



LM INTERNATIONAL ETHIOPIA

Increased Access to Inclusive Education Project

Terminal Report ((February 25/2022-December 31/2024)

January, 2025

Project Profile

Project Title: Title of the Project: Increased Access to Inclusive Education in Adama, Assela, Bishoftu, Mojo & Batu Towns

Program Goal: The Rights of CFBL respected, promoted, and gender disparities in education minimized so that equal access to education for CFBL ensured in the target areas

Program Duration: 34 Months (February 25/2022-December 31/2024)

Project Target Location:

Region: Oromia

Town: Adama, Asela , Bishoftu Batu and Modjo

Beneficiaries, Direct: 3,436 HHs (1,649 Male & 1,787 Female)

Indirect: 153,469 individuals (74,186 Male and 79,283 Female)

Implementing Agency: LM International Ethiopia

Donor: Swedish Mission Council

Total Cost: 30,250,925.50 (Thirty Million Two Hundred Fifty Thousand Nine Hundred Twenty-Five and 50%) birr

Direct Costs: (85%) 25,652,252.00 (Twenty-Five Million Six Hundred Fifty-Two Thousand Two Hundred Fifty-Two) birr

Indirect cost: (15%) 4,598,673.50 (Four Million Five Hundred Ninety-Eight Thousand Six Hundred Seventy-Three and fifty cents)birr

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3. Acronyms

BoE-	Bureau of Education
CFBL-	Children Facing Barriers to Learning
CRPD-	Convention on the Rights of People with Disabilities
CSOs-	Central Statistical Office
CwD –	Children with Disabilities
CWSN	Children with Special Needs
ED-	Education Department
EFA-	Education For All
HO-	Head Office
IAS-	International Aid Services
IE-	Inclusive Education
IGA	Income Generating Activities
LSN-	Learners with Special Educational Needs
M&E –	Monitoring and Evaluation
MEAL-	Monitoring, Evaluation, Accountability and Learning
NGO-	Non Government Organization
OFB	Oromia Finance Bureau
PSC	Project Steering Committee
PWD-	People With Disabilities
SDG-	Sustainable Development Goals
SNE-	Special Needs Education
SNNPRS-	Southern Nations, Nationalities and Peoples’ Regional State
SMC-	Swedish Mission Council
TEO-	Town Education Office
TVET-	Technical and Vocational Education and Training
UN-	United Nations
UNESCO-	United Nations Education, Science and Culture Organization

WaSH- Water, Sanitation and Hygiene

4. Executive Summary

As a foundational step in the project's implementation, a baseline survey was conducted across 183 private and 183 government-owned schools. This survey played a crucial role in identifying potential barriers and informing strategic planning. Additionally, two operational research studies were carried out, with their findings shared with relevant stakeholders in both digital and printed formats. To enhance the technical skills of its employees, LM International organized capacity-building training sessions covering various topics. These sessions were conducted in Addis Ababa and Bishoftu in 2023 and 2024. As part of its support to LM International Ethiopia's partners, the project allocated and distributed a total of 1,200,000 birr to three civil society organizations (CSOs) operating in Adama, Bishoftu, Asela, and for persons with disabilities (PWDs) in Batu and Modjo. Additionally, five Inclusive Education (IE) Networks, composed of rights holders, FDBs, and MDBs, were established and provided with various capacity-building training programs. These networks have been actively collaborating with the project, significantly contributing to its success. To advocate for the rights of children with disabilities (CWDs) within school settings, the project established Inclusive and Special Needs Education (IE/SNE) clubs. These clubs used creative mediums such as poetry, songs, drama, and music to raise awareness through weekly school mini-media sessions. Moreover, they facilitated sign language and Braille training sessions for all members. As a result, in the 2023/2024 academic year, 234 students (109 male and 125 female) successfully completed their training in Bishoftu, Batu, and Modjo. To promote hygiene and create a conducive learning environment, the project procured and distributed 527 hygiene packs to targeted schools. Additionally, to address negative parental perceptions, 19 family network groups were established, engaging 305 parents. As part of an economic empowerment initiative, the project selected 79 parents of CFBL (Children with Functional Barriers to Learning) and provided them with 1,275,500 birr to invest in income-generating activities, helping them secure sustainable livelihoods for their families. The project also made significant efforts to address attitudinal barriers that hinder the effective implementation of inclusive and special needs education. To further promote inclusive education, an agreement was reached with Asela Fana FM to broadcast 30-minute segments in Afan Oromo and Amharic once a week Recognizing the importance of trained teachers in fostering inclusive education, the project trained 317 teachers (107 male and 201 female) from targeted schools in Braille and sign language skill

