



THE FEDERAL GOVERNMENT OF SOMALIA

MINISTRY OF EDUCATION

NATIONAL POLICY

**SPECIAL EDUCATIONAL NEEDS DISABILITY AND
INCLUSIVE EDUCATION**

(SEND & IE)

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FOREWORD – MINISTRY OF EDUCATION SOMALIA

ACKNOWLEDGEMENT

ACRONYMS

ADRA	Adventist Development Relief Agency
BP	Business Plan
CFS	Child Friendly Schools
CRPD	Convention on the Rights of Persons with Disabilities
CSOs	Civil Society Organization
CWD	Children with Disabilities
EARCS	Educational Assessment and Resource Centre
EFA	Education for All
IE	Inclusive Education
KISE	Kenya Institute of Special Education
LCD	Leonard Cheshire Disabilities
MDGs	Millennium Development Goals
NGO	Non-governmental Organization
PWDs	Persons with Disability
SDGs	Sustainable Development Goals
SN&IE	Special Needs and Inclusive Education
SNE	Special Needs Education
UNCRC	UN Convention on the Rights of the Child

DEFINITION OF KEY TERMS

TERM	DEFINITION
Assistive Devices:	These are equipment aimed at reducing effects of disabilities resulting from impairments. They enhance functional abilities of persons with special needs. Examples are computers with software for persons with special needs, text phones for the deaf, hearing aids for persons with hearing impairment, magnifying glasses for persons with low vision and wheelchairs for persons with mobility difficulties, among others.
Community Based Rehabilitation:	This is a strategy within general community development for habilitation and rehabilitation, equalization of opportunities and social inclusion of all people with disabilities. It covers services provided for persons with disabilities and their families within their own community.
Curriculum:	This is all the organized experiences that schools provide to help children learn and develop. It includes the subjects taught, the content, the school environment and other organized learning enhancement activities that take place outside the classroom.
Disability:	This is lack or restriction of ability to perform an activity in the manner within the range considered normal within the cultural context of the human being.
Inclusion:	This is a philosophy which focuses on the process of adjusting the home, the school, and the society so that all the individuals, regardless of their differences, can have the opportunity to interact, play, learn, work and experience the feeling of belonging and experiment to develop in accordance with their potentials and difficulties
Inclusive Education:	This is an approach in which learners with disabilities and special needs, regardless of age and disability, are provided with appropriate education within regular schools.
Intervention	These are programs that include assessment, placement and adaptation of the curriculum, environment and facilities to ensure that they are disability friendly and can accommodate the various categories of learners with special needs.
Regular Schools:	These are institutions referred to as mainstream schools and normally admit learners who are not disabled.
Sign Language:	This is a visual and or tactile language that uses manual signs that have structure and meaning like other languages.
Special Schools:	These are schools set aside to offer education to children with special needs in education, based on their respective disability.

EXECUTIVE SUMMARY

The vision of the Ministry of education of federal government of Somalia is, “To provide quality education service for development by enabling citizens to acquire knowledge and skills necessary to make achievement in the highly competitive global economy.”¹ The Ministry firmly believes that education for all is a fundamental human right that is legally guaranteed for all without any discrimination and states have the obligation to protect, respect, and fulfil the right to education.

Through this policy, the Ministry seeks to deepen its work around supporting education for all through working to build an inclusive society where children with disabilities and other out of school children have equal access to education services in context of Somalia. Therefore, this policy is intended to guide the Ministry in its work of leading positive transformations around special education needs and Inclusive education with a view of having equity, equality and full enjoyment of education human rights for all.

In adopting the Somalia National Special Educational Needs Disability and Inclusive Education (SEND&IE) Policy, the Ministry is providing a framework on interventions for securing access to education for all children in Somalia. This is in line with the provisional constitution of Somalia 2012 and the global commitments. The provisional Constitution of Somalia 2012, in article 30 (1) states that “Education is a basic right for all Somali citizens.”² This also certainly includes learners with special needs.

This policy thus seeks to address the following: To align the Special Needs and Inclusive Education services within the Constitution of Somalia, the National and Global Education agenda; To address the Special Needs and Inclusive Education challenges, emerging trends and mitigate the burden of all out of school children including those with disabilities; Design an appropriate approach for the intervention (modalities of support), so as to build the necessary linkages to education for all in Somalia; To integrate and mainstream disability and gender services within the Somalia Essential Package for education and development and, To promote, respect and observe the rights of persons with disabilities, girls and persons from minority and other marginalized groups in accordance with national and international laws.

The policy Vision and Goal are:

- **Vision:** A Nation where all children with special needs and those out of school are supported to develop fully in their potential so that they can contribute to their own welfare and that of the country.
- **Goal:** To deliver Special Needs & Inclusive Education services in a coordinated and adequately resourced manner.
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This policy was developed through a consultative process under the stewardship of the Ministry of Education through the technical direction of Mohamed Diyat the consultant and HAARAN. The planning teams used a simplified step-by-step planning process that employed a mix of methods which were observation, FGDs and KII just but to mention a few.

¹ Adapted from the ministry website <http://moesomalia.net>

² The Federal Republic of Somalia Provisional Constitution 2012

CHAPTER ONE: INTRODUCTION

1.1 Introduction and Background

Somalia is experiencing one of the longest protracted situations of conflict, instability and environmental risk and since the early 2000's has consistently been ranked among the most fragile states by the Organization for Economic Cooperation and Development (OECD)³ In overall Somalia is demarcated as one of the least developed countries. Somalia ranks amongst the ten poorest countries in the world. It is estimated that 43 percent of the population live in extreme poverty (less than one US dollar a day) and almost half of the labour force in Somalia are unemployed.⁴

According to UNICEF, the humanitarian situation in Somalia continues to deteriorate with more than 6.2 million people (half of the population), including 3.4 million children, being in need of humanitarian assistance and protection. In areas most affected by conflict and displacement, protection needs stems from acts of violence, exploitation, abuse, coercion, and deprivation, especially in situations of conflict and displacement, including grave violations against children and GBV⁵. Second to that, the annual Somalia education cluster reports outlines that primary barriers to education are the lack of safe spaces for learning (security), insufficient teachers (both qualified and unqualified), limited oversight and outreach by Ministry of Education (MOE) among others.⁶ Extremely high rates of poverty in communities across Somalia make it difficult for parents to afford school fees. In many areas, parents are required to pay for their children's education, and poverty remains the main reason they give for not sending their children to school.

