LSEN are attending lower grades of 1 to 4 (and 28% enrolling grades 5 to 8), which indicates that many SEN students are not progressing through the education system and that there is a high dropout and repetition rate within this group of students.

Secondary Education

A total of 2,108,115 students enrolled secondary education grades 9-12, irrespective of age, and males dominating with the share of 52.6%.

A total of 7,322 students with SEN are currently attending secondary education. In secondary lower level (Grades 9-10) there are 6,062 SEN students and in the secondary upper level (Grades 11-12) there are 1,260. Out of the total number of students with SEN 2,988 are females and 4,334 males.

Higher Education

Under-graduate programs enrolled 729,028 students into government and non-government institutions, females representing 34.7% of all students. Respectively, post-graduate programs enrolled 12,165 students, 16.7% being females.

The total number of SEN students who are currently attending higher education programs is 1,482 (both under-graduate and post-graduate, 397 female, 1085 male). 1,395 students (94%) are found in the under-graduate programs. By type of disability, physically disabled students are the largest group (699).

Special Needs Education Teachers

Primary schools, both government and non-government report to have 396,099 teachers on their payrolls, with the shares of 61.2% male and 38.8% female. The secondary level has 81,932 teachers (83.2% male, 16.8% female) respectively, both levels totaling 478,031.

The Education Statistics Annual Abstract 2007 E.C. (2014/15) indicates that there is a total of 228,586 SNE trained teachers; 191,444 for primary and 155,483 for secondary education.

Compared to the total of all teachers, nearly half of the cadre is registered as SNE teachers. An analysis of the figures shows that Oromia and SNNPR have reported very high numbers of SNE teachers; even more SNE teachers per region as there are pupils and students registered with SEN in the entire country.

The figures show that there is a serious systematic, methodical error in registering the SNE teachers, which leads to misinterpretations. There are several reasons to this, like unambiguous definition of who is an SNE teacher and missing qualification requirements and job profiles.

Schools

In total there are 33,373 primary schools in Ethiopia, including formal primary schools only, without ABE centres.

There are 14,225 schools that, according to the Education Statistics Annual Abstract provide special needs education, covering governmental 94% and non-governmental 6%. Oromia and SNNPR report largest numbers

of schools providing special needs education representing 70% of the SNE network where these two regions represent 58% of the primary schools.

The number of cluster resource centres is 7,365, which indicates that there is approximately one centre for five schools. The number of resource centres established to serve special needs is below 150.

The Abstract does not contain data on school environments and facilities serving students with disabilities. However, during the fact finding mission in 2015 some promising solutions were verified like construction of ramps to alleviate physical accessibility of students with impairments.

4. Strategic Pillars

Six strategic pillars form the basis for the special needs and inclusive education for the next coming 10 years. They address issues cardinal to the implementation of special needs and inclusive education. For the most, they are based on elements of SNE embedded in the ESDP V as cross-cutting issues to shed light on them in a more comprehensive way. An objective is also to give more visibility to inclusive education and special needs education.

Issues already embedded in the ESDP V are completed with matters either missing in the development plan or in need of enforcement:

− development of teacher education to focus more on special needs education (both pre-service and in-service training)
− defining qualification requirements, career structures and job profiles for SNE teachers and other experts
− developing salary systems that are sensitive to SNE teachers
− clarifying on the roles of the inclusive education resource centres
− paying attention to assessment and identification
− shedding light on support in learning and school attendance and guidance counselling
− looking at curricula, teaching and learning materials and teachers' guides
− enlarging the approach also to cover students with learning difficulties
− enforcing the importance and modalities of evidence-based policy making

The six pillars and their objectives are

PILLAR 1: POLICY FRAMEWORK
− to create a policy environment conducive to Special Needs Education and Inclusive Education

PILLAR 2: SUPPORTING STRUCTURES AND ADMINISTRATION OF EDUCATION
− to ensure relevant structures, mandates and responsibilities at all levels to support special needs and inclusive education

PILLAR 3: CAPACITIES AND HUMAN RESOURCES
− to develop teachers' pre-service and in-service training and leadership training to better address special needs education and support

PILLAR 4: PROVISION OF EDUCATION
- to ensure access to quality education for all learners

PILLAR 5: EVIDENCE-BASED POLICY-MAKING
- to create a system that directs all administration levels with sound evidence and relevant performance information

PILLAR 6: COSTING AND FINANCING
- to create a financing framework addressing provision of education and support for learners with special needs and disabilities

Each of the pillars starts with analytical considerations, assumptions and preconditions. After that a set of strategic priorities is set for each pillar, followed by activities through which the objectives would be met. Then outcomes and possible indicators are represented. Activities are accomplished with responsible bodies and the envisaged timeline. Where possible, a reference is made to the ESDP V with page numbers or an optional other document where the matter is derived from.

5. Monitoring, Review and Evaluation (MRE)

The Master Plan for Special Needs Education/Inclusive Education includes outcomes and indicators, which are effectively measurable results. Monitoring, review and evaluation of the Master Plan will follow the outcome-based approach focusing on the achievements. Integration to the ESDP V procedures will be applied to all levels and sub-sectors until the end of the plan period 2019-2020 to the extent possible. Strategic priorities and activities external to the ESDP V will be included into the review processes.

By 2020, a mid-term review of the Master Plan will be conducted and accordingly, the plan will be revised and redirected and a new MRE plan created. By 2025, a final review shall be conducted.

The MRE procedures will be an interrelated and sequential chain of continuous monitoring, annual reviews, short-term and system-wide evaluations.

MRE of the Master Plan shall be part of Joint Review Missions and Annual Review Meetings with stakeholders. Regional levels are obliged to create and follow their own MRE procedures.

As the Master Plan for Special Needs and Inclusive Education is very much a policy document, the Ministry of Education shall nominate a Steering Group within the Directorate responsible for Special Needs Education to guide the implementation of the Master Plan and its monitoring.

PART 2

PILLAR 1: POLICY FRAMEWORK
GOAL: Create a policy environment conducive to Special Needs Education and Inclusive Education
ANALYTICAL CONSIDERATIONS, ASSUMPTIONS AND PRECONDITIONS: The Government of Ethiopia is committed to enhancing the special needs education / inclusive education through different policies, strategies and plans. • The Constitution of the Federal Democratic Republic of Ethiopia from 1994, the supreme law of the Ethiopia accepts the international declarations and conventions, and states education as a human right. In its Article 41 on Economic, Social and Cultural Rights, the Constitution states that "The State has the obligation to allocate ever increasing resources to provide to the public health, education and other social services." (Paragraph 4). Further, "The State shall, within available means, allocate resources to provide rehabilitation and assistance to the physically and mentally disabled, the aged, and to children who are left without parents or guardian." (Paragraph 5). The Article 90 about social objectives states, that "To the extent the country's resources permit, policies shall aim to provide all Ethiopians access to public health and education, clean water, housing, food and social security." • Education and Training Policy of Ethiopia ETP (1994) has laid the ground for the development of the education sector as a whole. One of its main objectives has been to provide basic education for all, recognising the rights of nations/nationalities to learn in their language. ETP also recognises the rights of the disabled and gifted children to education by stating; "to enable both the handicapped and the gifted learn in accordance with their potential and needs." Special attention will be given in the preparation and utilisation of support input for special education. • The Ethiopian Government committed to achieve the Millennium Development (MDGs) and Education for All (EFA) goals. The main focus has been on providing primary education of good quality for all citizens by 2015. • Ethiopia signed the UN Convention on the Rights of Persons with Disabilities in 2007 and ratified it in 2010. Article 35 of the convention requires that state parties submit a comprehensive initial report to the committee on the rights of persons with disabilities via the UN Secretary General, on measures taken to meet its obligations under the Convention and on the progress made, within two years after the entry into force of the Convention for the State Party concerned. Ethiopia fulfilled this requirement in December 2012. • Growth and Transformation Plan 2010/11-2014/15 (GTP) sets "equity" as one of the targets in the education sector and sets the target for Net Enrolment in primary education at 100 per cent but no measurable targets for Special Needs Education. According to the GTP II, the Strategy for Special Needs Education to ensure equity and access will be implemented. Under the chapter on "Social Welfare", the Growth and Transformation Plan (2015/16 - 2020/21) GTP II intends to give special attention and assistance to children with special needs to help them start and continue schooling. The goal is to take measures to minimize barriers to the movement of people with disabilities at schools and the like. • The Government of Ethiopia embarked in 1997 on a 20 year program of education reform, the Education Sector Development Program (ESDP). Due attention was given to Special Needs Education from ESDP III 2005/2006–2010/2011 (1998–2002 EC) on as a cross-cutting issue. A "Gender and Equity Department" was established in the Ministry of Education. The Ministry developed a Special Needs Education Strategy Program in 2006, which was

based on the principle of inclusion (more on the Strategy below). Special Needs Education was allocated funding in the education sector budget for the first time ever.

- ESDP IV 2010/2011–2014/2015 (2003 EC–2007 EC) incorporates Special Needs Education (SNE)/Inclusive Education as a cross-cutting program, recognizing the strategy for Special Needs Education, the final goal of which is to ensure access and quality education for marginalized children and students with special educational needs. Special needs education is defined as education of students with special needs in a way that addresses the students' individual differences and needs. Inclusive education is defined as a process of addressing and responding to the diversity of needs of all learners through increasing participation and reducing exclusion within and from education. Funding was allocated to Special Needs Education over the years of the planning period.

- ESDP V 2008-2012 EC (2015/16 – 2019/20 G.C.) prioritizes equal opportunities and participation for all, with special attention to disadvantaged groups and the delivery of quality education that meets the diverse learning needs of all children, youth and adults. Increases of students with Special Needs Education expand across all levels of education. The objective of the ESDP V is to fully integrate Special Needs Education as one of seven identified cross-cutting issues within the priority programmes. The chosen approach ensures that the cross-cutting issues are 'mainstreamed', that they become the joint responsibility of all implementing bodies.

- The higher order objective for the General Education Quality Improvement Programme GEQIP II (2013-2018) is "Improving the quality of General Education (Grades 1-12) throughout the country". The specific objective is "Improving learning conditions in primary and secondary schools and strengthening of institutions at different levels of educational administration". A Social Assessment was conducted when designing the GEQIP II. Based on that, the primary social development focus was formulated as follows: "greater recognition of socially-inclusive approach and community driven principles that are responsive to local priorities, particularly the needs of vulnerable subgroups, and historically disadvantaged". A Social Action Plan with social safeguards was developed to address the specific equity and inclusion gaps within each of the components of GEQIP II. One of the components in the GEQIP II programme is School Grants and under this the disbursement of additional school grant funds to special needs students and orphans.