To strengthen special needs education in targeted schools, the project organized and delivered a range of training sessions, covering physiotherapy, speech therapy, psychosocial support, and advanced sign language skills. Additionally, to identify best practices and opportunities for improvement, experience-sharing sessions were arranged, allowing stakeholders from different towns to observe successful initiatives outside their own work settings and gain valuable insights. To address infrastructure challenges, the project constructed two special needs education training and assessment centers in Batu and Bishoftu, equipping them with furniture and Montessori kits. Furthermore, three new disability-friendly toilets were built in Modjo, Batu, and Asela, while an existing facility in Bishoftu was renovated to improve accessibility. Over the last three years, the project has supported a total of 445 children with functional barriers to learning (CFBL) (259 male and 186 female) through various interventions. These included transportation assistance for 63 students, snack provision for 248 students, and the distribution of essential school supplies such as 980 exercise books, 47 packs of pens, 143 packs of pencils, and 410 backpacks. Recognizing the importance of vocational training for CFBL students who are unable to advance through traditional academic pathways, the project initiated vocational skills training in Adama and Asela, later expanding to Bishoftu. To facilitate hands-on learning, three candle-making machines were procured and supplied to Kombolcha, Geda Robele, and Bishoftu special needs education (SNE) schools in Asela, Adama, and Bishoftu, respectively. Additionally, based on local demand, one weaving machine was procured and supplied to Kombolcha School in Asela. Alongside these provisions, selected parents, SNE teachers, and students received specialized training to ensure they developed the necessary technical skills to effectively operate the vocational equipment. To further advocate for the rights and inclusion of persons with disabilities (PWDs), the project implemented multiple advocacy strategies. These included establishing and supporting IE/SNE initiatives, participating in the celebration of International Day of PWDs alongside relevant organizations, leveraging media campaigns, and organizing national-level advocacy workshops. As part of its broader commitment to cross-cutting issues, the project also prioritized environmental and climate-related initiatives. Awareness campaigns were conducted within school communities, school garden projects were introduced as models, and tree seedlings were planted and protected. Additionally, strategic workshops were organized for key partners and stakeholders to promote discussions on environmental and climate change issues

5. Introduction

Oromia Inclusive Education/IE Project inceptioned in 2017 and after conducting need Assessment a Project agreement signed with Adama & Assela towns pertinent bodies subsequently LM Ethiopia has been implementing the IE Project for the past four years in the two towns which brought about significant changes in the lives of CWDs with better education access. Although the project still continues in Adama and Assela towns the project can be considered as an expansion to new target areas notably Batu, Modjo & Bishoftu towns.

One of the primary issues facing children with special educational needs in Ethiopia and especially those with disabilities, is the lack of access to quality education. Although the exact figures of children with disabilities who are out-of-school in Ethiopia are unknown, according to EFA Global Monitoring Report (UNESCO, 2015), Statistics on Education from UNICEF show that Primary School Participation in Ethiopia 2008-2012 was 90.4 for male and 84.4 for female. However, Primary School Net Attendance was considerably lower: 64.3 for male and 65.5 for female. Survival rate to the last primary grade was 40.7%.

A Research Article: School Enrollment among Children with Disability in Rural Eastern Ethiopia: A Community-Based Survey, published 3 Nov 2016, says: “Information about school enrollment with disability (7-14 years) is not readily available in Ethiopia. This study assessed current school Enrollment in Eastern Ethiopia. Results: A total of 305 school aged children with disability were enrolled in this study. Of which 151 (49.5%); (95% CI=43.9%, 55.1%) were currently at school. Bullying and lack of resources were the most common problems for low proportion of school Enrollment. Children with multiple disabilities (AOR=0.40; 95% CI=0.18, 0.88) were less likely to be enrolled in school. Male children with disability (AOR=2.40; 95% CI=1.47, 3.92) and those from households with high wealth index (AOR=1.96; 95% CI=1.08, 3.57) had a better chance for school enrollment.

Conclusion: School enrollment for children with disabilities was very low. Efforts need to be intensified to reinforce regulations that favor enrollment of children with disability to regular schools. Disability is a barrier to schooling mainly due to discrimination and children with Disability can be enrolled in ordinary schools with some adjustment of school environment. However, school enrollment of children with disability (CwD) in developing countries is very low

and enrollment in general is below 10% in many countries where statistics is available

Children with disabilities in developing countries suffer several constraints to get education and school enrollment rate is only 1-3% in special schools and <10% get enrollment in general which leaves the vast majority of children with disability totally out of school. Many studies tried to identify the factors associated with low school enrollment of children with disabilities. The lack of preparedness in the school system and societal failure to cater for special needs children are the causes for the low enrollment. Embedded in the Societal factors associated with low enrollment include poverty and negative attitude. The school system also lacks an adequate number of skilled teachers trained in special needs education, lack of budget and appropriate resources to provide streamlined education, and their infrastructures are not suitable for children with disabilities. Teasing and bullying and labeling of children with disabilities by the school community is another source of barrier. The scale of the problem is also often hidden due to lack of reliable data obstructing attention for action from responsible government bodies.

