Ministry of Education

Identified Competency Focus Areas and Courses for Ethiopian Higher Education Institutions' Exit Examination

Program: B.A. In Special Needs and Inclusive Education

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Courses and Competencies Identified for Exit Exam + Draft)

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1. Introduction

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. Education is ought to have significant roles in creating competent human power which can be achieved through carrying out set of activities in an integrated manner, one of which is exit examinations for the programs.

The undergraduate Special Needs and Inclusive Education program is hosted in more than **22** public Universities nationally. Addis Ababa University was invited to develop the exit exam competencies and course identification guideline and the Department of Special Needs and Inclusive Education, Addis Ababa University has developed this guideline based on the leading principles by the Ministry of education, Ethiopia. This 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 of Special Needs and Inclusive Education graduates and **15** 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 among those; 2-6 are presented hereunder.

❖ Objectives of the exit exam

The Special Needs and Inclusive Education exit exam shall have the following objectives:

- To produce skilled and competent manpower to national and international market
- Assessing students' educational achievement in major areas of Special Needs and Inclusive Education (SNIE)
- Facilitating the efforts of students to revise the core learning outcomes of the courses covered by the exit examination
- Ensuring all graduates from HEIs satisfy the requirements of the labor market and employability through the national wide implementation of competency-based exit exam
- Creating competitive spirit among SNIE departments in Ethiopia with the vies to encouraging them to give due attention to the national standards

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❖ **Significance of the exit exam guideline;**

- To set competencies that helps to assess the basic skills, knowledge and attitude of Special Needs and Inclusive Education graduating students;
- To systematically identify the core courses which will be included in the exit exam;

2. 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.

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- 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

3. Competence and learning outcomes

3.1. Competence

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 Special Needs and Inclusive Education graduates. The main competencies and core areas are presented below.

A. Knowledge:

- 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.
- 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

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- 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
- 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.
- Identify the communication challenges and ways to reduce its impact on education of person with communication difficulties
- Identify factor initiating and aggravating Emotional and Behavioral Problems
- Comprehend the best intervention strategies to reduce emotional and behavioral problems

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- Identify the nature of learning difficulties and the assessment mechanisms
- Identify environmental factors that enhance vulnerability and assess for appropriate intervention
- Distinguish between the various assessments tools that are used to identify 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.
- Identify the need for adaptations at school that equally allow learners with special educational needs

B. <u>Skills</u>

- 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
- Use assessment instruments such as audiometer, acuity measurement for educational purposes
- Assess the individual strength, weakness, potential and environmental factors for learning
- Provide Interventions based on assessments for the needy child
- 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.

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- Carry out basic skill training in Orientation and mobility, Braille reading and writing and sign language.
- Design and implement Individualized Educational Programs and Plans (IEPs) 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
- Use basic skill and apply to assess communication difficulties
- Use or adapt assessment tools to identify and help persons with emotional and behavioral problems
- Apply emotional and behavioral intervention technique.
- Use individualized educational plan at school setting to help learners to achieve to their maximum potential
- Identify and assess persons with Special Educational Needs
- Work in any community setting including rehabilitation centers and TVET institutes

C. <u>Attitude</u>

- Help others to understand how the exposure to or not to the basic principles of inclusive Education affects their day to day life experiences
- Create least restrictive environment for learning
- Provide psychosocial support to persons with sensory motor problems and families
- 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.
- Support general educators, school administrators, parents, itinerant teachers and other stakeholders in providing basic skill training in Orientation and mobility, Braille

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reading and writing and sign language in an inclusive setting at school and community levels.

- Provide a Psycho-social support to person with multiple disability and vulnerabilities
- Utilize facilities, equipment and assistive devices appropriately
- Appreciate implementation of assessment tools
- Demonstrate endurance in providing psycho-social support for learners with SEN

3.2. Learning outcomes

Upon the completion of the four years program, students will be able to demonstrate the following expected outcomes:

- Explain the evolution of the concept of disability based on theoretical perspectives of models of disability;
- Describe the philosophy, theories, principles and practices of inclusive education and barriers for the implementation of inclusion.
- Describe International and National legal and policy instruments on the issues of special needs and inclusive education;
- Identify doable methods for the implementation of Inclusive Education (IE) at school and community levels;
- Facilitate the formation of networking, partnership and collaborative engagement among stakeholders and mobilizing resources for the promotion of Special Needs and Inclusive
- Develop problem solving research methods in special needs and inclusive education;
- Analyze and develop educational and environmental accessibility strategies for all children in and out of school
- Plan, manage, implement, and supervise special needs and inclusive education programs in all settings: Pre-primary, Primary, Secondary, Tertiary and TVET levels, and provide specialized support service for other stakeholders who are engaged in the implementation of special needs education program in their respective service delivery;
- Develop, adapt and use identifications and assessment tools;
- Organize, adapt and guide intervention packages at home and schools;