- The Higher Education Proclamation NO. 650/2009 of Ethiopia indicates necessary and feasible academic assistance and guidance to be provided to the students. Support through sign language, amenable facilities and programmes, relocated classes and accessible environments, alternative testing procedures and educational auxiliary aids shall be provided to the physically challenged students. The proclamation is currently under revision.

- Ministry of Education endorsed the Special Needs Education Program Strategy in 2006 to meet UPEC and EFA Goals underlining education as a fundamental human right and one of the main factors that reduce poverty and improve socio-economic conditions. The Strategy aimed at an education system open to all learners, and stated that all children and students can learn and many of them need some form of support in learning and active participation. The 2006 Strategy was designed to serve for the duration of five years (2006-2011) encountered inherent weaknesses and problems during its implementation. The dynamic nature of education and the ratification of United Nations (UN) Conventions on the Rights of Persons with Disabilities by the Government in 2007 necessitated the revision and updating of the strategy.

- The Special needs/Inclusive Education Strategy was published in 2012 acknowledging education as a human right, as reflected in the principle of Universal Primary Education (UPE), and Education for All (EFA) goals by 2015 to which Ethiopia is committed. The overall objective of the strategy is to build 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.

- National Plan of Action of Persons with Disabilities 2012-2021 Ethiopia (NPA) aims at making Ethiopia an inclusive society. NPA is based on UN Convention on the Rights of Person with Disabilities (UNCRPD) as the framework for all actions in support of equality of opportunity and full participation of people with disabilities. The goal of the NPA is to create an inclusive Ethiopian society in which people with disabilities are accepted, their abilities are valued, their diversity and independence are recognized, their human rights are protected, and they participate actively in the life and development of their communities and the nation. The NPA is based on 13 priorities extending from public awareness, employment and work to social protection, education and training being one of them. The NPA is the responsibility of the Ministry of Labour and Social Affairs but the implementation is based on collaboration across ministries, regional authorities, and other stakeholders. Ministry of Education is the lead responsible body for education and training.

- Learning for Life: Master Plan for Adult Education in Ethiopia 2010/11-2019/2020 is a plan developed by the Ministry of Education, targeting adult learners who are 15 years old or above. The vision for adult education is "... to create a literate, well informed, knowledgeable and skilled population of youth and adults who will realize their own potential and maximize their contribution to society, Ethiopia's economy and future generations...." According to the Plan, "the programmes must consider the special needs of pastoralists, agro-pastoralists, sedentary highlanders and urban dwellers. It must further recognize the needs of different age groups (especially young people) and people with special needs (visually impaired, handicapped, etc.)."

- The National Policy Framework for Early Childhood Care and Education ECCE in Ethiopia 2010 defines its mission as follows: "to ensure and safeguard the rights and welfare of all children, including children with special needs." The strategic objectives incorporate promotion and support development of accessible, equitable and quality ECCE Services, for all children, particularly for vulnerable, children with special needs and marginalized children.

- The National School Health and Nutrition Strategy 2012 by the Ministry of Education states that "Children with disabilities and other special needs have a right to education. Disability and special needs are major impediments for effective learning, social inclusion and integration. In order to address the challenges of children with disabilities and special needs, systems shall be put in place to provide a conducive, fully accessible and inclusive environment for all children and there shall be no discrimination on children with special needs; appropriate mechanisms shall be put in place for ensuring the safety and security of physically and mentally ill children; and teachers shall receive adequate training and acquire skills in order to give comprehensive care and support to children with special needs.

- The Guideline for Inclusion of People with Disabilities in TVET (latest draft version, November 2015) states its purpose as follows: "to promote and facilitate the inclusion of trainees with disabilities in the TVET system in Ethiopia, by organizing the education and training system to meet the special educational and training needs of trainees with disabilities." The Ministry of Education shall give attention to trainees with disabilities and special needs in order to offer Technical Vocational Education and Training (TVET) programs adapted for their entry into the world of work and lifelong learning. The Guideline launches The DIET Resource Centres within the TVET institutions equipped with specific materials and assistive devices, and staffed with a professional SNE expert to support trainees with disabilities, trainers and instructors, assistant trainers and the institution as a whole.

- In September 2015, countries including Ethiopia endorsed the 2030 Agenda for Sustainable Development and adopted a set of goals (Sustainable Development Goals SDG) to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda. Each of the 17 goals has specific targets to be achieved over the next 15 years. Target 4 on Quality Education is to "Ensure inclusive and quality education for all and promote lifelong learning". Commitment to all goals under target 4 promotes inclusive education, and especially the following. 1) By 2030,

eliminate gender disparities in education and ensure equal access to all levels of education and vocational training for the vulnerable, including persons with disabilities, indigenous peoples and children in vulnerable situations. 2) Build and upgrade education facilities that are child, disability and gender sensitive and provide safe, non-violent, inclusive and effective learning environments for all.

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Enact an education law	Education law that obliges provision of education for people with special educational needs Education law that obliges sign language to be the medium of instruction for students with hearing impairment. Education law that stipulates about the support in learning and school attendance and guidance counselling Education law that stipulates about teacher qualifications and sets diploma as a minimum for special needs education teachers Education law that stipulates about particular financing for SNE (leaving the details on the financing model with MoE) Ref. on enacting the Education Law, ESDP V Introduction	An education law across all levels of education from ECCE/pre-primary to higher education, enacting also provision for people with special educational needs. The law shall stipulate the provision of SNE to become mandatory for the regions.	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Responsibility of enacting the law, MoE, review with the Council of Ministers and endorsement with the Parliament											
Implement IE/SNE strategies, policies and actions of ESDPV and GEQIP II in the entire education sector		Education sector more conducive to the students with SEN	o	o	o	o	o	o	o	o	o	o
Address IE/SNE in the strategies and policies of TVET	Implement the Guideline for Inclusion of People with Disabilities in TVET (2015) to strengthen the education delivery to the TVET students with SEN Responsibility: MoE, TVET	TVET more conducive to the students with SEN	x	x	o	o	o	o	o	o	o	o
Address IE/SNE in the strategies and policies for higher education	Revisit the Higher Education Proclamation NO. 650/2009 to strengthen the education delivery to the HE students with SEN Responsibility: MoE, HE	Higher Education more supportive to the students with SEN	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Address IE/SNE in the strategies and policies of adult education	Increase collaboration of SSIED with the MoE Adult Education to strengthen the education delivery to the adult students with SEN Responsibility: MoE, Adult Education	Adult education more conducive to the adult students with SEN	x	x	o	o	o	o	o	o	o	o
Strengthen cross-sectoral collaboration to implement the National Plan of Action for Persons with Disability (2010-2020) NPA ref. NPA	To strengthen cross-sectoral cooperation, actively engage the following organisations: Ministry of Education, Ministry of Urban Development and Construction, Ministry of Women, Children and Youth Affairs, Ministry of Agriculture, Ministry of Communication and Information Technology, the respective regional bureaus, DPOs, NGOs, etc. Ensure active engagement, coordination and communication of the education sector at national and regional levels. Responsibility: Major responsible body for priority 4, Education and Training is the Ministry of Education. Responsibility is shared with	Mechanisms and permanent fora functioning for cross-sectoral collaboration to ensure inclusion of persons with disabilities into education and to safeguard improved services for those with special needs and disabilities Better coordination and utilisation of resources	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Ministry of Urban Development and Construction, Ministry of Women, Children and Youth Affairs, Ministry of Agriculture, Ministry of Communication and Information Technology, the respective regional bureaus, DPOs, NGOs, etc.											
Shared responsibility of governmental and non-governmental organisations and the community	Define roles, responsibilities and involvement of the concerned governmental and non-governmental organizations (NGOs, DPOs) and the community. Strengthen cooperation especially with the NGOs/INGOs that are directly linking with schools at local level

Define ways to involve disabled community members in planning and implementation of education

Re-establish the National Council for Inclusive Education (from 2010) to increase comprehensive planning and evaluation of SNE and disability related activities

ref NPA | Ministry of Education, Multi-Year Action Plan to contribute to the implementation of NPA, linkages between ESDP V, Master Plan for SNE/IE and NPA

Equal opportunities for persons with disabilities to become full members of the community promoted

Services adapted and provided to support people with SEN and disabilities | x | x | o | o | o | o | o | o | o | o |

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STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Responsibility: MoE, Planning and Resource Mobilization Directorate, NGOs and DPOs											

PILLAR 2: SUPPORTING STRUCTURES AND ADMINISTRATION OF EDUCATION

GOAL: Ensure relevant structures, mandates and responsibilities at all levels to support special needs and inclusive education

ANALYTICAL CONSIDERATIONS, ASSUMPTIONS AND PRECONDITIONS:

- Organisation of the Ministry of Education is divided into general education, TVET and higher education. Under them, the directorates have their specific, sometimes quite narrow areas of responsibility. Discussion and collaboration across the directorates are limited and do not support holistic planning and implementation of education, and special needs and inclusive education in specific. Cross-cutting issues are the mandate of the Special Support and Inclusive Education directorate SSIED. An identified problem is that there is no clear structure for coordination and administration of SNE issues from federal to woreda and school levels (ESDP V, p. 26).

- The implementation, monitoring and evaluation framework for ESDP V specifies what will be the responsibilities of different actors in implementing the sector plan, and how – through which tools, and by whom – ESDP V will be monitored and evaluated. The framework covers a number of agencies, including the Ministry of Education (MoE), the Regional Education Bureaus (REBs), and Woreda Education Offices (WEOs). Each office has both accountability and improvement functions. (ESDP V, p. 119) The responsibilities regarding the provision of Special Needs Education should follow the same framework.

- ESDP V recognises shared unwillingness to accept responsibility (including where responsibility was shared across ministries) as one of the failures to support children with SEN during ESDP IV. This seems to be combined with the lack of knowledge, skills and commitment to implement activities to support Special Needs Education (SNE), and this is true from the federal to the school level (ESDP V, p. 26).

- Provision of special needs education requires appropriate structures and staff with the right profiles and the right mix of skills of teaching and support staff and school leaders. Profiles for SNE teachers do not exist; special needs education is not recognised in the public service standard. Current pedagogical skills of teachers in Ethiopia are broadly insufficient for effective teaching. Weak training for and pedagogical skills of teachers for SNE are recognised as causes for poor progress during ESDP IV (ESDPV, p. 26).