In terms of education outlook, Somalia has one of the world's lowest enrolment rates for primary school aged children with 42 per cent of children being in school. Of those, only 36 per cent are girls. The number of out of school, at-risk children and youth aged 6-18 years has been estimated to be at 4.4 million, out of a total population of 9.2 million.⁷ The determinants on access to education in Somalia include not only individual attributes, but also social, cultural, economic, political and environmental factors such as national policies, social protection, living standards, working conditions, and community social supports.

Educational opportunities for children (learners) with special needs and disabilities as well as other out of school children are a major challenge to the education sector. The national education system has been characterized by inadequate systems and facilities that respond to the challenges faced by learners with special needs and disabilities. Many of these learners are most of the time marginalized and are not represented in areas like management and decision making processes. They face high levels of stigma and isolations.

³ OECD, States of Fragility 2015: meeting Post-2015 Ambitions, OECD Publishing, 2015

⁴ UNDP 2012 Population Projection

⁵ UNICEF Somalia Situation Report, No. 19 15-30 November 2017.

⁶ Annual Report 2016 Somalia Education Cluster

https://reliefweb.int/sites/reliefweb.int/files/resources/somalia_education_cluster_annual_report_2016.pdf

⁷ GO-2-SCHOOL INITIATIVE (2013-2016) https://www.unicef.org/somalia/SOM_resources_gotoschool.pdf

1.2 Context Analysis of SEND & IE Policy

The Education for All and the Sustainable Development Goals have focused the world's attention on ensuring that no child is excluded from receiving a primary education. Of the world population, it is estimated that 150 million children have disabilities (United Nations; 2011, UNESCO, 2010) with over 80% of these children living in developing countries where Somalia lies. People with disabilities are vulnerable, marginalized and are often excluded from full participation in society. Although the concept of inclusive education has been promoted internationally for more than 10 years, multiple barriers remain to the full participation of children with disabilities and other out of school children in education thus denying them their right to education

The context of this SEND & IE policy is informed by the fact that Children with Disability and or out of school children in Somalia are considered to be particularly vulnerable and in need of support. Opportunities to access quality education in schools are very limited in these areas and support for their education is very low in the communities. The government of Somalia has a challenge to make Special needs education/inclusive a reality due to limited resources. Insufficient funding, environmental and attitudinal barriers are some of the major challenges to implementing special needs /inclusive education in schools. The SEND & IE policy will go a long way to assist the education stakeholders to ensure inclusive and equitable quality education for children with disabilities and all groups of out of school children.

1.3 Legal Context

This section looks at international and national legal frameworks, policies and documents that bind the government of Somalia in recognizing the rights of persons with disability as well as children towards education.

Education was declared a basic human right for every person, and enshrined in the Universal Declaration on Human Rights in 1948. Since then, it has been reaffirmed in the International Covenant on Economic, Social and Cultural Rights (1966), the Convention on the Elimination of Discrimination Against Women (1979), the Convention on the Rights of the Child (1989) and the Convention of Persons with Disabilities (2006) among many other international human rights instruments. In the year 2000, the world's governments adopted the six Education for All (EFA) goals and the eight Millennium Development Goals (MDGs) that later transitioned to Sustainable Development Goals (SDGs)

In regard to the Persons with Disabilities more so on Children with Disability, the UN Convention on the Rights of Persons with Disability the UNCRPD works towards protecting the rights of persons with disabilities. This International Convention promotes and protects the rights of every Somali living with a disability.

Somalia also adopted a new constitution that contains a substantially enhanced Bill of Rights and represents a real change in the protection of the right to equality and non-discrimination. A commitment to the principles of equality and nondiscrimination is expressed throughout the Constitution with Article 3 on the Founding Principles of the Federal Republic of Somalia that promotes human rights, the rule of law, general standards of international law, justice, participatory consultative and inclusive government, and the separation of powers between the legislature, executive and an independent judiciary, in order to ensure accountability, efficiency

and responsiveness to the interests of the people. On education, Article 30 stipulates that Education is a basic right for all Somali citizens.

1.4 Justification of the policy

The Ministry of Education of federal government of Somalia should be guided by the national policy as the national machinery leading to disability and inclusive education mainstreaming in the country. The Ministry will embrace SEND & IE policy as a programmatic approach whereby attention to matters of equality will be integrated into education programme analysis, planning, performance, policy, monitoring and evaluation. Therefore, SEND & IE policy work must be visibly anchored on an internal accountability standard that influences the practices within the Ministry at organizational level. The current education sector Plan of the Ministry of education will be integrated and adopted.

1.5 Scope of the Policy framework

The policy applies to all educational, training and research activities, educational intervention programs of special needs and disabilities in Somalia.

The policy will apply to (but not limited to) the following key stakeholders:

1. Public and private service providers to learners (individuals) with special needs and disabilities.
2. Development Partners, CBOs, NGOs, CSOs and FBOs UN Agencies, Donors.
3. Learners with and without special needs and disabilities.
4. Educational institutions.
5. Ministry of Education, other government ministries/departments.
6. Other Educational provides and SNE service providers

CHAPTER TWO: POLICY FRAMEWORK

2.1 Guiding Principles

The following principles guided the development of the Special Needs and Inclusive Education Policy Framework and should guide its implementation:

