

Dilla University

Institute of Education and Behavioral Sciences

Department of Special Needs and Inclusive Education

Inclusion in Education for Persons with Disabilities (INEDIS)

Completed activity report with specific focus on community based inclusive development from March 1, 2017 to August 31, 2018.

1. Introduction

In partnership with the other 3 partner Universities: Addis Ababa University, University of Vienna and University of Gondar we are aspiring to work on:

- **Fostering capacity building at HEI (Higher Education Institutions) to facilitate inclusive education for students with disabilities at university level and strengthen the ability of HEI to contribute to inclusive community and school development with a special focus on the intersection of gender and disability.**

Specific objectives:

- 1:** Strengthen the capacities of HEIs and employing institutions to facilitate inclusion in higher education and the work force by empowering students with disabilities at universities and further develop research and teaching capacities on disability issues at high levels of scientific excellence.
- 2:** Foster the knowledge and competencies of Ethiopian universities to facilitate research and teaching with respect to gender and disability related issues at high levels of scientific excellence and empower female students with disabilities in education and the labor market
- 3:** Enhance knowledge, skills and competencies of academic staff at Ethiopian universities in order to enable research and training capacities and strengthen community services in the field of inclusive community work and inclusive education at high levels of scientific excellence.

Target: Developing CBID (community based inclusive development) Curriculum at Postgraduate-Diploma level for CBID Trainees and Establishing Inclusive Counseling and Rehabilitation Research Center.

1. Objective of the CBID Curriculum

1.1 General Objective

The main objective of designing a curriculum for a post-graduate diploma in CBID will be to produce CBID workers who will serve in the area of community based inclusive development.

1.2 Specific Objectives

- Prepare committed and socially responsible CBID workers.
- Equipping CBID workers skills in developing and implementing identification and assessment tools.
- Empowering trainees with basic skills to conduct participatory researches in the community.
- Support trainees to establish net-work among NGO and GOs working on inclusive development.
- Empower trainees with knowledge, attitude and skill to ensure equalization of opportunities for people with special needs.

2. Intended learning outcome of the program

At the end of the training the trainees shall exhibit the following learning outcomes:

- Understand disability as an issue of diversity with deep psychosocial roots that results in social injustice because of power and privilege that favors the non-disabled group,
- Be able to understand theories and practice of community based inclusive development and how disability can be mainstreamed within these processes,
- Conduct research in the area of CBID,

- Be familiar with the discourse of the discipline of community based inclusive development.
- Advise government and development agencies in the implementation of equalization of opportunity and social justice strategies for people with disabilities,
- Appreciate the shift in viewing disability as a welfare and charity issue to a human rights and inclusive development issues, and
- Apply new knowledge and skills in community-based development and research.

3. Beneficiaries of the program: The program will benefit both people with and without disabilities, government organizations (federal, regional, zonal and woredas structures); community based inclusive development advocates; service providers in NGO, public and private sectors including health professionals, social workers, teachers, human resource managers, policymakers, and from primary to tertiary education institutions.

4. Accomplished activities related to CBID curriculum launching:

the following specific tasks are completed from March 1 2017 to August 31 2018 :

Dilla INEDIS project team members initially took the initiative to prepare terms of reference which served and were used for task force members to plan a needs assessment, organize the needs assessment report, design the curriculum, hold internal and national validation workshops and finally get the senate's and board member's full approval for the curriculum and to start up the formal training.

Accordingly, the task force members or researchers have already took field trip visits and designed the CBID curriculum as planned from March first 2017 to January 30 2018. based on the needs assessment report findings the CBID curriculum was designed . The task force members planned to hold an internal review conference on the designed CBID curriculum in 2 weeks from Feb. 27/28 2018. Then internal and national curriculum review and validation workshop on the proposed CBID

curriculum for the post-graduate diploma program was held on May 28, 2018. The task force members took the assessment or feedback from reviewers and compiled them into a report for final revision and to make it ready again for assessment at institutional levels from the department to the senate level.

The internally and nationally validated curriculum was to be ready for further validation at institutional level scheduled from June 1- June 30 2018 at the level of Special Needs and Inclusive Education Department council members, Institute of Education and Behavioral Sciences academic council members and Academic forum to make it a working document. A forum was organized at Dilla University level with the presence of college heads, directors and coordinators chaired by the academic vice president and finally led to full approval by Dilla University senate members.

Then, the INEDIS project in consultation with Dilla University registrar and Almuni directorate office called for selection and recruitment of CBID trainees through Ethiopian radio and TV as per the criteria set by the curriculum. Admission and registration of first summer CBID trainees who are applied for the program were placed and the formal training was started on July first 2018 which stayed until August 31 2018. The first summer training was run by the Department of Special Needs and Inclusive Education and the following specific conditions were also completed for the quality of the training program which includes:

- Inviting guest lecturers who are offering course training with specific focus on sign language and CBID to Hosana deaf school and Addis Ababa University
- Communicating with academic program offices to facilitate the preliminary activities to start up the formal training. Classroom and ICD are facilitated in considering special condition of the trainees

- Assigning a course coordinator to follow up and monitor the training and take immediate intervention in case difficulties faced by the training program
- Orientation is given to first summer CBID trainees about the INEDIS project with specific focus on inclusion in education for persons disabilities and the need for CBID curriculum launching in Ethiopia
- Continuous follow up is done on continuous assessment and final examination is given as planned by the summer academic calendar
- Checking grade submission for the courses delivered to the trainees as per the summer academic calendar to SNIE department and registrar office
- While students complete the first summer training course, they were also required to take one distance practical course which they are expected to work on in their working institution. Mentors will be assigned who will assist them. When they will come back for summer II they will come with a report which will be presented for course completion.

4. **Duration of the program:** The regular program of post-graduate diploma in CBID training will take one solid year which consists of two semesters. For the summer program, the training will take two summers (two years) with practicum and distance courses attachment. Besides, the weekend program will take one and a half year in the regular semester.

5. Employability of the graduates

As indicated in the objectives of the program the training is proposed to equip trainees with necessary theoretical and practical knowledge in the field of CBID in line with the current demand of the country. For instance, as indicated in the course breakdown from the total courses 65.4% are skill oriented and the rest 34.6 are theoretical courses. This in turn will help trainees to be in line with requirements set by different governmental and non-governmental organizations working in the areas of disability in general and CBID in particular. Besides, job descriptions currently ratified by the ministry of Public and Civil

Service (PCS) and the presence of many community based rehabilitation organizations working in different corners of the country can be taken as fertile grounds for the employability of graduates.

In general, employability of graduates of this CBID can be considered from the following dimensions:

- Government organizations whose primary ministerial or organizational agenda is inclusive development in general and people with disabilities in particular,
- National and international non-governmental organizations working in the community in general and people with disabilities in particular,
- National and international rehabilitation centers currently working on rehabilitation of people with disabilities, and
- Since, on-job professionals are expected to join the program, this will enable them to create their own jobs in the areas of their training

6. Nomenclature of the program

The Department - Department of Special Needs & Inclusive Education

**The Diploma - Post-graduate Diploma in Community Based Inclusive Development
PGD-CBID (የድህረ ምረቃ ዲፕሎማ በማህበረሰብ አቀፍ አካቶ ልማት)**

7. Medium of Instruction: English language will be used as a medium of instruction to deliver the training. Besides, sign language also will be used to teach the course sign language itself.

8. Course Overview: As indicated in the curriculum, the training comprises nine courses with 27 total credit hours. Eight courses will be delivered with face to face modality; however, only one course which requires practical attachment will be delivered through distance modality.