- The concept of itinerant teachers was introduced in the Special Needs Education Strategy Program 2006. According to that, itinerant resource teachers have the knowledge, skills and experience to advice and counsel other teachers and management in cluster centre schools, both in ordinary schools and special classes, first and second cycle primary education. Diploma or degree level education would be required. Itinerant teachers working at resource centres provide counselling service also for LSEN, and parents. The services they provide include: implementing the child's IEP (Individual Education Plan), assessing the child's educational needs, coordinating the child's educational goals with other providers and therapists and making referrals of the child to medical facilities as the case may be. ESDP V states that there is a lack of a career structure to support itinerant teachers that are expected to work in inclusive education resource centres and surrounding satellite schools. (ESDPV, p. 26). Nevertheless, qualification requirements and career structure for itinerant teachers will be defined in the TDP Blue Print currently (2016) under development. Also their job profile requires clarification. Itinerant teachers are on the Government Payroll and have been receiving a small top-up on their salary as an incentive from the pilot project. The situation of itinerant teachers requires clarification in terms of qualification requirements, career structure and job profile. The pilot project suggests that salary systems containing incentives (salary and non-salary benefits) for SNE teachers as part of Civil Service Employment and Pay in Ethiopia would motivate the choice of studies and applying for vacancies. This is encouraged also through international evidence.

- Originally, School Cluster Resource Centres (SCRCs) were established in the 1990's to provide in-service and regular training for both qualified and Paraprofessional teachers and to share teaching materials. A school cluster is a group of five to six schools, where one school is designated as a Cluster Resource Centre (CRC). The CRC is supplied with additional resources and schools in the cluster can share or use these. According to ESDP V, school networks and clusters are a concept to provide continuing professional development (ESDPV, p. 58). All schools are required to have a pedagogical centre that the teachers use for producing teaching aids. According to the 2007 E.C. Education Statistics Annual Abstract, 13,566 (40.6%) of the 33,373 primary schools reported that they have pedagogical centres. The figure for resource centres has been omitted from the latest Abstract but the EMIS unit had the figure, which is 7,365. According to the ESDP V, the number of primary schools will increase to 43,000 and the number of cluster resource centres to 8,000 by the end of plan period.

- The idea of resource centres in support of learners with special needs was originally presented in the Special Needs Education Strategy 2006. The proposal was to "organize cluster centres as resource centres for SNE as well as ordinary teaching". p. 19. Recommendation was that "in primary education, cluster schools and existing special schools serve as resource centres supporting other (satellite) schools". p 26 Resource centres were to be provided with materials and equipment, itinerant teachers, other human resources and core teams. Other than that, developmental plans were designed and capacities built through training. Report draft June 2012, p. 58 According to the ESDP V, special needs expert teachers will be trained in all clusters.

- The number of "resource centres addressing the academic and social needs of children with SEN" was 70 in 2012/13, where the target set in ESDP IV for 2014/15 was 500 centres. In 2016, the number is still below 150. The centres are unevenly located in the whole country while the plan is to establish resource centres throughout Ethiopia.

- The number of Resource Centres for special needs education has grown gradually with the technical support project "Enhancing Inclusive Education Capacity of Teacher Education and Resource Centres in Ethiopia". By the end of ESDP V, 800 cluster school resource centres are to be equipped with resources for special needs education, and each of them will be staffed by a teacher educated in special needs education (itinerant teacher) who will assist schools in the cluster.

- Special Needs Education Strategy 2006 proposed the establishment of resource centres also in secondary education, TVET and higher education "to identify barriers to learning, and to support students with special educational needs and their teachers". p 30. Actions based on this proposal have not been implemented.

- According to the Guideline for Establishing and Managing Inclusive Education Resource / Support Centres from 2015, the objectives of the centres are 1) to support learning of all children, including LSEN, in both special schools and mainstream environments; 2) to provide guidance and counselling and specialist support; 3) to provide necessary equipment, assistive devices (like eye glasses and hearing aids); and 4) to support neighbouring schools and teachers. The centres should carry out school level screening, identification, assessment and referrals. Furthermore, the centres are supposed to network with other schools, parents, local authorities, NGOs and disability organisations, clinics and hospitals.

- Existing inclusive education resource centres that currently are built on either school cluster resource centres or special schools could serve as platforms for model schools and be places for experience sharing. Also some of the teacher education colleges could serve as models for other TEIs.

- Assessment procedures and tools to identify special educational needs and learning barriers have been evaluated inadequate. As a result of this situation, schools and teachers find it difficult to accommodate students with special educational needs, and compel them to adapt to the school, instead of adapting to the needs of the students. Also, children with learning difficulties or disabilities are likely to repeat and drop out. Student support is not systematic and if support is available, it is fragmented. Besides curricular teaching, pupils and students should be entitled to guidance counselling services and sufficient support for learning and school attendance. Need for support may vary from temporary to continuous, from minor to major. Support should be tailored according to individual needs through a three level approach: 1) general or universal support to all children; 2) intensified or increased support to students at risk and 3) special support to students with severe learning difficulties or disabilities. Support for people with disabilities PWDs cannot be the responsibility of the education sector only but a joint liability of several ministries like the Ministry of Labour and Social Affairs MoLSA, the Ministry of Health MoH and the Ministry of Education MoE. ref National Programme of Action for Rehabilitation of Persons with Disabilities NPA

- There is evidence that as a result of insufficient guidance counselling, wrong choices upon completion of primary education and/ or secondary education are made, and not only among LSEN but also other young people. To a certain extent, affirmative actions may guide the SWDs to make

choices they may regret later and leave their studies.

- An assessment to find out a child's special educational needs and barriers to learning and how he or she can be supported is a primary task of special needs and inclusive education. Screening and assessment tools for early identification of learning problems of learners (attention deficit, hyperactivity, learning disability etc.) are essential for the teachers to accommodate LSEN. SNE Strategy 2012, p. 8 - 9 To provide support for LSEN, their needs should be screened and assessed as early as possible in their school careers i.e., in ECCE and primary education. In order for this to take place, teachers should be trained to observe and to conduct screening assessments of learners in their classrooms. Where appropriate, such preliminary screening will lead to referrals to specialists (e.g. itinerant teachers/SNE practitioners and if needed, to medical assessment) to conduct more detailed assessments. SNE Strategy 2012, p. 27

- Inclusive education also supports those pupils who have temporarily fallen behind or who otherwise need short-term support with their studies. Remedial teaching is to be commenced as soon as learning difficulties are observed so as to prevent the pupil from permanently falling behind with his or her studies, repeating or dropping out of the school system. ESDP V set targets for improving the situation in dropping out (Grade 1 dropout rate to be reduced from 23 per cent in 2013/2014 to 5 by 2019/2020 and grades 1 to 8 from 11 to 2) Figures MYAP KPI. Inclusiveness also encompasses those who are especially gifted and talented.

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Improvement of the Ministry's internal structure (ESDP V p. 46)	Establish special needs education / inclusive education directorate with clear mandates in coordination, planning, communication and monitoring of issues related to SNE/IE. Mandate the directorate to mainstream IE and to provide advisory services and quality assurance across directorates and levels Enforce the resources of the special needs education / inclusive education	Ministry's structure supporting special needs and inclusive education / inclusive education across directorates and responsibility areas. Mandates of the directorates broadened to ensure special needs and inclusive education become truly cross-cutting, visible and handled comprehensively	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	directorate Cover expertise also in the field of sign language, speech therapy, and other auxiliary aids. MYAP / PP1												
	Responsibility: MoE (General Education), SSIED, Public Universities hosting SNIE Departments												
Improvement of communication and information sharing	Establish communication mechanisms to ensure information sharing from federal level to regional and woreda levels, and to relevant line ministries Establish organization e-mail, with "@moe.et" e-mail accounts for all staff	Information sharing improved.	x	x	o	o	o	o	o	o	o	o
	Responsibility: MoE, EMIS & ICT Directorate												
Clear and relevant structures for planning, coordination, implementation, monitoring and evaluation	Establish structures for the coordination and administration, the implementation, monitoring and evaluation of special needs and inclusive education that covers a number of agencies, including the	Framework for the coordination and administration, implementation, monitoring and evaluation of special needs education across relevant agencies.	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
of special needs and inclusive education from federal to regional to woreda and school levels	Ministry of Education, the Regional Education Bureaus, and Woreda Education Offices (ESDP V, p. 119) At regional level, establish coordination offices for cross-cutting issues. Define appropriate structures, responsibilities, staff profiles and budget for coordination offices. Design regional Master Plans for IE/SNE to provide coherent, localised and inclusive early intervention strategies MYAP Provide directives on how to plan, budget, implement, monitor, report and evaluate SNE activities at all levels Responsibility: MoE, REBs, TVET, HE and Woreda Education Offices	Responsibilities for the coordination and administration, implementation, monitoring and evaluation for special needs education shared and clear Educational and other entities aware of their responsibilities and the associated consequences. Regional Master Plans for IE/SNE designed and implemented. All sectors (general TVET, HE), directorates and agencies within the Ministry of Education, Regional Education Bureaus, Woreda Education Offices, and Schools include LSEN in their planning and reporting										

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Adequate supply of staff, appropriate human resources, structures and staff with the right profiles and the right mix of skills of teachers, support staff and school leaders for special needs and inclusive education ESDP V p. 52-53 Inclusiveness to be extended to ECCE, pre-primary, TVET and higher education	Review public service standards, conditions of work, and job specifications supporting recruitment of special needs education professionals across all levels of education Define and digitise qualification requirements and job specifications for SNE teachers and support staff Develop standards at the minimum levels of human resources to provide special needs education Introduce regional initiatives of incentive mechanisms for staff retention, especially for disadvantaged areas. Enhance Teacher Management Information System TMIS to collect, manage and track information on the distribution of SNE teachers ESDP V p. 52-53 Develop a curriculum including pedagogical studies for sign language interpreters who would work at different	Structures supporting functional provision of special needs education through public service standards, conditions of work, and job specifications More appropriate selection of staff and greater concordance between post and profile. Regional initiatives supporting retention of professionals TMIS sensitive to SNE teachers (distribution, qualifications, licensing status, years of experience and career progression) Teaching in SNE more attractive and respected EMIS has teacher list covering also information on SNE teachers and their distribution across the country available through TMIS EMIS supporting teacher management in Woredas that are responsible for teacher	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	levels of education Recognise sign language interpreters as a profession, provide with public service standards, conditions of work, and job specifications	recruitment, payment, and training. More children with SEN receiving education and support adapted to their needs ESDP V p. 48, 52 Sign language interpreters recognised as a profession.										
	Responsibility: MoE, REBs, EMIS, TMIS, Teachers' and Education Leader's Licensure Directorate, Curriculum Development and Implementation Directorate and Planning and Resource Mobilization Directorate, Ministry of Public Service and Human Resource Development, ESNEPA, AAU (Department of linguistics/Ethiopian Sign language and deaf culture studies)											
Salary system conducive and containing incentives to SNE teachers and support staff	Ensure the salary scale corresponds to the requirements of SNE teachers and support staff and contains incentives (salaries and non-salary). It is well known that teaching LSEN is a highly laborious and demanding task.	Civil Service Employment and Pay reflecting special need education requirements and demands of the job Teaching in SNE more attractive and respected	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Responsibility: MoE, REBs, Planning and Resource Mobilization Directorate and Ministry of Public Service and Human Resource Development	More students apply to studies for SNE teachers and apply for vacancies open for them										
Inclusive education resource centres	Equip existing school cluster resource centres to serve as inclusive education resources centres, provide with required human resources, facilities and materials