- 1. Inclusive orientation are the most effective means of combating discriminatory attitudes:** Regular schools with inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all.⁸ There is no true education without inclusion of all.
- 2. Inclusive Education and socio-economic development:** Inclusive education including education of children with disabilities contributes significantly to socio-economic development of individuals, households, families, communities, nations and societies at large.
- 3. Inclusive and special needs education is a human right:** Special needs and Inclusive education is a human right which should be respected regardless of disability status, religion, gender, culture and socioeconomic status.
- 4. Equity:** The principle of Equity is meant to ensure Education for all. Educational Services should be provided equally to all individuals in a community irrespective of their disability status, gender, age, color geographical location, culture, ethnic group, and social class. Focus should be on inclusiveness, non-discrimination, social accountability, and gender equality.
- 5. Child - centered approach to Inclusive Education and special needs education interventions:** A child-centered approach should ensure It is learner centered, flexible and adjustable to the individual needs and potential of every child. This approach takes cognizance of and seeks to mitigate factors that form barriers to children's participation in learning and development. It is meant to widen opportunity for ALL Children to interact, play, learn, experience the feeling of belonging and develop in accordance with their potentials and difficulties; thereby obtaining good quality of life within their respective environments. It is all about changing attitudes, behaviour, teaching methods, curriculum, environment and allocation of human, material and financial resources to meet the educational needs of All Learners. This calls for community involvement and participation in deciding, implementing and monitoring of provided interventions.
- 6. Participatory approach to delivery of interventions:** Participation should be encouraged in the design and delivery of interventions in order to maximize the contributions of different actors, in attaining the best possible outcomes. Collaborative models of dialogue should continually be emphasized to achieve desired outcomes.
- 7. Multi-Sectoral approach to maximizing achievement of inclusive education goals:** A multi-sectoral approach is based on the recognition that access to education by all cannot be improved by interventions relating to inclusive education and disability services alone since they are crosscutting issues, but that other related sectors are equally important in attaining the overall education goals. Such related sectors include: Health,

⁸ The Salamanca Statement and Framework of Action on Special Needs Education

labour, security, correctional services, children services, planning, finance, legal justice system, industrialization, gender just but to mention a few.

8. **Social accountability:** The constitution of Somalia obligates all institutions to be accountable to the public directly and through their representatives. Realization of the highest standards of inclusive and special needs education can only be achieved by bridging public perceptions and their needs through assessments, performance reporting, public awareness, transparency and public participation in decision making on related matters to ensuring education for all.

2.2 The Purpose

The purpose of this SEND & IE policy is to articulate and institutionalize Special Needs Reduction and Inclusive Education mainstreaming within the Ministry of Education in Somalia.

2.3 Vision:

A Nation where all children with special needs and those out of school are supported to develop fully in their potential so that they can contribute to their own welfare and that of the country.

2.4 Goal:

To deliver Special Needs & Inclusive Education services in a coordinated and adequately resourced manner.

2.5 Objectives:

The objectives of this policy are:

1. To strengthen effective leadership and governance that will increase enrolment, participation and completion of schooling by persons with special learning needs.
2. To ensure access to inclusive education by all through Strengthen and systematize existing initiatives/programs on SEND & IE.
3. To implement strategies for promotion of SEND & IE that will enhance participation of stakeholders in the management and implementation of SEND & IE programs in
4. To strengthen systems.

2.5 Strategies:

1. Develop a SEND & IE Business Plan (BP) to operationalize the Special Needs and Inclusive Education policy framework.
2. Review and Revise the Special Needs and Inclusive Education Legislation.
3. Guiding and steering stakeholders in the implementation of the policy in line with government regulations and standards.
4. Conducting regular updates on best practices for managing/implementing SEND & IE, upgrading of equipment and materials to meet the prevailing standards of teaching and learning for children with special needs.
5. Organizing and conducting advocacy campaigns on special needs and inclusive education SEND & IE
6. Ensuring appropriate allocation of funds for SEND & IE programmes.
7. Ensuring adequate recruitment and deployment of SN&IE personnel in consultation with the relevant bodies.
8. Providing guidance for adequate infrastructure/ facilities for SEND & IE
9. Establishing appropriate structures and systems for SEND & IE

10. Ensuring that affirmative action for learners with special needs is implemented in education institutions.
11. Conducting refresher programmes for the SN&IE in-service personnel.
12. Monitoring and evaluating SEND & IE programmes.

CHAPTER THREE: POLICY PROVISIONS.

3.1 Summary of policy Provisions

The Somalia National SEND & IE policy framework addresses the following target areas which have been incorporated as policy provisions. The policy provisions discussed in this chapter will be interpreted to mean areas of intervention covered by this policy. Through a robust policy provision direction, the framework shall target learners with and or who has: Hearing impairments; Visual impairments; Physical impairments; Cerebral palsy; Epilepsy; Mental disability Downs Syndrome; Autism; Emotional and behavioral disorders; Learning disabilities (LD); Speech and language disorders; Multiple handicaps; Albinism; Other health impairments; Are gifted and talented; Are deafblind; Are orphaned ; Are abused on grounds of disability and or gender; Are living in the streets ; Are Child headed households; Are of nomadic / pastoral communities; Are Internally displaced; and Are from minority groups i.e Somali Bantu.

Below are some of the policy provision directions that shall direct the provision of IE and SNE in Somalia:

- The Special Needs and Inclusive Education Leadership and Governance
- Capacity Building and Human Resource
- Financial Resources.
- Assessment, Placement and Intervention
- Access to Quality and Relevant Education
- Adaptation to Facilities, Conducive and Safe/Healthy Environments
- Curriculum Development
- Advocacy and Awareness Creation
- Participation and Inclusion
- Partnerships and Collaborations
- Gender Mainstreaming in Special Needs and Inclusive Education
- Guidance and Counseling
- Teacher Education and Capacity

3.2 POLICY PROVISIONS DIRECTIONS

3.2.1 The SEND & IE Leadership and Governance

Somalia National SEND & IE leadership and governance shall address the roles of National and Regional governments in guiding and overseeing SEND & IE systems, effective oversight and accountability mechanisms. This is to be done through the Ministry of Education the sole government body overseeing education across the country both at federal and regional state, from basic primary education to high school and further adult education. All policies and procedures relating to the education of students in Somalia must go through the MoE. The MoE employees across different departments, from the head offices working on policy and quality assurance to officers on the ground monitoring continuity and adherence to the policies in place.

3.2.2 Policy Statement

The Ministry of Education shall provide SEND & IE leadership and governance that shall address the roles of National and regional governments in guiding and overseeing IE&SNE systems, effective oversight and accountability mechanisms.