UNICEF Globally estimated that about one-third of all children who are out of school have a disability and in Africa less than 10% of children with disabilities are in school. Applying these estimates to Ethiopia, it would suggest that over one million children with disabilities are out-of school. Through the signing of the Convention of the Rights of Persons with Disabilities and a National Act on Disability (both in 2009), the Ethiopian Federal Ministry of Education states that the government is committed to achieving EFA and the SDGs. IAS has a strategy in the IAS IE Manual to ensure that children with special educational needs will have access to quality education

6. Background

The government of Ethiopia has taken a number of legislative and policy steps that indicate commitment to advancing the rights of persons with disabilities. In terms of international instruments, these steps include:

In Ethiopia, there are relevant Legal instruments and documents that includes the following:

- The Constitution of the Federal Democratic Republic of Ethiopia from 1994, accepts the international declarations and conventions, and states education as a human right. In its Article 41 on Economic, Social and Cultural Rights, the Constitution states that “The State has the obligation to allocate ever increasing resources to provide to the public health, education and other social services.” (Paragraph 4).

- Education and Training Policy of Ethiopia ETP (1994) has laid the ground for the development of the education sector as a whole. One of its main objectives has been to provide basic education for all, recognizing the rights of nations/nationalities to learn in their language, recognizes the rights of the disabled and gifted children to education by stating; “to enable both PWD and the gifted learn in accordance with their potential and needs.”
- Ethiopia signed the UN Convention on the Rights of Persons with Disabilities in 2007 and ratified it in 2010 and its requirement in December 2012..
- Ministry of Education endorsed the Special Needs Education Program Strategy in 2006 to meet UPEC and EFA Goals underlining education as a fundamental human right and one of the main factors that reduce poverty and improve socio-economic conditions
- In September 2015 Ethiopia endorsed the 2030 Agenda for Sustainable Development and adopted a set of goals (Sustainable Development Goals SDG) to end poverty, protect the planet, and ensure prosperity for all as part of a new sustainable development agenda.
- The Council of Ministers Building Regulation 243/2011 Article 34-Facilities for PWD
- Building Directive- No 5/2003- Article 33
- Ethiopian Building Proclamation- 624/2009
- Signing and ratifying (in 2010) the United Nations Convention on the Rights of Persons with Disabilities (CRPD), the first international, legally binding treaty aimed at protecting the human rights of persons with disabilities.
- Signing and ratifying other treaties that advance the rights of people, including those with disabilities, for example the UN Convention on the Rights of the Child, the African Charter on Human and People’s Rights, the Convention on the Elimination of All Forms of Discrimination against Women, and the Beijing Platform for Action – all of which make some reference to protecting the rights of persons with disabilities to fair treatment, appropriate care, inclusion and full participation in society (Abebe Yehualawork,2014).

Article 2 (1) of the Convention on the Rights of the Child stipulates:

States parties shall respect and ensure the rights set forth in this Convention to each child within their jurisdiction without discrimination of any kind, irrespective of the child’s or his parent’s or legal guardian’s race, color, sex, language, religion, political or other opinions, national, ethnic or social origin, ,poverty, disability, birth or other status.

The focus on education across Africa fueled by the Education for All (EFA) movement (1990), the Salamanca Statement (1994), the MDGs (2000), the Incheon Declaration (2015) and latest the SDG 4 have contributed to a massive increase in numbers of pupils, but unfortunately not in an increase in quality. However, the key guiding documents to IE are not available in the relevant government offices. The officers responsible for implementing the documents are neither inducted, nor kept accountable towards their obligations as formal duty bearers (FDBs). The CFBL as rights holders (RHs) and the moral duty bearers (MDBs) were less informed, and thus unaware of their rights and obligations. The lack of follow-up on implementation of the guiding documents from both the government's side, and a coordinated civil society led by Organizations for persons with disabilities(OPDs), means that the kind of interventions taking place are sporadic and with limited impact. There is no robust data to monitor the development of the CFBL..

Two of the basic principles of the convention on the rights of the child are the right to survival and development and the right to non-discrimination for all children, including children with disabilities. Children with disabilities have the right to growth and development and this includes access to quality inclusive education.