Establish inclusive education resource centres within selected special schools and teacher education colleges to provide services for LSEN, to support other resource centres and to function as centres of methodological development

Recruit qualified special needs education teachers to work as itinerant teachers

Revisit the guidelines for resource centres to correspond to the reality, define responsibilities and mandates of the centres, set standards on the required levels of resources (human and material) and qualification requirements | 800 inclusive education resource centres established on clusters and functioning in concert with the surrounding schools and serving the LSEN and teachers in the cluster

Inclusive education resource centres established within selected special schools and teacher education colleges, providing advisory services and serving as models for benchmarking

Guidelines for resource centres revisited

Centres staffed with SNE qualified teachers / focal itinerant teachers and support staff

Indicators set to measure the functionality of the resource centres

Education inclusive and mainstreamed, | x | x | x | x | x | o | o | o | o | o |

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Define need and provision modalities for support services, such as psychology services; therapeutic services (like speech therapy, physiotherapy); alternative and augmentative communication services (sign language, Braille, facilitation for pupils with severe and profound disabilities) ESDP V p. 67 Set indicators to measure the functionality of the resource centres Responsibility MoE, SIPD, REBs, woredas, schools, ESNEPA,	awareness about special needs increased										
Model schools / model status	Define the concept of a model school Ensure, that within each cluster one school will reach model status (level four in inspection classification), with supervisory and guidance responsibilities, including those for special needs education Equip special schools and some selected	A small number of model schools established and serving for benchmarking Within all clusters one school has reached the model status	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	teacher education colleges to become inclusive education resource centres and to function as model schools, possibly through competition within/between regions Responsibility: MoE, SIPD and Inspection, ESNEPA											
Identification of a child's special needs	Develop identification processes, and assessment procedures for early identification of learning barriers and difficulties, preferably already before school-going age Develop educational assessment and support tools specific to children with SEN Liaise screening, assessment and referral with health centres and Community Based Rehabilitation Develop training to provide skills to identify special needs and specify the right kind of support for rehabilitation. This could entail health centre	Processes for early identification of learning barriers and difficulties created Assessment and support tool kit developed for Teacher Education Institutions to be used in teacher pre-service and in-service training, including kindergarten and pre-primary education Teachers capable of using the assessment and support toolkit in identifying learning barriers and modifying the teaching according to individual learning needs Methods and tools to assess a child's special needs to address their individual needs and abilities in literacy and numeracy (such as Early Grade Reading	x	x	x	o	o	o	o	o	o	o

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STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	professionals, regular teachers and SNE teachers and Community Based Rehabilitation (CBR) workers. Develop curricula to train therapists, occupational therapists, speech therapists, audiologists, physiotherapists, and educational psychologists for the education sector. Recruit a speech therapist into the Ministry of Education to develop a model and guidelines for the regions to provide speech therapy services and to provide training to the regions. Recruit a sign language interpreter into the Ministry of Education to develop a model and guidelines for the regions to provide sign language interpretation services and to provide training to the regions. Responsibility: Assessment and support tool kit and speech language therapy in cooperation with the Addis Ababa University /	Assessment EGRA and the Basic Numerical & Calculations Abilities BANUCA tool) Teachers, support staff and health care professionals trained to identify special needs and to use the screening tools Special needs education more targeted Children with SEN receiving education and special support adapted to their individual needs Model for speech therapy services developed Model for sign language interpretation services developed Learning outcomes improved Repeating and dropping out decreasing										

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Department of Special Needs Education and Department of Linguistics/Ethiopian Sign Language and Deaf Culture Studies											
Support in learning and school attendance	Develop a model to provide support in learning and school attendance according to the need and sensitive to pupils' abilities and suitable for different ages. Support will be provided at three levels: 1) general, 2) intensified or 3) special support as per the educational assessment Define the principles that guide the provision of support Define the support forms (remedial teaching, part-time special needs education, services and aids required to participate in education) Design models for curriculum differentiation, design of individual learning plans (IEP), individualisation of syllabus for a subject and exemption from instruction	Individual pedagogical solutions and learning plans available to prevent diversified and more serious problems and to ensure pupils have opportunities to gain experiences of success in learning and as a group member and to strengthen a positive self-image Support forms defined - remedial teaching principally for the pupils who have temporarily fallen behind in the studies (individual assignments, tutorials, guidance) - part-time special needs education through flexible arrangements, for pupils who have, for example, difficulties with linguistic or mathematical skills, learning difficulties in individual subjects, or problems with their study skills,	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Responsibility: MoE, Curriculum Development and Implementation Directorate, University of Addis Ababa, Dilla University, Haromaya University, NGOs working on CBR related activities.	interaction skills or school attendance. - services and aids required to participate in education, such as interpretation and assistance services; augmentative and alternative communication methods; various information technology applications, audio books, tools for illustrating mathematics Individual learning plans (IEP) that set out short- and long-term learning targets for pupils with SEN, enabling teachers to consider how the mainstream curriculum might be adapted and personalised. The IEPs specify the pupils' needs and goals, and detail the degree and type of adaptations to be made to the curriculum in order to evaluate their progress. An IEP can also serve as a contract between parents, teachers and other professionals.										
School standard inclusive	Merger of School Improvement Standard and Inspection Standard, standard inclusive	Harmonised standard that is inclusive	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Responsibility: MoE, SIPD directorate											
Student support and guidance counselling, primary and secondary education	Ensure guidance counselling is provided as defined in the school standard Strengthen the training of guidance counsellors for primary and secondary education to cover also students with special needs Establish different forms of student support and guidance counselling Develop in-service training for regular teachers and support staff to identify needs and to provide support Define job profiles for guidance counsellors Responsibility: MoE	Guidance counselling provided as defined in the school standard Programme for training guidance counsellors renewed Forms of guidance counselling and student support developed; counselling services provided to students challenged with academic and psychological problems. Teachers and support staff trained to provide support Better progress in studies Decrease in repeating and dropping out Better informed selections upon completion of primary and secondary	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Student support and guidance counselling, TVET	Develop education of guidance counsellors for TVET Establish different forms of student support and guidance counselling Develop training for teachers and support staff to identify and to provide support Develop job profiles for guidance counsellors Responsibility: MoE, TVET	Programme for training guidance counsellors Teachers and support staff trained to provide support Better progress in studies Decrease in dropping out Better employability	x	x	x	o	o	o	o	o	o	o
Student support and guidance counselling, HE	Provide guidance counselling services in HE Develop job profiles for guidance counsellors Develop education of guidance counsellors for HE Establish different forms of student support and guidance counselling Responsibility:	Programme for training guidance counsellors Better progress in studies Decline in attrition	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	MoE, HE											

PILLAR 3: CAPACITIES AND HUMAN RESOURCES

GOAL: Develop teachers' pre-service and in-service training and leadership training to better address special needs education and support

ANALYTICAL CONSIDERATIONS, ASSUMPTIONS AND PRECONDITIONS:

- According to the ESDP V, Ethiopia have over 400,000 teachers and school leaders in primary and secondary education, holding a mixture of qualifications from one-year certificates to Master's degrees. Massive efforts are taken to up-grade all teachers to the required level. As identified in relation to 'teachers' training and professional development', current pedagogical skills of teachers in Ethiopia are broadly insufficient for effective teaching. Similarly, subject-knowledge and management skills are not consistent amongst qualified staff. There is major uncertainty about the number of teachers working in special need education as they are not in the public service standard and following that, not accurately defined in the annual school census.

- Education for special needs education teachers has gradually been established in Ethiopia along with the development of the Special Needs Education Program Strategy 2006. Addis Ababa University was the first one to launch a Special Needs Education Department. Besides Addis Ababa, Bahir Dar, Dilla, Gondar, Haromaya, Ambo and Jimma offer SNE programmes at Bachelors' and Masters' levels. PhD level is available at Addis Ababa and Haromaya Universities. The average annual intake of special needs education students of each university is around 50.

- The current teacher education system does not cover the education and training of special needs education teachers to address the demand extensively. A major problem is also that special needs education teachers are not included in the public service standard, which causes barriers to the regions to recruit them as counsellors, advisors or itinerant teachers for inclusive education resource centres or dedicated special needs education teachers.

- BA graduates of special needs education are occasionally recruited at secondary level as guidance counsellors or at primary level as teachers, teaching some subjects. Due to missing public service standards for special needs education teachers, assignments are not purposeful. MA graduates are often

assigned to universities and colleges and preferably also in the administration of education. Due to missing standards, REBs are reluctant to recruit them.

- Ten teacher education colleges have been offering cluster programmes for special needs education. During the first year the students follow the same programme as the regular teacher candidates but after that, they concentrate on special needs education. Colleges offering cluster programmes for special needs education are as follows: four in SNNPR (Arba Minch, Bonga, Hawassa and Hossaina), Addis Ababa (Kotebe), Amhara, Gambella, Oromia, Somali and Tigray. Most SNE graduates end up working as regular teachers. Recently, the MoE provided the teacher education colleges with new curricula for all other study areas except for special needs education.

- The initiative of pre-service Special Needs Education Teacher Diploma of three years was introduced in 2015 and the study programme is currently been developed. The new 3-year diploma will replace the cluster programmes for special needs education. The need for the SNE diploma programme arises from the current situation where the teacher education system does not specifically and sufficiently train teachers specialized in SNE, with the objective that they would work as special needs education teachers, especially in primary education.