3.2.3 Priority Actions:

1. Organization of SEND & IE services will be in accordance with the provisional constitution of Somalia Articles 30(1) and (2): provide that education is a basic right for all Somali citizens and that every citizen shall have the right to free education up to secondary school. The National Government shall be responsible for IE&SNE policy. The regional governments shall also be responsible for regional IE&SNE facilities, promotion and provision of comprehensive IE&SNE services at all. The direct relationship between the national IE& SNE services and the regional IE& SNE services and this shall be determined through the operational guidelines developed for this policy.
2. The ministry of education shall establish a directorate of Special Needs and Inclusive Education to provide overall institutional leadership and coordination for inclusive education and Special Needs Education in Somalia.
3. The inclusive education and Special Needs Education Legislation shall be revised to conform to the constitutional requirements and implement other education and children - related laws.
4. The MOE Somalia shall provide the overall oversight for inclusive education and Special Needs Education in Somalia.
5. Amendment of the IE & SNE Legislation to establish Regional State IE & SNE Council that shall give oversight to IE & SNE at county levels.

3.3.1 Capacity Building and Human Resource

Human resources are paramount to social and economic development of any nation that affects key services like education. IE & SNE difficulties place an enormous burden to nations towards social economic development endeavor. It is therefore imperative that Somalia urgently addresses the enormous IE & SNE problems affecting the education of children, by addressing the acute shortage of skilled personnel with robust know how on possible intervention in IE & SNE.

3.3.2 Policy Statement

The Ministry of Education, in collaboration with other ministries and government bodies together all the development stakeholders shall:

1. Enhance technical capacity of the education organizations participating in the SEND&IE programs in Somalia
2. Compile the first draft of the Somalia SEND&IE Strategy through engagement with key stakeholders.
3. Improve institutional capacity of the MOE staff working on SEND&IE through peer-to-peer support and cross-learning
4. Increase capacity of the MOE to manage SEND&IE in Somalia

3.3.3 Priority Actions:

In order to ensure adequacy of qualified SEND&IE workforce, the following policy directions shall be adopted at two levels as spelled below

1. The SEND&IE in Somalia training shall be integrated in the training curricula of all education workers, which shall include adequate content and time offered on SEND&IE training.

2. In order to meet the current shortfall of SEND&IE workers, the government shall:
 - a. Provide in-service training for service providers on SEND&IE
 - b. Provide a complete team work force appropriate at all levels of IE SEND&IE.
 - c. Support and finance the training of more workers at national and regional levels.
 - d. Train and recruit community monitors of SEND&IE uptake.
 - e. Establish a regulatory framework for SNE & IE professionals
 - f. Strategic measures shall be put in place to train and recruit specialized workers to work with special or vulnerable populations as per pertaining to achievement of SEND&IE.
3. A Public-Private-Partnership (PPP) model and framework shall be developed to facilitate the development of a competent SNE & IE workforce.
4. Since SEND&IE problems are caused by multiple factors, their interventions are best made through multidisciplinary and intersectoral collaboration. It is, therefore, necessary to train workers in other sectors i.e health in SNE & IE
5. The human resources for SNE & IE provision will be managed more efficient by:
 - a. Continuous education and professional development
 - b. Equitable deployment and motivation at all levels
 - c. Supportive supervision and coordination

3.4.1 Financial Resources

UNICEF reports that the role of the Ministries of Education in overseeing the delivery of education has increased at central, regional and district level, but lack of financial, institutional and human capacity hinders the development of the Sector.⁹ Generally disability is one of the main agendas in SEND&IE intervention, however the cost of providing educational services to learners with special needs and disabilities is relatively high and constitutes the single most limiting factor to increased enrollment, retention and transition of such learners within educational programmes. This is compounded further by the fact that a majority of learners with special needs and disabilities come from poor families. Such families find it difficult to participate in cost sharing where a times it is required that they make payment of the school fees as it happens in most parts of Somalia. Lack of skilled personnel and insufficient financial resources leads to compromising the quality of services provided. Subsequently, educational services for children with special needs call for concerted efforts between the government and development partners more in context of Somalia where development partners play primary role in ensuring access to education. The aforementioned facts amid others has been a major impediment against development of quality SEND&IE services in the country. In this regard there should be equitable resource sourcing and allocation for SEND&IE services at all levels. The sources of funds should be from both National and Regional governments with compliments from partners and non-state actors.

3.4.2 Policy Statement

The government should enhance access to education for learners with special needs and disabilities through provision of free-basic education in public institutions and support for post-secondary education.

⁹Adapted from https://www.unicef.org/somalia/education_111.html

3.4.3 Priority Actions:

1. Increasing the budgetary allocation to learners with special needs and disabilities to access educational services.
2. Establishing community financing programmes to support learners with special needs and disabilities to access educational services.
3. Enhance Public private partnerships and voluntary private sector participation in provision of inclusive educational services and financing.
4. Engaging sectors that have functions to learners with special needs and disabilities to make targeted budgetary allocation to IE & SNE services and programmes.
5. MOE shall ensure proper use and maintenance of the existing physical structures and facilities for learners with special needs and disabilities.

3.5.1 Assessment, Placement and Intervention

Evidence on the existence of set framework in Somalia on the Educational Assessment and Early Intervention is missing. Early detection and intervention are essential for successful habilitation and rehabilitation of disabled persons. By standard practice the MoE, should purpose to set up Educational Assessment and Resource Centre (EARC)¹⁰. To be specific the Quality Assurance department of the MoE should develop, strengthen and resource the role of the EARCs to improve the assessment, referral and follow-up of CWD in the education system. Fundamentally, the assessment of a child should involve several resource persons and professionals including the following: - a doctor, nurse, clinician, counsellor, physiotherapist, vision therapist special needs education teacher in the school or at the Educational Assessment and Resource Centre (EARC), regular teacher, parents, a social worker, audiologist, ophthalmologist, pediatrician and any other relevant professional. An EARC should consists of a coordinator and teachers trained in special needs education who work together and liaise with other professional staff to support children and young people with special needs and disabilities. As things stands now in Somalia enrolment of learners with special needs and disabilities in educational institutions is still very low.

