

**Ministry of Education**

**Identified Competency Focus Areas and Core Courses for Ethiopian Higher Education Institutions’ Exit Examination**

**Program: - BA in SPECIAL NEEDS AND INCLUSIVE EDUCATION**

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1. **Introduction**

Quality and equitable education is highly demanded worldwide. Due to the fast running of globalization, the world is becoming a place to live together in a small net where it is evident to share information within micro-seconds. Ethiopia, as part of the world, should compete as a country and as a nation not only to win the highly complicated ways of living but also to bring oneself as a winner in the world market. From the hundreds and ones of the ways to compete with the world, education is ought to have significant roles as it is a foundation for all qualifications that can be achieved through carrying out set of activities in an integrated manner. Assessment of learning outcomes and achievements of competencies periodically is critical for achieving the highly demanding quality education. Cognizant of these, the Federal democratic Republic of Ethiopia Ministry of Education has begun to implement the exit examinations in fields such as Law and Medical /Health Sciences. As part of an effort to upscale the best practices in the fields where exit examination has been exercised and surrounded with good achievements, the Ministry is committed to implement the exit examination at a national level in many other fields, including Special Needs and Inclusive education.

This draft guideline is generally prepared by consulting international experiences and with the intention of putting all undergraduate Special Needs and Inclusive Education programs on the same page in making necessary academic and administrative preparations to effectively implement the exit exam. Most importantly, it will have immense benefits in making students ready and prepare in advance for the examination.

To this end, competencies of undergraduate program Special Needs and Inclusive Education graduates and \_\_\_\_\_\_\_ courses have been identified from the nationally harmonized curriculum. Then, competencies are matched with courses to guide the preparation of examination for SNIE graduates.

The guideline is organized in Six Sections and is presented hereunder.

1. **Expected Profile Of Graduates**

Professionals in special needs and inclusive education in the undergraduate program are required to have the following professional competencies.

* Promote issues related to Special Needs and Inclusive Education.
* Plan and manage inclusive education programs and projects at various levels and settings: pre-Primary, Primary, Secondary, Tertiary and TVET
* Promote accessible physical environment, inclusive community and education at home, community and institution levels
* Organize institution, community and home-based rehabilitation and specialized services for needy learners with special educational needs including PWDs.
* Conduct problem solving researches in the area of Special Needs Education (SNE) and Inclusive Education (IE).
* Facilitate the implementation of special needs education program at all levels of education sector structure with particular emphasis on regular schools.
* Create awareness within all stakeholders including local communities about the principles and practices of inclusive education
* Contribute for the achievement of quality education for all
* Equip themselves with adaptive skills including Braille literacy and numeracy, orientation and mobility, Sign Language, adaptive ICT and daily living skills.
* Operate adaptive and assistive devices and provide training for the learners who are in need of using those technologies.
* Adapt and produce teaching and learning materials in tactile, and audio-visual formats
* Develop need-based problem-solving skills including networking and partnership.
* Prepare action plan for the implementation of special needs education program.
* Monitor and evaluate the progress and achievement of the implementation of Special Needs Education Program respectively.
* Develop positive attitude towards the potential, capacity, inalienable educational rights and special needs of learners with special educational needs
* Develop critical thinking in solving problems
* Build and update their capacity on the philosophy, principles and practices of inclusive education, pedagogically sound method of teaching of learners with special educational needs, adapting parenting and fundamental human rights of learners with special educational needs
* Identify barriers for the implementation of inclusive education and find out the hands-on solution for the problems.
* Enhance their knowledge and understanding on international and domestic policy, legal and programmatic documents that promote the educational right of learners with special educational need

1. **Competencies and learning outcomes for Graduates**

Competence is variously defined, and in this context, it involves the possession and demonstration of knowledge, skills, and attitudes necessary for the level of performance expected from Psychology graduates. The main competencies and core areas are presented below.

**Theme One- Fundamentals of Special Needs and Inclusive Education Competencies**

* Identify the Fundamentals of Human Development and Learning, the concepts of special needs and inclusive education, the barriers in the society for learning and development; and plan on how to change attitudes of people to create conducive learning environment.
* Use Special Needs and Inclusive Education theories and principles to fully understand and explain what they mean, the illegibility of Special Educational Needs and how the unique needs of individuals should be addressed
* Help others to understand how the exposure to or not to the basic principles of inclusive Education affects their day to day life experiences

**Theme Two-** sensory-motor inclusion competencies

* Describe the nature and development of sensory-motor for learning
* Explain the environmental barriers that hinder sensory integration for learning and development and Make the learning environment accessible
* Use assessment instruments such as audiometer for educational purposes
* Assess the individual strength, potential and environmental factors for learning