- A common course of 3 credits (48 hours) is included in regular teacher education for the 3 years teacher diploma. The approach is medical and the syllabus is concentrating on familiarising trainees with 8 disability categories. The objective of the course is to serve as an introduction to inclusiveness but the current approaches and concepts are out-dated, and do not provide skills for identification of learning barriers and to facilitate sufficient support to learners with disabilities and learning difficulties. The common course is under renewal in 2015-2016 under the SNE technical support programme (Enhancing Capacity in Teacher Education and Resource Centres in Implementing SNE/Inclusive Education Strategy in Practice). The draft Common Course Syllabus for Teacher Education (grades 1 to 8) is based upon principles of inclusive education for all students in line with the Millennium Development Goals and the objectives of Education for All policies. The course comprises of three interrelated units: 1) Building understanding of disablement, disability, exclusion and inclusion for teaching and learning; 2) Building blocks for inclusive schools and classrooms; and 3) Building and sustaining curriculum, teaching and assessment for all. The scope of the course is 36 hours.

- Pre-service training prepares to enter the profession. During service, in-service training is offered through targeted programme of Continuing Professional Development (CPD) designed to support teachers' individual needs and to improve professional practice. There are three levels to deliver CPD: external expertise, school networks and clusters and school-based training. Teachers' awareness and skills related to inclusive education and special needs education are targeted in pre-service training modules and in the inclusive education resource centres through in-service training. School improvement programmes will also contain plans on that teachers are well qualified and prepared. There is an established need to strengthen and increase the provision of training in inclusive education and special needs education through both pre-service and in-service training. Both modalities should form a continuum supporting teachers' lifelong learning.

- Teachers' and Education Leader's Licensure directorate within the Ministry of Education was established in 2011/12 with the aim of licensing all

teachers by 2015. This target was set, however, before the work volume was clearly identified, or a regulatory body properly functioning. The function supports the on-going efforts to ensure suitably qualified and capable teaching staff. The system of licensing and re-licensing assesses professional competencies on the basis of pre-determined standards. ESDP V p. 20. One of the aims of the ESDP V is to develop a licensing system, which will ensure that all teachers are competent ESDP V p. 35 and shall be licenced after graduation to serve as teachers. The plan also is to establish an operational Licensing Information System (LIS). The teacher and school-leader licensing process will provide an independently validated check that qualified professionals are demonstrating the competencies required to teach, manage and lead effectively. ESDP V p. 73-74. Where licensing focuses more on theoretical competence, the re-licensing looks more the professional performance of the teachers. In this development, the special needs education teachers have to be focused on, and likely also the teachers who themselves have special needs, like visual impairment.

- Teacher training for ECCE is not well established. Most of the pre-school educators and teachers' educators are not qualified for early childhood education and care. Very few teacher educators have first or second degree in early childhood education. The current one year ECCE certificate training program is not sufficient to prepare student teachers adequately to handle the pre-school children. There is a high demand for ECCE teachers. The three year diploma course for pre-service pre-school teachers will have the first graduates in the year 2017. Teacher training for ECCE should also include a common course in special need education.

- Higher Education Proclamation No. 650/2009 of 2009 stipulates that every academic staff member of an institution shall have the responsibilities to teach, including assisting students in need of special support, and render academic guidance or counselling and community services. Further, academic units shall take remedial actions where academic advice and counselling reveal the need for special academic support and follow up. In order to address the needs of LSEN, academic staff requires in-service training in special needs. Also, guidance counsellors knowledgeable about special needs are needed.

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Teacher Development Policy expansion to cover inclusiveness and special needs education	Include inclusive and special needs education in both pre-service and in-service teachers' and educational leaders' training and education programs at all levels: under-graduate, graduate and	Teacher Development Policy renewed and addressing systematically inclusiveness and special needs education Issues of inclusion one of the main factors	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	post-graduate levels Strengthen SNE teacher education through in-service training of CTE personnel As most of the professional literature used in special needs education studies is out-dated in approach and concepts, and difficult to apply in the challenging contexts of the country, produce teacher education material packages. Prepare teacher development plans for ECCE, primary, secondary, TVET, adult education and HE to capacitate all teachers to meet students with special educational needs. Responsibility: MoE, TDPD, REB, CTEs, Universities	in teachers professional competencies CTE personnel trained in inclusive education and special needs education Professional literature for special needs education studies up-dated Supply of professionals in SNE better addressing the demand, more children with SEN enrolling to the school										
Implementation of teacher pre-service training and in-service training with the focus on inclusive education and special	Ensure that regular teachers' pre-service and in-service training also focus on IE and SEN Ensure that the Leadership and Management Programme LAMP for	Pre-service and in-service teacher education covering SEN Regular teachers and school leaders sensitive to and knowledgeable about SEN	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
needs education	school principals and supervisors and teacher educators' Higher Diploma Programme HDP also focus on SEN

Increasing share of school leaders trained in inclusive education

Offer special modules for regular teachers on special skills such as skills in Braille, sign language, and use of alternative and augmentative communication

Develop and implement a strategy for placement of SNE professionals within the system at all levels including cluster centres

Supplement school improvement planning with individual development plans for teachers

Develop pre-service and in-service teacher education to form a continuum to support teachers' lifelong learning

Responsibility: | Supply of teachers with specific knowledge of SNE increased

Percentage of schools with at least one teacher who has qualified with a diploma or degree in SNE will reach 24%

MYAP

More teachers available with skills in Braille, sign language interpretation and use of alternative and augmentative communication | | | | | | | | | | |

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	MoE, TDP, REBs											
A 3-year teacher diploma pre-service programme for special needs education	Develop curriculum for a specific teacher education programme for teachers specialising in SEN. Responsibility: MoE, TDPD and SSIED	Syllabi developed for special needs education diploma teacher education Increased number of qualified special needs education teachers teaching and supporting children with SEN working in inclusive education resource centres and mainstream schools Inclusiveness in education strengthened	x	x	o	o	o	o	o	o	o	o
Licencing system a part of quality assurance to ensure that all teachers are competent	Establish independent national licensing institution. Develop complete set of licensing instruments for school teachers and facilitators at all levels (pre-primary to grade twelve) and colleges of teacher education Develop licensing requirements also for special needs education teachers Establish a cadre of licensing experts (assessors and master assessors) Establish an operational Licensing	Independent national institution for licencing established Licensing requirements for special needs education teachers developed Cadre of licensing experts established Licensing instruments for colleges of teacher education developed LIS established as part of EMIS and data incorporated into TMIS (ESDP V p. 48) An independently validated check that qualified professionals are demonstrating	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Information System (LIS) ESDP V p. 77-78 Responsibility: MoE, Teachers' and Education Leader's Licensure Directorate, SSIED	the competencies required to teach, manage and lead effectively provided Licensing status available also in TMIS Special needs education teachers are licensed and re-licensed										
Assessing and accrediting of colleges of teacher education (with the focus on Special needs and inclusive education) ESDP V p. 75	Provide guidance and support to colleges of teacher education to prepare accreditation files Develop and implement high-quality assessment tools sensitive to specialized teachers and other staff ESDP V p. 75 Responsibility: MoE, SSIED, TDPD and Teachers' and Education Leader's Licensure Directorate	Colleges of teacher education assessed and accredited	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Training for ECCE teachers and other facilitators specialised in SEN	Regions to oblige colleges of teacher education to start training of pre-school educators and teachers' educators. All programmes shall incorporate special needs education. Establish programmes for three year diploma course for pre-service pre-school teachers. All programmes shall incorporate special needs education. Responsibility: MoE, Public Universities having SNE Department, Teachers' and Education Leader's Licensure Directorate	Share of qualified teacher educators with first or second degree in early childhood education increased. All shall have specific knowledge about special needs education. Share of qualified pre-school teachers increased. All shall have specific knowledge about special needs education.	x	x	o	o	o	o	o	o	o	o

PILLAR 4: PROVISION OF EDUCATION

GOAL: Ensure access to quality education for all learners

ANALYTICAL CONSIDERATIONS, ASSUMPTIONS AND PRECONDITIONS:

- Special needs education in Ethiopia is provided either by the government or non-governmental and charity organizations. Special needs education is provided in three kinds of modalities: Special Schools; Special Units (some rooms or blocks in the school reserved for students with disabilities; arrangement allows for the students to meet with mainstream students during the breaks); and regular schools (students with and without disabilities learn in the same class with assisting teachers, eg. a sign language interpreter).

- ESDP V states that poor progress during ESDP IV in supporting children with special education needs has a number of causes. One of them is the lack of awareness, and poor school infrastructure, facilities and adapted teaching and learning materials for SNE, accompanied with the absence of standards and guidelines (ESDP V p. 26). Besides these, the following barriers can be enlisted: lack of knowledge about diversity, insufficient preparation of teachers and education, inflexibility of the curriculum, rigid and poor teaching methods, inconvenient learning environment, lack of need identification processes, and inadequate assessment procedures.

- In the latest Education Statistics Annual Abstract 2007 EC (2014/15 GC), the total number of students with disabilities enrolled in primary grades 1-8 with special education needs in 2007 E.C. (2014/15) was 71,007. Data is disaggregated by disability (blind, physical disability, deaf, intellectually disabled and other) and by gender (boys 41,741 and girls 29,226). Figures for 2007 E.C. indicate a slight increase in the enrolment figures compared to the figures in the Abstract 2006 EC (note that the figure indicated in the ESDP V is higher, i.e. 77,850). This is far from target set at 1,739,000 in 2014/15. At secondary lower level (Grades 9-10) enrolment was around 6,062 and secondary upper level (Grades 11-12) around 1,260. But, the numbers of children with special education needs who are currently attending schools is expected to exceed these figures as there might be misunderstanding of the concept of special needs education among many school members. Also, the figures may be incomplete as some of the Regions may not have reported LSEN. The Statistics follow a highly medical approach in following the numbers of LSEN. It may also be justified to question the categorisation of the students.

- According to the Education Statistics Annual Abstract 2007 EC (2014/15 GC), the total number of students with disabilities enrolled in pre-primary schools was 4,615, with 60% of those enrolled being male.

- ESDP V envisages the enrolment rate of children with special educational needs in primary education grades 1 to 8 will increase from 4% to 75% towards the end of the planning period. In secondary education, enrolment amongst learners with special educational needs is expected to increase from 7% to 45% by the end of ESDP V.