3.5.2 Policy Statement

The Ministry of Education in collaboration with other Ministries/government bodies and development partners shall:

- Establish Education Assessment and Resource Centers (EARCs) at the National, Regional and District levels
- Train assessment teachers and provide them with necessary facilities and skills to assess learners with special needs and disabilities
- Conduct in-service and professional development courses for assessment teachers.
- Establish formal linkages with relevant ministries, partners and professionals in assessment, referral and intervention of learners with special needs and disabilities.
- Have a formalized multi-disciplinary team appointed by the Minister of Education.
- Develop new, and continually review existing assessment and referral tools

¹⁰ Borrowed from Kenya, this is a model and it was adopted by them on 1st September, 1984, the Government of Kenya set up 17 Educational Assessment and Resource Centers (EARCs) as a national project funded by DANIDA.

3.5.3 Priority Actions:

1. The MOE should set up EARCs to specifically support children and young people by:
 - a. Referrals of children with disabilities to special schools if their needs cannot be met in a regular school or special unit;
 - b. Referrals of children with disabilities for medical examination and/or treatment;
 - c. Integration and inclusion of children with disabilities into regular mainstream schools;
 - d. Regular visits to special schools and other schools where the children are included in order to give extra support where necessary;
2. Conduct a needs assessment/situational analysis session with quality assurance department and EARCS. Two priority areas will be identified to train and guide MoE on what resources to be purchased for EARCs in the selected areas. A report will be developed on the gaps and weaknesses and recommendations to improve the role of EARCs by MoE in Somalia context
3. For parents the EARCs should purpose to: -
 - a. Promote awareness raising on the rights of children and young people with special needs and disabilities to receive education and training; guidance, counselling and information on supporting their children;
 - b. Advise parents on where to seek for help; form groups of parents of children with disabilities, who live close to each other for purposes of sharing information and supporting each other; practical demonstrations on how to manage their children within the home and how to make assistive devices which will help their children;
 - c. Establishment of small homes for children who wish to attend school but they are deterred by the long distance from school to home; provision of hearing aids and other assistive devices to children with disabilities, (in collaboration with partners, donors)
4. The MOE should advice, provide guidance, seminars and in-service training courses for teachers, health and social workers on how best to manage disability and integrate/include children and young people with special needs in a regular school setting;
5. The MOE should plan Short courses, seminars and workshops on supporting children and young people with special needs and disabilities.
6. For planning, information and research, EARCs should collect data and information from surveys and research on children and young people with special needs and disabilities;

3.6.1 Access to Quality and Relevant Education

Analysis on the current situation in view of access to education in Somalia based on the information gathered across the interviews showed commonalities from different states, with regard to the barriers to education for children with disability and those with special needs. The major barriers to children with disability and other special needs in accessing mainstream education were: Girls and boys with disabilities lack 'school ready' life-skills (such as feeding, toileting and hygiene; appropriate social behavior; communication skills etc.) Parents are not ready to send their children to school (for reasons of poverty; a lack of psycho-social support; and negative attitudes towards disability), Lack of knowledge and understanding of disability leading

to negative attitudes towards disability (from the parents/family; the community and wider school community. The education system of Somalia as a whole is not prepared to have children with disabilities in schools. Many children with disability remain hidden or isolated in their early years, when they are identified and referred to school, many have not had the opportunity to socialize with other children or learn the important skills that would allow them to join their peers in a mainstream class. The interviews revealed that the above issue is a direct result of a lack of early identification, rehabilitation and placement of children. A lack of community awareness surrounding disability means that some parents do not know what to do or where to go if they notice their child isn't developing normally, and community stigma surrounding disability means that parents are scared to reveal their child and look for help. Poverty is another significant factor which impacts on parents' ability to send their child to school. Physical accessibility of the school, negative teacher attitudes and the fact that mainstream schools are not obligated to accept CWD into their classrooms by nature of the practice in place and / or their accountability, all lead to many schools being reluctant or resistant to CWD being included in their classrooms. Somalia still has a long way to go in terms of providing quality and inclusive education for all children, and there needs to be a strong intervention focus at all levels, from the individual to the family, school, and community and at the government policy level.

3.6.2 The Policy Statement

The Ministry of Education Shall endeavor to:

1. Ensure access to school for children with special needs either in mainstream, in integrated classrooms or units of special education needs schools as well as access to home-based programmes.
2. Enforce equal access and inclusion of persons with special needs and disabilities in education and training programmes at all levels.
3. Ensure availability of relevant and accurate data on special needs and inclusive education
4. Intensify monitoring, supervision and quality control in all schools to ensure children with special needs and disabilities are provided for without discrimination.
5. Ensure timely provision of learning and teaching materials in accessible formats.

3.6.3 Priority Actions:

MOE (in collaboration with partners) shall;

1. Ensure that physical infrastructure designs of existing schools are modified to enhance opportunities for learners with SEN.
2. Ensure that all new school infrastructure designs and constructions are accessible to learners with SEN and are built based on the principles of universal design.
3. Review and re-align the education management information system to reflect IE issues and provide disaggregated data on students from marginalized groups that can inform the planning and provision of better services for marginalized groups.
4. Initiate and facilitate national consultative processes to develop national standards for inclusive education and for enhancing the quality of learning outcomes.
5. Sensitize administrative personnel and others working with learners with special needs and disabilities on their roles in education.

6. Educate the parents, other learners and the communities on the needs for inclusive education and special needs education
7. Establishment of special education units within regular schools or special education schools where extremely necessary
8. Expand, improve and sustain the delivery of social protection programmes such as the school feeding programme, free sandals, uniforms and books, capitation grant and the cash transfer programmes to attract the excluded, marginalized, early drop outs and all learners particularly those who are difficult to reach.