**Theme Three-** Inclusion of children with cognitive differences competencies

* Describe conceptual definitions related to persons with intellectual limitation Autism spectrum disorder and gifted and talented at school and community levels.
* Explain how special need educators, general educators, resource personnel, school supervisors and parents identify, assess and intervene the physical, cognitive, academic socio-emotional challenges of students with Intellectual limitation and gifted and talented at classroom and at home.
* Identify adaptive and reasonable teaching/learning supportive materials, Aids and other facilities in which students with intellectual limitation and gifted and talented can be educated in inclusive school.
* Comprehend adequate knowledge on domain adaptive skill areas such as: communication, home use, self-care, vocational, functional, social and community use for persons with intellectual limitation
* Apply the professional moral and social code of ethics in the practice of accommodating persons with intellectual limitation and gifted and talented in the area of inclusive education and rehabilitation.
* Carry out identification, assessments and intervention for persons with intellectual limitation and gifted and talented by utilizing instruments.
* Design and implement written Individualized Educational Plan (IEP). The type of such special need provision will depend upon the nature of the problem, degree of the impairment and special need support for persons with intellectual disability and gifted and talented respectively in Special Needs and Inclusive Education
* Apply the basic principles and skills of inclusive education and rehabilitation for persons with intellectual limitation, gifted and talented, their families, parents and the community at large.
* Offer inclusive education and rehabilitation services to professionals and agencies that are involved in the continuum of care for individuals with intellectual limitation and gifted and talented in formal and informal inclusive settings at school and community levels.
* Foster harmonious teaching-learning environment for learners with intellectual limitation and gifted with their teachers, peers and other individuals involved in educational and other community services.
* Demonstrate an enduring commitment to maximize the function and wellbeing of persons with intellectual limitation and gifted and talented.

**Theme Four-** Basic Skills in Special Needs and Inclusive Education competencies

* Describe conceptual definitions related to Orientation and mobility, Braille reading and writing and sign language skills for persons with visual and hearing disability at school and community levels.
* Explain how special need educators, general educators, resource personnel, school supervisors and parents support children and adults with visual and hearing disability in Mobility and orientation, Braille reading and writing and sign language skill areas at classroom and at home
* Identify adaptive and reasonable teaching/learning supportive materials, Aids and other facilities in which students with visual and hearing disability can be educated basic skills in inclusive school.
* Explain how least-restrictive physical and social inclusive learning environment is organized in which children with visual and hearing disability, participate and attain holistic development with provision of basic skill training on orientation and mobility, Braille reading and reading and sign language skills at school and community levels.
* Carry out basic skill training in Orientation and mobility, Braille reading and writing and sign language.
* Support general educators, school administrators, parents, itinerant teachers and other stakeholders in providing basic skill training in Orientation and mobility, Braille reading and writing and sign language in an inclusive setting at school and community levels.
* Design and implement Individualized Educational Plan (IEP) in basic skill training areas. The type of such special need provision will depend upon the nature of the problem, degree of the impairment and special need for persons with visual and hearing impairment in Special Needs and Inclusive Education

**Theme Five-** Inclusion of persons with Language and communication difficulties, Emotional and Behavioral Problems, persons with Multiple Disability and Vulnerable Persons competencies.

* Identify the communication challenges and ways to reduce its impact on education of person with communication difficulties
* Use basic skill and apply to assess and intervene communication difficulties
* Identify factor initiating and aggravating Emotional and Behavioral Problems
* Use or adapt assessment tools to identify and help persons with emotional and behavioral problems
* Comprehend the best intervention strategies to reduce emotional and behavioral problems
* Apply emotional and behavioral intervention technics
* Identify the nature of learning difficulties and the assessment mechanisms
* Identify environmental factors that enhance vulnerability and assess for appropriate intervention

**Theme Six- Educational Assessment and Programming competencies**

* Distinguish between the various assessment tools that are used to identify persons with special educational needs
* Understand the concepts and principles of Assessment and Adapted physical education in special needs and inclusive education.
* Develop the skill of assessing persons with Special educational Needs
* Understand current practices, research and controversies in the area of assessment in Special Needs and Inclusive Education
* Identify the need to develop Individualized Educational Programs and able to develop when the need arises.
* Use individualized educational plan at school setting to help learners to achieve to their maximum potential
* Identify the need for adaptations at school that equally allow learners with special needs to participate in physical education activities

1. **Categorizing Courses in to Themes**

Categories of courses to their respective major themes are presented as follows.

**Theme One:**

* Fundamentals of Human Development and Learning
* Disability and Society

**Theme Two-**

* Inclusive Education of persons with sensory impairment visual (visual and Hearing)
* Inclusive Education of Persons with motor impairment

**Theme Three-**

* Inclusive Education of persons with intellectual limitations
* Inclusive Education of Gifted and talented persons
* Inclusive education of persons with Autism spectrum Disorder

**Theme Four**

* Orientation and mobility skills training for persons with Visual impairment
* Basic and advanced Braille Reading and writing skills
* Basic and advanced Sign Language skills

**Theme Five-** Inclusion of persons with Language and communication difficulties, Emotional and Behavioral Problems, and Vulnerable Persons competencies

* Inclusive Education of Persons with Language and communication Difficulties
* Inclusive Education of Persons with Emotional and Behavioral Problems
* Inclusive Education of vulnerable persons

**Theme Six- Educational Assessment and Programming competencies**

* Assessment and Intervention for persons with Special Educational Needs
* Community based Rehabilitation and Intervention
* Early childhood Education and Intervention