- According to the ESDP V, the number of TVET trainees enrolled, who have special educational needs, will increase from 1,003 to 3,060. This entails preparing standards required for special educational needs' training, such as adaptations to facilities and additional resources, including resource centres to share specific materials efficiently. ESDP V p. 97

- According to the ESDP V, the number of higher education students with special educational needs is expected to rise from 1,000 to 3,000 by the end of the plan period. To achieve this target, there should be improved access in higher education for students with special education needs. All universities will implement the national policy on facilities and infrastructure for groups with disabilities by adapting their campuses to provide full access to all students. Three universities will receive additional support to establish facilities to provide higher education services to students with the most severe needs. Later, these universities will guide improvements across the higher education sub-sector in terms of the facilities and teaching skills/adaptations required to support effectively all students with special educational needs. ESDP V p. 104

- According to the National Plan of Action of Persons with Disabilities 2012-2021, the great majority of children with disabilities can study in ordinary schools and classes, if there is sufficient support available. A minority of children require teaching in special classes. Blind children/students need short-term training in mobility, daily living skills, Braille reading and writing, and using technical aids. Deaf children/students need to be taught in sign language and written languages. Children/students with intellectual disabilities need teaching in daily living skills, communication and vocational skills. Children with multiple disabilities need individual planning and teaching. NPA p 25

- Decision-making in assigning children with special educational needs to school is a complex issue. According to anecdotal evidence, it may happen that regular schools refuse to enrol children with special educational needs, particularly those with apparent disabilities. Instead of reporting about children with special needs to kebele education boards and woreda education officers to search for solutions and support, schools sometimes simply send children back home.

- In case a child would not be admitted to a school or the neighbouring school would not provide an enabling environment, one solution might be home schooling. In such a case the parents would agree about the schooling, educational plan to be followed, arrangements and assessment of progress with the kebele education board or woreda education office. Responsibility for support and guidance would be e.g. with an itinerant teacher of the nearest inclusive education resource centre. Home schooling would serve as a mechanism to ensure 75% of the LSEN have access as is the goal set in the ESDP V.

- The Education and Training Policy 1994 acknowledges the pedagogical advantage of the child in learning in mother tongue and hence, primary education is given in nationality languages. This principle is further strengthened in the new education law under preparation in 2016, which stipulates that education will be provided in mother tongues in pre-primary, primary and related training institutions. For students with hearing impairment, sign language will be medium of instruction.

- According to the Guideline for Curriculum Differentiation and Individual Education Programme 2012, rigidity of the school curriculum may be one of the factors that have hamstrung the students' learning progress. Teachers with LSEN in their classes find it difficult to modify the curriculum. As a result of this, it has become very challenging for schools and teachers to welcome and to accommodate LSEN in accordance with their learning potential and pace of learning. LSEN are mainly left without any extra support which has led to the big amount of repeaters and drop-outs, and most of the learners with special educational needs have no access at all to the education system.

- Some learners' individual needs call for Individualised Educational Programme IEP and hence, teachers are required to design IEP to accommodate these learners.

- Teaching and learning materials (modified and Braille textbooks, large prints, tactile graphics, abacus etc.); stationeries (slate, styles, Braille paper etc.); and ICT software should be available to LSEN at all levels of educational institutions. Teachers would benefit from sophisticated teachers guides supporting them to differentiate teaching LSEN.

- Concerning learning assessment, this should serve educational purposes for promoting learning and guiding teaching. Assessment methods should take account of their particular disabilities. Visually impaired may need to be tested orally and practically or in Braille or take a tape recorded test. Hearing impaired may need to be supported in written form or using sign language. A learner may also require more time in an examination. Continuous assessment such as portfolio, project work should also be used as alternatives or supplementary to exams.

- ECCE is important during the early years of children for their linguistic and cognitive development, social development and behaviour. In Ethiopia, there is a rapid expansion going on in ECCE. ECCE refers to holistic and comprehensive policies and programs for children from early years to seven years of age. The ECCE curriculum requires children to go through three stages Stage 1, 2 and 3 (KG I, KG II and KG III), 4 -5 years, 5 -6 years and 6- 7 years respectively with slight cognitive differences. It emphasizes teaching through play-based approach. The zero/'O' class is a one year program for children of age five to six. 'O' classes are attached to public primary schools and are government managed although partners such as UNICEF may be involved. The 'O' class children are taught skills in pre-reading, pre-writing and numeracy in preparation to formal learning in grade one. The approach is more

teacher-centred.

- Barrier-free buildings and school environments, with proper facilities (desks, ramps, latrines, aids) are essential in order to promote independent mobility and integration of persons with disabilities into school and community life at all levels of education, from ECCE through primary, secondary, TVET up to higher education. Ethiopian Building Proclamation, No. 624/2009 requires accessibility in the design and construction of any building to ensure suitability for physically impaired persons, including toilet facilities. The Council of Ministers Building Regulation 243/2011 has been issued to implement the Proclamation to construct "disability-friendly" buildings.

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Awareness about special needs and disabilities, special needs education and inclusive education	Create awareness among school managers and teachers about the need to provide supports to all groups of learners Plan awareness-raising strategies Raise awareness and community engagement through continuing national media campaign, community level interventions like CBR etc. Mobilise communities to conduct awareness raising campaigns to bring children, with special education needs, especially girls, orphans and pastoralist children, to school ESDP V p. 82 Use language subjects through readers and "Civics and Ethical Education" to	Awareness-raising strategies in place and implemented Awareness levels raised, communities better informed about special needs and disabilities Civics and Ethical Education syllabus renewed to raise awareness about special needs and disabilities (according to the MYAP, the plan is to conduct a survey to find out the impact of civics and ethical education on students' behaviour) Readers in different subjects containing issues about people with special needs and disabilities and human rights People with SEN and disabilities accepted as equal members of the society	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	raise awareness Identify, share and publicly recognize good examples of SNE and inclusive education practice Responsibility: MoE, SIPD/REBs and other stakeholders	Zero rejection of children with disabilities from school. More people with SEN ad disabilities enrol to education and training at all levels										
Access of children with SEN in ECCE	Create strategies for increasing access of CWSEN Create strategies for support and financing of ECCE for CWSEN Review pre-primary and O-class provision for CWSEN Responsibility: MoE, SIPD, REBs, Woreda Education Offices and other stakeholders	Pre-primary education sensitive to CWSEN Intake of CWSEN into ECCE strengthened Number of CWSEN in pre-primary and O-classes increased.	x	x	x	o	o	o	o	o	o	o
Access of children with SEN in primary	Intake of children with SEN into primary Create primary education conducive to children with SEN	Primary education sensitive to CWSEN Number of children with SEN in primary increased	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Responsibility: MoE, REBs, Woreda Education Offices and other stakeholders	Grades 1-8, from baseline in 2013/2014 4% to 75% in 2019/2020 ESDP V p. 81										
Access of students with SEN in secondary education	Selection of students with SEN into secondary Create secondary education conducive to students with SEN Provide educational materials and financial support for children from poor and low-income family background and children with disabilities Provide scholarships to at-risk, poor and disadvantaged children Responsibility: MoE, REBs, Woreda Education Offices and other stakeholders	Secondary education sensitive to CWSEN Number of students with SEN in secondary education increased. Grades 9-12, from baseline in 2013/2014 7% to 45% in 2019/2020 ESDP V p. 83	x	x	x	o	o	o	o	o	o	o
Access of students with SEN in TVET	Selection of qualification to be studied by LSEN Create TVET conducive to students with SEN	TVET sensitive to CWSEN Number of students with SEN in TVET increased from 1 003 to 3 060	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Widen study field options for SWSEN Implement affirmative actions Standards for special educational needs training Adaptations to facilities and additional resources, including resource centres to share specific materials efficiently in each institution. Support by procedural modifications to accommodate trainees with special needs. ESDP V p. 97-98 Responsibility: MoE, TVET, SSIED, REBs, Woreda Education Offices and other stakeholders	ESDP V p. 100										
Access of students with SEN in higher education	Selection of field of study of students with SEN Create higher education conducive to students with SEN	Higher education sensitive to CWSEN Number of students with SEN in higher education increased from 1 000 to 3 000	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	Widen study field options for SWSEN Implement affirmative actions Implement the national policy on facilities and infrastructure for groups with disabilities by adapting their campuses to provide full access to all students Three universities to receive additional support to establish facilities to provide higher education services to students with the most severe needs. Assigned universities to guide improvements across the higher education sub-sector in terms of the facilities and teaching skills/adaptations required to support effectively all students with special educational needs Responsibility: MoE, HE, SSIED, other stakeholders	ESDP V p. 104										
Strengthen adult education to become more	Conduct needs assessment for adults with special educational needs to guide curriculum differentiation and selection	Provision of education sensitive to adult learners with special educational needs	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
sensitive to SEN	of learning materials and facilitators training adjustments. Develop guidelines for curriculum and materials developers of adults with special educational needs. MYAP Provide CPD for adult education teachers and facilitators with the focus on special needs education Responsibility: MoE, Curriculum Development and Implementation Directorate, Adult Education, SSIED	increased.										
Curriculum framework	Curriculum framework considering learners diversity Extend teaching of mathematics and science subjects to reach also those with visual impairment. Implement the Guideline for Curriculum Differentiation and Individual Education Programme 2012 for curricular	Curricula adapted for learners with special educational needs and differing abilities Mathematics and science subject reaching also those with visual impairment Adapted curricula provided and implemented	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	adaptation and differentiation (like modification, substitution, omission, compensation, acceleration) Strengthen the drafting of individual education plans IEP Improve awareness and skills among teachers regarding curriculum revisions, active learning methods, continuous assessment, project based learning and curriculum differentiation MYAP											
	Responsibility: MoE, Curriculum Development and Implementation Directorate, SSIED											
Curriculum and guidance to support transition from primary to TVET or HE and employment	Develop a curriculum and a set of programmes to support the transition of LSEN from primary to TVET or HE and employment	LSEN making better informed decisions in transition	x	x	x	o	o	o	o	o	o	o
	Responsibility: MoE, Curriculum Development and Implementation Directorate, SSIED											

