

# **Inclusive Education Program - Ethiopia**

2021-08-17

## **Where?**

The IE project is currently under implementation in Adama and Assela Cities in Oromia Region. The project was started in 2018.

## **Previous experience in Ethiopia:**

The project was first launched in Somali region in 2007 and South region in 2013.



## **For whom?**

The major targets of the project are Children Facing Barriers to Learning (CFBL). The project also targets parties that can influence the education of CFBL, which notably includes teachers, parents, community members and governmental line Bureaus.

## **Why?**

In Ethiopia CFBL are widely discriminated from the education and social opportunities due to low perception of the community regarding disability. Therefore, those children with special educational needs and disabilities are deprived from their rights as citizen, isolated and marginalized in many ways so that they could not get the benefit other children of their age receiving from the education system. Subsequently, the social stigma, negative attitudes, and the barriers they are facing in their daily lives aggravated the situation and created unfavorable situation in the society in general. Furthermore, Schools led by traditional school leadership and inaccessible school infrastructure and limited or no trained teachers who treat CFBL in the regular classes.

## **What?**

The project works towards bringing sustainable change by minimizing barriers affecting the children's learning and change the attitude of parents, teachers, education officers, CSOs and the general public.

## **How?**

The active involvement of all stakeholders including parents, schools, NGOs, religious bodies, line bureaus, and other pertinent actors is vital that it would bring a big and sustainable impact in the mental, physical, psychological, and social development of the primary target groups. Thus, the program closely works with schools and conducts capacity building trainings, which its chief purpose is improving the awareness of teachers, school directors and the school community and Provide skill training notably sign language and Braille reading for the school communities.

Family members of target Children are organized in networks chiefly for experience and information sharing. Similarly, every effort is made to change the attitudes of the community through sensitization trainings and awareness creation channels and media.

Model Assessment and Training Centers are opened/established and those children with special needs are provided with different types of services such as snack, learning/training etc.

Advocacy strategy document to promote education of CFBL and influence formal duty bearers to discharge their role towards minimizing barriers to the education of CFBL was produced and disseminated for use.

The project also works with Teacher Training Colleges to support their initiative to promote IE and produce qualified and competent teachers in the IE field.

## **Outcomes**

The outcome of the Project activities includes

- barriers to inclusive education minimized,
- schools became accessible whereby equity of education be practiced,
- CSOs integrated effort lead to more advocacy work in minimizing the wrong perception/ attitude of the community.

In other words:

- The implementing capacities of CSOs and educational institutions was strengthened
- Networks and forums with strategic partners for advocacy work and policy enforcement were formed
- Family networks, school IE clubs and parental committees for the smooth implementation of IE in the community and schools were established
- The skills and capacities of regular school teachers were developed
- Accessible school environment where all children with disabilities and needs be accommodated and welcomed was realized.

## **In line with**

The Program operates within the educational sector and applies the Human Rights Based Approach for Civil Society Development to promote inclusive education. The intervention contributes specifically to the Sustainable Development Goals (SDGs) 4, 5, 10, 16, and 17.