3.7.1 Adaptation to Facilities, Conducive and Safe/Healthy Environments

International standards define a CFS program as one that “supports the resilience and well-being of children and young people who have experienced disasters through community organized, structured activities conducted in a safe, child friendly, and stimulating environment”¹¹The inaccessibility of the school environment in Somalia for CwD and other children with special needs has been identified as one of the main obstacles for the inclusion. Currently, the learning environment, including the location of institutions, buildings, amenities, equipment and furniture, pose accessibility challenges to learners with special needs and disabilities. (Kochung Report, 2003) noted that learners with special needs and disabilities required a barrier free environment to maximize their functional potentials. SEND&IE infrastructure relates to all the physical infrastructure, equipment, transport, and technology infrastructure (including ICT) are required for effective delivery of services.

3.7.2 The Policy Statement

The Ministry of Education in collaboration with stakeholders shall:

1. Facilitate establishment of barrier free environment in all learning institutions.
2. Continuously develop modalities for enhancing safety measures in learning institutions.
3. Liaise with the Ministry of Health to ensure that learners with special needs and disabilities are provided with regular treatment and medicine to preserve or improve their level of functioning.
4. Put in place measures to ensure appropriate modification of learning institutions to respond to the needs of learners with special needs and disabilities.
5. Provide a learning environment that is free from violence, sexual harassment and abuse, drug and substance abuse.

3.7.3 Priority Actions:

1. The Ministry of Education in collaboration with stakeholders shall:
2. Provide resources to make learning institutions accessible to children with special needs and disabilities
3. Ensure of Provision of inclusive WASH related facilities i.e. improved lavatory blocks consisting of latrine stalls, bathroom that will also be used as changing room-with water pipe/tap, hand-wash basin, dry-line for drying washed towels or any linen washed like handkerchief, litter bin for any disposable litters.

¹¹Child Protection Working Group, 2012

4. The latrines should be disability friendly and reasonable adjustment should be done to all building to allow accessibility by PWDs.
5. Constantly collaborate with MOH in provision of clinical services geared towards prevention and treatment of disability conditions.
6. Ensure provision of adequate and friendly buildings, furniture and equipment among others in learning institutions for learners with special needs and disabilities.
7. Ensure appropriate modification of tuition, boarding and sanitation facilities to respond to the needs of learners with special needs and disabilities.

3.8.1 Curriculum Adaptation

One of the leading challenges when it comes to SEND&IE is element of curriculum. Education for learners with special needs and disabilities has faced several challenges in regard to the curriculum development in Somalia. There is need to have a curriculum that is adequately responsive to the different categories of children with special needs and disabilities. It should be flexible in terms of time, teaching/learning resources, methodology, mode of access, presentation and content. Most teachers are trained to focus on basic teaching education and there are no special needs or disability components included in the curriculum of Somalia now. Subsequently, teachers graduate with little or no knowledge of inclusive concepts or skills around supporting a child with a disability in their classroom or those with special needs. Some teachers for example the returnees from Dadaab in Kenya have a course from Kenyan Institute of Special Education (KISE).

3.8.2 Policy Statement

The Ministry of Education shall ensure constant review and development of curriculum that is tailored to the needs of learners with special needs and disabilities.

3.8.3 Priority Actions:

1. MOE in collaboration with partners shall adapt curriculum for all specialized areas in special educational needs education and monitor their implementation to ensure sensitivity to the needs of learners with special educational needs.
2. MOE in collaboration with partners will expand teacher training curriculum to include a component of Special Needs Education to develop their capacity to support learners with special educational needs in regular schools
3. MOE will design examinations and provide certification to learners with special educational needs who do not sit for national examinations due to their diverse learning needs.
4. MOE and other stakeholders shall sensitize the society on the importance of all learning processes to demystify the value given to certificates of final exams at the expense of the skills acquired in the learning process.

Advocacy and Awareness Creation

Awareness raising on the rights of children and young people with special needs and disabilities is very important tool in enhancing access to education. Through the MOE and assessment and intervention center. Awareness raising should provide guidance, counselling and information on support to the children; Advise parents on where to seek for help; form groups of disability networks, and set up stakeholders working group on disability and Inclusive Education just like it is in gender since disability is cross cutting issue. Parents of children with disabilities should also

be supported with information where possible; Community Based Rehabilitation programs with practical demonstrations on how to manage children with disability should be done where possible. skills on developing native assistive devices to help children should also be provided. As a whole the awareness raising and campaign should drive home the global commitment of (UNESCO) world conference on special education held in 1994 at Salamanca, Spain, emphasized that education as human right persons with disability should be put in schools.

3.9.2 Policy Statement

The Ministry of Education in collaboration with partners shall:

1. Recognize and respond to issues of advocacy on learners with special needs and disabilities, marginalized, minorities, girls, street children, returnees and children in IDP camps in line with other existing policies, conventions and practices.
2. Undertake continuous awareness creation and campaigns on special needs education.
3. Commemorate international days on advocacy for inclusive education and education for all

3.9.3 Priority Actions:

The Ministry of Education Shall:

1. Ensure that parents and communities are encouraged and educated in changing attitudes that are detrimental to the well-being of learners from poor background, from minority, linguistic, religious or ethnic groups, children with disabilities and others who are marginalized
2. Use both public and private electronic and print media in sensitizing and creating awareness among the general public.
3. In Collaboration with Partners advocate for mainstreaming (promoting social model of disability) relating to touching on issues of persons with special needs and disabilities in matters of the society.
4. Use Assessment and Intervention caters to specifically:
 - a) Conduct awareness raising on the rights of children and young people with special needs and disabilities
 - b) Advice and guidance parents on how best to support children and young people with special education needs and disabilities and enable them to participate fully in the community
 - c) Provide rehabilitation and learning Aids for persons with disability

3.10 1 Participation and Involvement

Learners with special needs and disabilities in schools and institutions are sometimes marginalized and are not represented in areas like management and decision-making processes. Learners with special needs and disabilities have not been actively involved in sporting, cultural and recreational activities, thus denying them solidarity and team building. Their participation is limited due to inaccessibility and/or unsuitability of the facilities. This is applicable to other forms of marginalization and discrimination i.e gender, ethnic, religion just but to mention a few. The objective of Participation and Involvement to promote participation of learners with special needs and other key stakeholders in decision making on matters that affect their education.