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Teaching and learning materials, teachers' guides for SNE	Develop learning materials adapted to SEN Train teachers to develop teaching and learning materials adapted to SEN and to use local materials in preparing these Train to use sources of open access Develop teaching materials and teacher's guides adapted to SEN Encourage ICT infrastructure for teaching & learning Establishing "School NET" cloud computing with improved ICT infrastructure at all levels Transcribe text books into Braille to ensure access to learning for blind children. Transcribe all necessary printed materials for teachers into Braille for blind primary and secondary school teachers Print and distribute the transcribed materials for blind primary and secondary	Teachers provided with SNE teaching materials and teacher's guides (for all subjects), learning better facilitated Pupils and students with SEN provided with learning materials adapted to their needs Students with visually impairment provided with Braille materials and those who are hearing impaired with materials in sign language Percentage of digital learning resources with accessible versions for students with special educational needs increased Teachers with visual impairment benefiting from the Braille materials and ICT	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	school teachers MYAP Responsibility: MoE, Curriculum Development and Implementation Directorate, SIPD, SSIED and other stakeholders.												
Develop pedagogies for SEN	Train teachers about special pedagogies and how to identify and respond to SEN Pay special attention to pedagogical approaches in ECCE and O-class Responsibility: MoE, Universities having SNE departments, CTEs, SIPD and other stakeholders	Pedagogies developed and adapted to the needs of SWSEN	x	x	x	o	o	o	o	o	o	o
Use of mother tongue as the medium of instruction	Train primary school teachers in mother-tongue instruction ESDP V p. 58 In the candidate selection processes, use the information about teachers' language skills in TMIS when recruiting and	Teaching in the vernacular languages increased and learning of all children but especially those with SEN improved Equity in education increased, acquisition of core foundation skills supported (literacy and numeracy skills)	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	assigning them	Improved learning outcomes										
	Responsibility: MoE, REBs, CTEs											
Strengthen the provision of support to hearing impaired	Promote the use of sign language Ensure access to learning for deaf children Expand and strengthen the use of sign language as one of the languages of instruction Design the Official Ethiopian Sign Language Dictionary (with subject specifications) Train teachers in sign language and Braille as part of special needs education for teachers Improve ICT infrastructure, software and materials at all levels Monitor and support sign language training provisions in regions	Official Ethiopian Sign Language Dictionary disseminated. NPA p. 27 Sign language is taken as a medium of instruction to ensure access to learning for deaf children Skilled teachers in using signs and Braille available Provision of inclusive education for hearing impaired in mainstream schools Curriculum conducive to the students with hearing impairments	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	MYAP											
	Responsibilities: MoE, SSIED, Ethiopian National Association for Deaf, Universities and CTEs having SNE departments and other stakeholders.											
Teaching and learning process; facilitating learning	Improve teachers' skills on teaching strategies like co-operative group teaching, peer tutoring, supportive classroom climate, social- skills training, self-regulated learning, memory strategies, and assistive technology, etc. In a first place, the objective is to enhance basic skills and learning strategies of LSEN to a level which enables them to participate in the full curriculum. Responsibility: MoE, General Education, SIPD, SSIED, TDPD and other stakeholders.	Failures prevented. Support for LSEN experiencing low achievement and/or learning difficulties provided. Positive self-esteem and positive attitudes about school and learning in LSEN developed. Improved learning by LSEN Learners who have achieved adequate levels of competency in literacy and mathematics before they leave primary education. Repetition and dropping out prevented.	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Assessment for learning	Develop assessment methods that are supporting learning and provide feedback to pupils and students about their learning Responsibility: MoE, SSIED, SIPD and Teachers' and Education Leader's Licensure Directorate	Tools developed for supporting learning, like discussions, observations, self-assessment, peer-assessment, teacher debate, comment-only, dialogue, questioning, feedback, no-grading, portfolio, individual education plan LSEN receiving supportive feedback about their learning	x	x	x	o	o	o	o	o	o	o
Teacher-student ratios	Train more SNE teachers to increase the number of SNE graduates Employ more SNE teachers Responsibility: MoE, HE Universities and CTEs having SNE departments, SSIED	More SNE teachers graduate Children with SEN and disabilities better served, teacher-student ratios lowered	x	x	x	x	o	o	o	o	o	o
School Improvement Plan SIP	Renew the SIP framework, include SEN and inclusive education Equip schools with minimum learning resources, including laboratories, reference materials and libraries and materials for children with special needs	SIP that is encouraging the schools to construct more conducive environments for children with disabilities More children with disabilities enrolling to school	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	MYAP Responsibility: MoE, SIPD, SSIED and other stakeholders											
School environments	Provide services and resources to schools to improve the physical facilities and foster a safe and healthy environment Implement the Building Proclamation, No. 624/2009 that requires accessibility in the design and construction of any building to ensure suitability for physically impaired persons to create barrier free school environment and to improve physical access to schools. Complement the Proclamation through setting manuals and guidelines for school construction and enabling environments for all students and with special consideration to SwDs in specific. Consider school construction for students with mobility impairment (floors of classrooms, wider doors, ramps, latrines), pay attention to the needs of learners	School environments enabling and conducive for physically impaired persons Percentage of schools with facilities for children with disabilities, based on standards (KG 75%, Primary 35%, Secondary 55%) MYAP More children with disabilities enrolling to school	x	x	x	x	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	with sensory challenges, like yellow or white lines marking steps for partially sighted students, or signage for hearing impaired Provide needed access improvements for children with disabilities at existing schools Provide services and resources to schools to improve the physical facilities and foster a safe and healthy environment. Utilise the School Improvement Program SIP of the GEQIP II to plan and implement											
	Responsibility: MoE, Ministry of Urban Development and Construction, SIPD, SSIED											

PILLAR 5: EVIDENCE-BASED POLICY-MAKING

GOAL: A system that directs all administration levels with sound evidence and relevant performance information

ANALYTICAL CONSIDERATIONS, ASSUMPTIONS AND PRECONDITIONS:

- ESDP V states that poor progress during ESDP IV in supporting children with special educational needs has a number of causes, naming as one them the lack of reliable data to help understand the status of children with special needs and to target suitable interventions (ESDP V p. 26)

- In the absence of a popular register (Population Information System), basic personal data of the Ethiopian citizens are not systematically recorded. In compiling statistics and statistical comparisons, the education authority relies on censuses. Where educational performance, like access to education, participation and progression is assessed by providing a set of indicators, the data should be relative to reliable records of the population. For policy making, trend analysis and comparability, consistent sources of information and regular data gathering methods are indispensable.

- Ethiopia is exerting all efforts to put a birth registration system in place. Vital registration has been piloted through federal and regional bureaus of Women, Children and Youth in collaboration with UNICEF in a pilot project where registration of children in 10 rural and 8 urban selected Kebeles of Addis Ababa, Dire Dawa, Amhara and Tigray were to inform the designing of birth registration law and system in the country. (Periodic Reports of the Federal Democratic Republic of Ethiopia to the United Nations Committee on the Rights of the Child 2006 – 2011)

- Considering the gap in terms of clear data at national level about people with disabilities and abilities, the Ethiopian Population and Housing Census Agency has made an attempt to include some components of disability in the data collection tool and this may be considered as a good start. Currently, there is a little or no harmonization with the EMIS data, and little use of data from Census and Household Surveys in Education Planning.

- Consolidating the tools used in Household Surveys with an SNE professional though would help a lot to have reliable data on numbers and types of disabilities and abilities existing in the country.

- The Education Statistics Annual Abstract contains both descriptive and analytical summaries of population, enrolment, teacher profiles, schools and sections, facilities, learning materials, examination results, education budget and expenditures. The data is further disaggregated by level of education, gender, ownership, and region and where relevant, urban/rural in order to allow the user to see variation in these dimensions. Users can access further detailed information at the woreda or school/institution levels from the MoE and REBs. Regional Bureaus publish regional Statistical Abstracts with woreda level indicators that can be accessed from REBs. Unfortunately, there are data discrepancies between the nation and regional published data.

- Regarding the Education Management Information System EMIS, principally a lot of development has been conducted over more than 10 years and into the right direction. The idea of the data collection, considering the scale in Ethiopia and demanding circumstances and challenges, is basically sound though use of IT so far is limited. Major problems arise from the volumes, hard-to-reach regions, lack of electricity, lack of IT infrastructure, shortages in capacities and competences, lack of definitions (like for SNE teachers who are not in the public service standard and entities dedicated to special needs education), randomly arising requests and demands from different stakeholders, and patching the system with odd funding. Hence, needs of the users are not met in due time, partially because of the problems mentioned afore but also for the reasons relating to resources, competences and infrastructure. Also, the current data format does not support flexible, independent of time and presentation format data search for

individual needs of decision makers and researchers.

- In 2015 a diagnostic review of the EMIS system, funded by British Council was undertaken to prepare an Action Plan for Strengthening EMIS in Ethiopia. The report outlines the following findings: lack of EMIS Policy framework; data quality problems related to timeliness, accuracy of data, accessibility of EMIS data; and capacity weaknesses in both production and use of EMIS data.

- Until now, data collected and presented in the Education Statistics Annual Abstract about special needs education in primary is disaggregated by disability (blind, physical disability, deaf, intellectually disabled and other). At secondary level the categories are: visually impaired, hearing impaired and physically challenged. These reflect a medical approach. It may be assumed that in the absence of reliable diagnosis about the medical status of the learners, the categorisation is random and perhaps not just. Furthermore, registering learners by their disability status is not in line with the global concept of inclusion. The approach also excludes those with learning difficulties.

- Very recently, the categorisation for special needs students has been changed. In the future, disabilities are presented by type and level and there is a description for each of them. Following types will be used visual impairment; hearing impairment; physical disability; intellectual disability; communication problem (unusual voice/expression); behavioural and social problem; learning and reading problem; multiple disability. All but the last type have two levels, mild and severe. Multiple disabilities are broken into several levels (hearing + visual impairment; autistic; visual impairment + physical disability; HIV AIDS; asthmatic; epilepsy; diabetic; hearing impairment + physical disability. The latest 2007 E.C. Education Statistics Annual Abstract still uses the old categorisation by disability (blind, physical disability, deaf, intellectually disabled and other).

- The new categories are already a major improvement away from the medical approach but still the problem with identification remains: whose role is it to make the assessment and to decide about the diagnosis? Where this shall be registered? What kind of implications will it have? How permanent is the diagnosis, will it be lifted in case the situation changes? It may be worth considering if the Ethiopian Students' school register could incorporate the status of the students and also the modalities in which the education is provided and services the student will receive.

- Another problem concerning data collection in special needs education is data about resources and the practices. Collecting data about "SNE Trained Teachers by Program and Sex" without definition is likely to result in confusion and misinterpretations and false data. It is also a problem that there are no clear qualification requirements for SNE teachers. Also, data on how special needs education is provided is not clearly registered. Are they in special schools, special classes, inclusive education resource centres? Again, provision should be presented by ownership (government, non-government). Definitions at the national level and instructions for filling in the data at school level should be unambiguous or else questions of the form concerning special needs education have very little meaning.