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- Understand the special educational needs of learners and develop individualized education plan if applicable
- Develop and or generate projects with a view to addressing the unmet needs of learners with special educational needs in the local context in collaboration with relevant stakeholders;
- Assist regular teachers in identification and assessment of the special educational needs of learners who need specialized service and close follow up and attention;
- Build the capacity of regular teachers to be aware of special needs of learners with special educational needs and pedagogically sound method of teaching of learners with diverse needs.
- Guide, support and provide counseling for learners who are in need of the service;
- Provide support and vocational counseling for learners with special educational needs to identify their potential capacity and facilitate the smooth transformation of learners with special educational needs from school life to the world of work;
- Conduct holistic rehabilitation services including community-based rehabilitation as a strategy and program to maximize the potential capacity and ability of learners with special educational needs as a foundation to enabling them to lead their independent life in the future;
- Promote adapting parenting and create positive perception within non-disabled peers about the potential and special needs of learners with special educational needs;
- Advocate the fundamental rights of PWDs on the basis of relevant international and national human rights instruments;
- Involve in professional consultancy and policy advisory, policy dialogue services in the area of special needs and inclusive education;
- Value the fact that special needs education professionals to be properly equipped with all necessary theoretical knowledge on special needs and inclusive education and adaptive skills to deal with the special educational needs of learners with diverse needs;
- Value universally acceptable human virtues, Respect and fairness to all, truthfulness and honesty, commitment and impartiality;
- Demonstrate interpersonal and open communication skills for mutual understanding;
- Create and manage good team working sprit with others

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4. Categorizing Courses in to Themes

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

Themes	Courses	C.hr	ECTS
Theme One: Competencies in Fundamentals of Special Needs and Inclusive Education	Introduction to Special Needs and Inclusive Education		5
	Disability and Society		5
Theme Two- Competency in sensory-motor inclusion	Inclusive Education of persons with sensory impairment		5
	Inclusive Education of Persons with motor and health related impairment		5
Theme Three- Competencies in inclusion of cognitive/intellectual differences	Inclusive Education of persons with intellectual limitations		5
	Inclusive Education of Gifted and talented persons		5
	Inclusive Education of persons with learning disability		5
Theme Four: - Competencies in Basic skills in Special needs and Inclusive Education	Orientation and mobility skills training for persons with Visual impairment		3
	Basic Braille Reading and writing skills		14
	Basic Sign Language skills		14
Theme Five- Competencies in Inclusion of persons with Language and communication difficulties, Emotional and Behavioral Problems, and Vulnerable Persons	Inclusive Education of Persons with Language and communication Difficulties		3
	Inclusive Education of Persons with Emotional and Behavioral Problems		5
Theme Six- Competencies in Educational Assessment, Intervention and Programming	Assessment and Intervention for persons with Special Educational Needs		5
	Community based Intervention and Rehabilitation		5
	Early childhood Education and Intervention		5
Total			89

Courses and Competencies identified for Exit Exam 2015 (First Draft)

5. Conclusion

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, fifteen courses are selected from the nationally harmonized curriculum with specific graduates' competencies. This document is ought to offer a general guidance for Professors, administrators and students for making preparations in exit examination for undergraduate Special Needs and Inclusive Education program.

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Annex I

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	Inclusive Education	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,
	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		

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S.N	*Competence*	*Achievement*	*Theme*	*Course*
	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		education of persons with Learning disabilities
	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
	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		

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S.N	*Competence*	*Achievement*	*Theme*	*Course*
	Understand current practices, research and controversies in the area of assessment in Special Needs and Inclusive Education	Knowledge		Needs
	Identify the need to develop Individualized Educational Programs and able to develop when the need arises.	Knowledge/attitude		Community based Rehabilitation and Intervention
	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		Early childhood Education and Intervention

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Annex II

Department courses list

No.	Courses name	ECTS	Credit hour
1	Introduction to Special Needs and Inclusive Education	5	3
2	Disability and Society	5	3
3	Education of Persons with Visual Impairment	5	3
4	Education of Persons with Hearing Impairment	5	3
5	Education of persons with Motor and Health Related Impairments	5	3
6	Education of persons with Intellectual Limitation	5	3
7	Education of Gifted and Talented **learners**	5	3
8	Orientation and Mobility Skills	5	3
9	Education of persons with Autism Spectrum Disorders	3	2
10	Education of persons **(Learners)** with Learning Difficulties	5	3
11	Basic Skills in Sign Language I and II	14	8
12	Basic Skills in Braille Reading and Writing I and II	14	8
13	Education of persons with Multiple Disability	3	2
14	Education of persons (learners) with Emotional and Behavioral Problems	5	3
15	Education of persons (Learners) with Language and Communication Difficulties	3	2
16	Education of Vulnerable Persons	3	2
17	Assessment of Children with in Special Needs Program	5	3
18	Research Methods in Special Needs and Inclusive Education	5	¾
19	Adapted Physical Education (for Persons with SNE	5	3
20	Early Childhood Care and Education	5	3
21	Guidance and counseling in Special Needs and Inclusive Education	5	3

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22	Senior Essay	5	3
23	Statistical Methods in Education	5	3
24	Project Management in Special needs and inclusive education	5	3
25	Baseline Practicum in Special Needs and Inclusive Education	5	3
26	**Comprehensive** Early Intervention **and Rehabilitation**	5	3
27	Practice of Inclusive Education	3	2
28	Rehabilitation Counseling	5	3
29	Community Based Rehabilitation	5	3
30	Curriculum Studies, **modification and adaptation** for inclusive Education	5	3
31	Educational Planning and management	5	3
32	General Methods of Teaching	3	2
33	Intervention Practicum in Special Needs and Inclusive Education	5	3
34	Inclusiveness	3	2
35	Individualized Educational Program (IEP)	3	2

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Annex II

List of writer and evaluator/ validators

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