3.10.2 Policy Statement

The MOE will involve learners with special needs in decision making processes at all levels in education and training.

3.10.3 Priority Actions:

1. MOE shall develop modalities to involve learners with special needs and disabilities in decision making on issues that concern them.
2. school administrations shall appoint learners with special needs to positions of responsibilities in their learning institutions.
3. MOE shall encourage institutions to employ persons with special needs and disabilities in learning and training institutions.
4. School Management Committee shall engage and utilize learners with special needs and disabilities in sports, culture and other recreational activities.
5. School administrations shall encourage formation of clubs and associations for learners with special needs and disabilities in learning/training institutions

3.11.1 Partnerships and Collaborations

Stakeholders play important but complementary roles in supporting policy SEND&IE vision and mission. The objective of partnership and collaboration exercise is to provide information and forum on existing rehabilitation services and schools for CWD to parents, DPO and service providers located in Somalia to ease the referral of identified CwD to the nearest available service provider or school. The partnership and collaboration include all the relevant stakeholders along with their user-friendly mission. The stakeholders include among others: Communities, the Government, staff, private sectors and international organizations. The goal of partnership and collaboration is to establish new and strengthen existing partnerships and collaborations in inclusive and special needs education among all stakeholders.

3.11.2 Policy Statements

The Ministry of Education shall encourage and coordinate partnerships and collaboration with other stakeholders in provision of services and materials towards inclusive and special needs education.

3.12.3. Priority Actions:

MOE in collaboration with partners shall:

1. Periodically organize stakeholders' national conferences at different levels to share information on inclusive education, special needs and disabilities.
2. Coordinate the activities of all partners for purposes of transparency and non-duplication of activities.

3.12.1 Gender Mainstreaming in Special Needs and Inclusive Education

They say Gender equality is the goal and gender mainstreaming is the strategy including in SEND&IE. Gender equality is a goal that has been accepted by governments and international organizations. It is enshrined in international agreements and commitments as well as national agreements of Somalia. It is clear that there are viable patterns to inequality in Somalia between girls and boys including both young women and men. For example, girls tend to suffer violence at the hands of their intimate partners more often than boys; girls' participation and their representation in decision-making structures lag behind; girls have different economic

opportunities. Gender mainstreaming to ensure equity and equality in SNE & IE is a challenge. The community and society in general has a negative attitude towards people with special needs. The situation is worse for the girl child with special needs and disabilities. They face a bigger challenge than their male counter-parts. The dropout rate for girls with special needs and disabilities is high due to teachers who may not be sensitive to the needs of these kinds of learners. The goal of Gender Mainstreaming in Special Needs and Inclusive Education is to enhance gender mainstreaming in SNE programmes at all levels and ensure increased enrolment, participation and completion rates for both girls and boys, men and women with special needs and disabilities in education.

3.12.2 Policy Statements

To address gender disparities in SNE and IE, the MoE Shall promote gender mainstreaming of boys and girls, men and women with special needs and other forms of marginalization in education programmes at all levels through affirmative actions.

3.12.3 Priority Actions:

MOE shall employ the following strategies to implement the above polices:

1. Create awareness and sensitize communities on the importance of SNE and IE, especially for the girl child;
2. Ensure that quality assurance and standards officers deliberately focus on equal participation of both girls and boys with special needs and disabilities and other forms of marginalization in social and educational activities alongside regular learners.
3. Carry out surveys and research to understand the gender and education issues for learners with special educational needs and advise the government and other stake holders on emerging issues and how to address them;
4. Develop conducive and accessible physical environments for learners with special education needs with specific emphasis on the girl child.

3.13.1 Guidance and Counseling

Children with disabilities and their caregivers are particularly vulnerable to stress (WHO, 2011). Their stress levels might be higher if a person with more severe disabilities is living in the household. There is evidence to indicate that up to 70% of mothers and 40% of fathers of severely disabled children have been found to be distressed (Sloper& Turner, 1993). Psychosocial support (PSS) aims to address psychosocial wellbeing of children in general. However, some children are more vulnerable than others and programmes to support vulnerable children need to take this into consideration through mainstreaming disability as well as through providing disability specific or adapted interventions. Psychosocial support should also be mainstreamed into programmes to support children with disabilities and their families as much as possible. The objective of guidance and counseling is thus to develop diverse and specialized guidance and counseling opportunities to meet the varied needs of learners with special needs and other marginalized children

3.13.2 Policy Statements

The Ministry of Education in collaboration with other service providers shall develop, avail and provide guidance and counseling services to learners with special needs

3.13.3 Priority Actions

MOE shall employ the following strategies to implement the above policies

1. MOE shall develop guidance and counseling guidelines for learners with special needs
2. MOE shall ensure interests of learners with special needs are addressed in guidance and counseling programmes in all learning institutions.
3. MOE shall develop a basic Counseling with an emphasis on Children in Crisis and Children living with Disabilities for Teachers, Parents and School Associates

3.13.1 Teacher Education and Capacity

Most teachers in Somalia do not have the knowledge and skills of teaching and managing children with special needs. The head teachers, teachers, assistant teachers and education officials need to be trained to acquire skills and resources required to adequately support CWD in schools and classrooms and those with special needs. Many a time the teacher attitudes are also a main factor influencing the inclusion of CWD at school. The lack of financial incentive is a large contributor to this. However, limited resources to teach a child with disabilities, a rigid curriculum, little or no skill in teaching children with different learning needs and no class-room support all culminate in a large amount of resistance from teachers when they are asked to support a CWD in their classroom. Lack of special education college in the country is also a main impediment affecting teacher's education and capacity towards IE & SNE. The goal of teacher's education and capacity development towards SEND&IE is to train education workers including teachers by training them to work with students with disabilities in institutions.

3.13.2 Policy Statement

Through training and capacity development, the MOE should translate and enable utilization of evidence in policymaking to accelerate socioeconomic transformation and sustainable development in that will ensure access to education through training and capacity development in IE & SNE.

3.13.3 Priority Actions

MOE shall employ the following plans to implement the above policies.