- The reliability of data gathering and registering is constantly questioned. Regular gathering and processing of data and sharing of information, including financial data to inform decision making, require for more accurate and reliable methods and training across all levels. Besides targeted training for

data collectors, giving due attention to SNE as part of CPD would help to have more reliable data at woreda, regional and federal level.

- EMIS data will be used to prepare "School Report Cards" incorporating examinations data as of the first year of MoE. School Report Cards will increase their usefulness in school management and school improvement initiatives. Woreda education offices will annually analyse local data and provide primary school leaders with up-to-date performance information from EMIS and inspection findings, relative to schools in their woreda and to national standards. School report cards to be used as an input to planning and management. Data and follow-up on special needs education shall be included in this school report card.

- According to the ESDP V, financial support to research is low; the research budget of all universities accounted for only 1% of their total budget in 2011/12. Concerning research in special needs education, the University of Addis Ababa has the longest history in this field; research is conducted in certain thematical areas. Collaboration between AAU and MoE Special Support and Inclusive Education Directorate is limited. A research unit is to be established under the MoE Strategic Education Centre with some core people. The unit will form networks and collaborate with the universities. Special needs education needs to be one of the thematical areas of research.

- The Education Strategic Centre is currently working on a study on teacher demand and supply for the coming next 10 years. The study will promote knowledge also on demand and supply of special needs education teachers.

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
EMIS Education Management Information System / Enhance EMIS	Investment in the development of EMIS to ensure that (a) the system is timeliness, functional and collects/records reliable and accurate data; (b) the system is accessible all across the sector and (c) that the data are linked to the overarching EMIS system. Consider a system based on open data,	EMIS more comprehensive to inform decision making at national and decentralised levels, also on special needs education and special needs education teachers. SNE information are incorporated in EMIS; SMIS; TMIS, IFMIS; GEQIP	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	which would allow for flexibility, independence of time and print format, individual needs and serve the needs of researchers Incorporate information about SNE in EMIS; SMIS; TMIS, IFMIS; GEQIP; Design the TMIS data as a module within the overall EMIS system, providing richer information on teacher qualifications, licensing status, and years of experience and career progression, and recruitment amongst others, incorporating special needs education ESDP V p. 48											
	Responsibility: MoE, EMIS and SSIED											

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
EMIS Education Management Information System / tackle the scale	Tackle the problems arising from the volumes of learners, hard-to-reach regions, lack of electricity, lack of IT infrastructure, shortages in capacities and competences, randomly arising requests and demands from different stakeholders, patching the system with odd funding Use IT in data collection to improve accuracy and timeliness of data Responsibility: MoE, EMIS. SSIED	EMIS system and accessibility improved, more flexible and available for users with different needs	x	x	x	o	o	o	o	o	o	o
EMIS Education Management Information System / improve definitions and collect data	Collect data and define accurately - number of pupils with special needs per type of provision and per category of special needs - define categories for special needs education teachers and other staff - segregated provision (special schools) - within regular school, define arrangements like part-time, full-	More reliable and accurate data available for decision making	x	x	x	o	o	o	o	o	o	o

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STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
	time, special classes, resource rooms - define the type of support the learners are receiving - school facilities such as availability of water, electricity, toilets, and other related facilities Responsibility: MoE											
Key performance indicators (KPIs) of ESDP V	Capturing situation in SNE Responsibility: MoE, SIPD, TDPD and SSIED	Identifying needs based on situation analysis Key performance indicators are evaluated	x	x	x	x						
The Ethiopian National Census 2018	Incorporate basic and necessary inquiries in the census data collecting tools about PWDs and abilities Responsibility: MoE, MoH, Central Statistical Agency of Ethiopia	Formal discussion between MoE and the Ethiopian National Census agency taking place Disability and ability inclusive census data collection tool is developed and information increased	x	x	o	o						
Students' Academic	Adding information requiring point in the students result reporting card on ability	Information available about the student's	x	x	o	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES ESDPV ref. RESPONSIBILITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
School Result Cards	and disability status Responsibility: MoE, REBs and Woreda Education Offices	status										
Primary school report cards	Woredas to produce school report cards to be used as an input to planning and management. Data and follow-up on special needs education to be included in the school report card. Responsibility: Woreda Education Offices	Primary schools receiving yearly school report cards as an input to planning and management / from Baseline 2013/14 level zero to 50% by 2019/20. Issues capturing the situation in special needs education included. MYAP/KPI	x	x	x	o	o	o	o	o	o	o
Research	Conduct research in special needs education Responsibility: MoE Education Strategic Centre, Public Universities having SNE department	Knowledge about special needs education increased	x	x	x	o	o	o	o	o	o	o

PILLAR 6 : COSTING AND FINANCING
GOAL: Create a financing framework addressing provision of education and support for learners with special needs and disabilities

ANALYTICAL CONSIDERATIONS, ASSUMPTIONS AND PRECONDITIONS:

- The regular school grants programme under GEQIP I and II has been implemented for the past 6 years with schools receiving a certain amount of funds that they can use to target their needs for improving teaching and learning. In 2015 an additional earmarked allocation was introduced for special needs students with local level flexibility on how to allocate and utilise the additional funds.

- From the academic year 2016-2017 on, through GEQIP II an additional 2 percent top-up to special needs education will be allocated to school grants. The regions are obliged to report

  - Amount of funds received by region
  - Allocation modality and rationale (how the allocation is made, to which schools and what was the justification for the targeting)
  - Beneficiaries (schools who benefit from the special need SG; and students with special needs who benefit from the grant with break-down by gender and types of special needs)
  - Analysis of how the SG for special need has been utilized and what difference this has made (attitudes/awareness; more conducive learning environment; attendance/ absenteeism; learning outcomes and student well-being etc.).

- Creating a financing framework addressing provisions of education and support for special needs education and the inclusive approach is very challenging. Concerning optional funding models, the Ministry of Education along with the Ministry of Finance and Economic Development need to discuss the best option for Ethiopia.

- For the consideration of optional funding mechanisms, some remarks should be made based on European experience (a study conducted for the European Agency for Development in Special Needs Education 1999):

  - Funding mechanisms have been found to play an important role in incentivising the provision of special needs education and supporting inclusive approach. Evidence suggests that resources channelled to special schools tend to increase the use of the special sector, since available places will always be filled. Furthermore, allocating individual budgets to pupils with SEN tends to encourage schools and parents to seek such funds, escalating the number of pupils identified as having SEN. These forms of strategic behaviour may result in less inclusion, more labelling and rising costs.
  - Pupil-bound budgeting seems to have some clear disadvantages. At times mainstream schools are eager to have pupils with special needs (and their budgets). This pupil bound budget system does not appear to be advisable for pupils with milder special needs. Criteria for learning disabilities are vague, ambiguous and change over time and this in itself may be a source of debate if budgets are linked to pupils. In practice, only clear-cut criteria are useful if funds are tied to pupils. If it is not possible to develop these, it seems that pupil bound budgets should not be used.
  - Generally, it appears desirable that funds are spent on special education itself (in an inclusive setting), instead of on bureaucratic procedures such as diagnosis, categorisation, appeals and litigation. It is argued that allocating funds to local authorities and schools, rather than to individual pupils,

might be a more effective means of promoting inclusion and curbing escalating special needs budgets.

- A so-called throughput-model (based on the functions or tasks that have to be undertaken or developed) at the regional level where some output funding is incorporated. In such a model, budgets for special needs are delegated from central level to regional institutions (regions, woredas, school clusters). At regional level, decisions are taken as to how the money is spent and which pupils should benefit from special services.
- It seems apparent that inclusion can be more easily achieved within a decentralised funding model as compared to a centralised approach. From a centrally prescribed plan, too much emphasis may be put on the organizational characteristics of that specific model without inclusive practices being realised. A decentralised model is likely to be more cost-effective and provide fewer opportunities for undesirable forms of strategic behaviour. Nevertheless, it is obvious that the central government concerned has to clearly specify which goals must be achieved. Decisions concerning the way in which such goals are to be achieved is then left to local organisations.

- The Master Plan for SNE/IE incorporates major issues to be implemented during the next ten years to come. There are issues proposed in the plan that have cost implications and require costing models and budget estimations, such as

  - Education law enacting provision of education compulsory for all, including people with special educational needs
  - Establishment of resource centres and model schools
  - The 3-year SNE teacher diploma initiative
  - Renewal of the career structure, pay scale and job profiles
  - Increase in the number of special needs education teachers. Estimations on teacher demand are needed
  - Recruitment of sign language and Braille experts to MoE
  - Improving and increasing special needs education teachers' pre-service and in-service training
  - Development of Screening and Assessment tools
  - School construction, making schools accessible to students with disabilities

STRATEGIC PRIORITY	ACTIVITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Develop a permanent budgeting framework at federal and regional levels	Design a funding system responsive to special educational needs	Adequate financial resources are provided and expended to ensure the progressive realisation of the Special Needs Education	x	x	x	o	o	o	o	o	o	o

STRATEGIC PRIORITY	ACTIVITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
for special needs education	Responsibility: MoE and MoFED	Strategy, inclusive education policy and the Master Plan Mechanisms to ensure that funding allocated for the education of LWSEN is used only for that purpose.										
GEQIP II School Grant top-ups for special needs education	Raising awareness of schools through regional education bureaus to exhaustively utilize top-ups of school grants to retain students with special educational needs in school Consulting regional education bureaus to establish systems to utilize the opportunities of GEQIP Allocation of funds for learning materials so that all pupils have access to a range of materials at appropriate levels of difficulty, including a wide range of suitable reading materials Fund travels between home and school Responsibility: MoE, REBS, SSIED and other stakeholders	School Grant top-ups support better provision for LSEN More LSEN accessing school Drop-out decreases	o	o	o							

STRATEGIC PRIORITY	ACTIVITIES	OUTCOME / INDICATOR	TIMELINE									
			1	2	3	4	5	6	7	8	9	10
Accountability	Define reporting mechanisms on for special needs education Define the role of inspection Define how parents are informed Responsibility: Shared accountability of MoE, MoFED, MoH, MoLSA and other line ministries and stakeholders	Amount of funds received by region Allocation modality and rationale (how the allocation is made, to which schools and what was the justification for the targeting) Beneficiaries (schools who benefit from the special need SG; and students with special needs who benefit from the grant with break-down by gender and types of special needs) Analysis of how the SG for special need has been utilized and what difference this has made (attitudes/awareness; more conducive learning environment; attendance/ absenteeism; learning outcomes and student well-being etc.). Special needs education part of inspection Parents informed about the use of funds to special needs education	x	x	o	o	o	o	o	o	o	o