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1. **Matching Competencies with Courses**

| ***S.N*** | ***Competence*** | ***Achievement*** | ***Theme*** | ***Course*** |
| --- | --- | --- | --- | --- |
| 1 | Identify the Fundamentals of Human Development and Learning, the concepts of special needs and inclusive education, the barriers in the society for learning and development; and plan on how to change attitudes of people to create conducive learning environment. | Knowledge | Fundamental | Fundamental aspects of Human development and Learning  Introduction to Special Needs and Inclusive education  Disability and society |
| Use Special Needs and Inclusive Education theories and principles to fully understand and explain what they mean, the illegibility of Special Educational Needs and how the unique needs of individuals should be addressed | Skill |
| Help others to understand how the exposure to or not to the basic principles of inclusive Education affects their day to day life experiences | Attitude |
| 2 | Explain the environmental barriers that hinder sensory integration for learning and development and Make the learning environment accessible | Knowledge | Sensory-motor inclusion | Education of persons with visual Impairment  Education of persons with hearing impairment  Education of persons with motor and physical impairment |
| Use assessment instruments such as audiometer for educational purposes | skill |
| Assess the individual strength, potential and environmental factors for learning | skill |
| 3 | Explain how special need educators, general educators, resource personnel, school supervisors and parents identify, assess and intervene the physical, cognitive, academic socio-emotional challenges of students with Intellectual limitation and gifted and talented at classroom and at home. | Knowledge | Cognitive differences inclusion | Education of persons with intellectual Limitation, Education of persons with gifted and talented, education of persons with autism spectrum disorder |
| Design and implement written Individualized Educational Plan (IEP). The type of such special need provision will depend upon the nature of the problem, degree of the impairment and special need support for persons with intellectual disability and gifted and talented respectively in Special Needs and Inclusive Education | skill |
| Identify adaptive and reasonable teaching/learning supportive materials, Aids and other facilities in which students with intellectual limitation and gifted and talented can be educated in inclusive school. | Knowledge |
| Apply the professional moral and social code of ethics in the practice of accommodating persons with intellectual limitation and gifted and talented in the area of inclusive education and rehabilitation. | skill |
| 4 | Describe conceptual definitions related to Orientation and mobility, Braille reading and writing and sign language skills for persons with visual and hearing disability at school and community levels | knowledge | Basic skills in Special Needs and Inclusive Education | Orientation and mobility  Basic Braille reading and writing  Basic skills in Ethiopian Sign Language |
| Identify adaptive and reasonable teaching/learning supportive materials, Aids and other facilities in which students with visual and hearing disability can be educated basic skills in inclusive school | Knowledge/Skill |
| Carry out basic skill training in Orientation and mobility, Braille reading and writing and sign language | Skill |
| Design and implement Individualized Educational Plan (IEP) in basic skill training areas. The type of such special need provision will depend upon the nature of the problem, degree of the impairment and special need for persons with visual and hearing impairment in Special Needs and Inclusive Education | Skill |
| 5 | Identify the communication challenges and ways to reduce its impact on education of person with communication difficulties | Knowledge | Communication Emotion difficulty | Language and communication disorder  Emotional and Behavioral Disorder |
| Use basic skill and apply to assess and intervene communication difficulties | Skill/attitude |
| Identify factor initiating and aggravating Emotional and Behavioral Problems | knowledge |
| Use or adapt assessment tools to identify and help persons with emotional and behavioral problems | Skill/attitude |
| Comprehend the best intervention strategies to reduce emotional and behavioral problems | Knowledge/skill |
| Apply emotional and behavioral intervention technics | skill |
| Identify the nature of learning difficulties and the assessment mechanisms | Knowledge |
| Identify environmental factors that enhance vulnerability and assess for appropriate intervention | Skills/knowledge |
| 6 | Distinguish between the various assessment tools that are used to identify persons with special educational needs | Knowledge | Educational Assessment and Programming | Assessment and Intervention for persons with Special Educational Needs  Community based Rehabilitation and Intervention  Early childhood Education and Intervention |
| Understand the concepts and principles of Assessment and Adapted physical education in special needs and inclusive education. | Knowledge |
| Develop the skill of assessing persons with Special educational Needs | Skill/Attitude |
| Understand current practices, research and controversies in the area of assessment in Special Needs and Inclusive Education | Knowledge |
| Identify the need to develop Individualized Educational Programs and able to develop when the need arises. | Knowledge/attitude |
| Use individualized educational plan at school setting to help learners to achieve to their maximum potential | Skill/attitude |
|  | Identify the need for adaptations at school that equally allow learners with special needs to participate in physical education activities | Knowledge |

**Summary**

Competencies and identification of relevant courses are important in guiding the preparation of exit examination. Based on the guiding principles of the Federal Democratic Republic of Ethiopia Ministry of Education, Six major themes with each expected competency are set. Besides, sixteen courses are selected from the nationally harmonized curriculum with specific graduates’ competencies. This document is ought to offers a general guidance for Professors, administrators and students for making preparations in exit examination for undergraduate Special Needs and Inclusive Education