1. Conduct teacher training courses for all teachers to teach children who have special educational needs and disabilities.
2. Conduct in-service courses for personnel working in all fields of special needs education.
3. Prepare and conduct correspondence courses for personnel in the field of special needs education.
4. Run an educational and psychological assessment center for the training of teachers of children with special needs and disabilities.
5. Run an orientation and mobility center for training and demonstration purposes
6. Function as a resource center for the production and dissemination of information to the general public on special needs and disabilities

CHAPTER FOUR: IMPLEMENTATION FRAMEWORK

The Somalia National SEND & IE policy framework will be interpreted and implemented in line with the Constitution of Somalia, Educational sectoral plans and through a multi-sectoral approach including all education actors.

4.1 Management and coordination of the policy framework

The National Special Needs and Inclusive Education Policy Framework will be managed in accordance with the overall Education Sector Management and Coordination Framework, and other related Laws of the Federal Government of Somalia

4.2 Roles and responsibilities

a) Roles and Responsibilities of the Federal Government

- Develop policy, legislation, standard setting, regulation, capacity development, coordination, monitoring and evaluation and offering technical assistance to the counties.
- The Ministry of Education will facilitate policy implementation and ensure there is adequate capacity in terms of finances, human resources, commodity supply, IE & SNE information and infrastructure.
- The Directorate of SNE & IE will provide strategic leadership in the implementation of the policy through; an integrated strategic plan, programmes and guidelines.
- The Education Stakeholders and partners shall provide critical oversight on the implementation of this policy.
- The Government will provide an enabling environment for the enhancement of private/public sector partnerships.

b) Roles and Responsibilities of Regional Government

- Include SNE & IE in the Regional Education Development Plans, Sectorial education and or Strategic Plans and Annual Implementation Plans.
- Resource mobilization, monitoring and evaluation.
- Capacity building and technical assistance for effective implementation of the policy.

c) Roles and Responsibilities of Education Partners and Stakeholders

- They shall regulate their education professionals under their area of jurisdiction through the laws both national and international in the context of Somalia
- They shall register, license and retain educational profession.
- Receive and facilitate resolution of the concern of the members of community

d) Roles and Responsibilities of the non-state actors

- The non-state actors shall expand coverage and improve access to education as well as participate in formulation, financing, implementation, monitoring and evaluation of IE & SNE programmes
- The non-state actors shall actively participate in advocacy for promotion of mental health and mental health care.

e). Roles and responsibilities of media

- The mass media will play a key role in positive advocacy and creation of awareness on matters related to I.E & SNE

f). Roles and responsibilities of individuals, families, and communities

- The individual, family and community will play a key role in the promotion of I.E & SNE targeting the disable and person with special needs
- They will also advocate for and participate in Community-based Rehabilitation programmes.

g). Role and Responsibilities of Development and Implementation partners

- They will support IE & SNE Policy implementation through the Education Sector Partnerships and Coordination Framework with emphasis on Inclusive Education priorities and plans.
- They will be involved in resource mobilization and technical assistance.

e) Roles and Responsibilities of Training and Research Institutions

- The universities and colleges training in education shall include IE & SNE in their training curricula that conforms to the national and international standards.
- The institutions shall provide evidence-based approaches and practices to mental health issue.
- They shall conduct scientific Inclusive Education and Special Needs Education research and share information to inform the policy implementation.

f) Roles and Responsibilities of Professional Bodies

- They offer technical advice and professional expertise.
- They ensure and facilitate professional growth and look into the welfare of the members.
- They maintain professional and ethical standards around inclusive education in Somalia.

Chapter 5: MONITORING AND EVALUATION OF POLICY

4.1 Overview of M&E framework

These plans will be supported by programme investment plans with objectives around specific Education sector.

A core set on indicators for I.E &SNE shall be defined to monitor and evaluate the implementation of the policy. The results of the policy evaluation shall be used to inform the best practices in terms of I.E & SNE interventions. This policy will be implemented through strategic plans that will elaborate on the comprehensive medium-term strategic and investment approaches through two key elements:

- Medium-term education and related service outcome indicators and targets for each of the policy objectives, defined by the national and regional government.
- Priority investments across the policy orientations shall be required to attain the above-mentioned medium-term IE & SNE and related services objectives. Priority investments shall be defined by the respective planning units, to enable attainment of the defined objectives for the sector.

4.2 Comprehensive framework for M&E

Comprehensive framework for monitoring and evaluation of our programmes shall be developed to track indicators and reports. Internally, education program staff in charge of the IE & SNE will be involved in carrying out M&E for their programmes as well as contribute to the implementation of the M&E framework for the strategy. Technical assistance will be offered by the monitoring and evaluation officer under the quality and assurance team in education to all key programme staff to enhance quality of services.

MOE will develop data collection tools to measure the various indicators developed for the M&E framework of this policy through the Strategic Plan. This data will be collected in the various regional states in Somalia. Other methods of data collection processes will include conducting research, Focus Groups Discussions (FGDs) and Key Informant Interviews (KIIs).

There will be annual reviews of the progress made in the implementation of this policy. During the review FGD, KII and a survey will be conducted to assess the progress made within the year. The annual performance plan will be the basis for evaluation of the implementation of this policy. Each programme staff will be required to pick their mandate from the policy and derive their annual performance plan. The performance plan shall be used to outline the milestones and deliverables as well as their respective due dates.

In order to ensure that planned activities are progressively implemented and that setbacks and variations are addressed as they arise, the Ministers and their DGs will ensure that monitoring structures are put in place. Evaluation will be a continuous exercise to assess the impact of the implemented plans.

Monitoring and evaluation will be carried out at three levels: National level, Regional level and Districts level. The approach to monitor and evaluate will therefore be:

- Monthly programme meetings to monitor the implementation of the Policy.
- The Head of the SEND&IE will chair these meetings;
- Quarterly meeting chaired by the DGs or the ministers to monitor the implementation other performance plan at Management level;

CHAPTER SIX: REVIEW AND AMENDMENT OF THE POLICY

The Ministry of Education shall review the SNE policy every two years to ensure that the policy remains relevant to changing national and international environments.