Thus there are plenty of legal instruments that lay the foundation for the protection (which also includes provision of adequate social services including education) of all children including children with disabilities and the question remains to what extent these policy and legal provisions have been translated into practice.

These numbers are of concern in the context of a country which has committed itself to international proclamations advocating for the rights of children with disabilities to educational access, included ideals of supporting people with disabilities in its constitution, and developed national plans for special needs education (International Labor Organization, 2013). However, when one looks beyond these policies and declarations and views the realities of primary school classrooms and their surrounding communities, it becomes clear that achieving Education for All, most specifically children with disabilities, involves much more than establishing policies and placing students in classrooms. Achieving true inclusion in Ethiopia will require action that is rooted in the conviction that inclusive education is not merely about access, but about changes in society and systems (Brittany Franck, 2015). According to a UNESCO-commissioned report on Education for All, Ethiopia utilizes the terms 'special needs education' and 'inclusive education' as one concept, defined as 'focus[ing] on children and students who are at risk of repetition and dropout

due to learning difficulties, disabilities, socio-emotional problems, or are excluded from education’(ibid: 22). Importantly, this statement recognizes children with disabilities as a group at risk of drop out, echoed in Ethiopia’s Study on Situation of School Children (2012); however, further clarification is needed to understand the core of the term inclusion. In the same (UNESCO) Report, inclusion was defined as ‘bringing about change in the education system by identifying and solving barriers to presence, participation, and achievement for every learner within mainstream settings’ (ibid).

7. Project Goal and Objectives

7.1. Overall Goal,

The general Goal of the project is to ensure the Rights of CFBL respected, promoted, and gender disparities in education minimized so that equal access to education for CFBL is ensured in the target areas.

7.2. Specific Objectives

There are 4 specific objectives that deal with different aspects of project intervention.

1. Build the capacity of Civil Society Organizations in the target areas towards promoting IE
- 2...Enhance the role and contributions of Civil Society Organizations in advocating IE and promoting the inclusion of CFBL in the social structures and educational system.
- 3...Ensure the collaboration of Formal duty bearers and CS groups to implement initiatives for quality inclusive education for all at primary school level.
4. Develop the awareness of school community to make them actively participate in environmental protection to mitigate effects of climate change.

8. Project Implementation Strategy

To achieve its goals and objectives, the project has adopted the following strategic approaches:

1. **Comprehensive Awareness Campaigns** – Public awareness initiatives are conducted through print and electronic media, training sessions, workshops, and family networks. These efforts aim to foster positive attitudes toward children with special needs (CWSN) while taking into account cultural, religious, and socio-economic factors to ensure effectiveness and inclusivity.

2. **Strengthening Special Needs Education (SNE) Assessment and Resource Centers** – The project enhances the capacity of these centers to receive, screen, and assess referred children, ensuring that each child receives appropriate interventions based on their individual needs.
3. **Capacity Building for Local CSOs and CBOs** – By strengthening local civil society organizations (CSOs) and community-based organizations (CBOs), the project enhances their role in advocating for and promoting inclusive education (IE).
4. **Advocacy at Local and National Levels** – The project engages in advocacy efforts to influence both Federal and Municipal Development Boards (FDBs and MDBs) in supporting and promoting inclusive education policies and programs.
5. **Infrastructure Development for Inclusive Schools** – The project undertakes school infrastructure improvements to create a more accessible and child-friendly learning environment for children with functional barriers to learning (CFBL), establishing model inclusive schools.
6. **Capacity Building for Education Offices and Schools** – Training and experience-sharing activities, including field visits, are provided for education offices at regional and local levels. Additionally, regular school teachers and principals receive capacity-building training to improve student retention, participation, and academic success among CFBL students through enhanced teaching skills.

Furthermore, to ensure the project's effectiveness, a structured project management approach has been adopted, utilizing relevant skills and expertise. Key focus areas during implementation include project scope, timelines, cost control, quality assurance, human resource management, communication, risk mitigation, procurement, and stakeholder engagement.

LM International has actively collaborated with local administrations, government agencies, and non-governmental organizations, emphasizing the importance of local partnerships. The organization prioritizes transparency, community trust, and strong local engagement to cultivate a sense of ownership among stakeholders. This approach fosters long-term relationships, strengthens LM International's acceptance within local communities, and enhances the overall impact of the project.

9. Project Implementation Achievements

PO.1 Build the capacity of Civil Society Organizations in the target areas towards promoting IE

1.1. 1. Baseline survey conducted and connected with TOC

To establish a clear benchmark of existing challenges and devise effective strategies to address identified gaps, LM Ethiopia conducted a comprehensive baseline survey and feasibility study. This study was carried out in Adama, Assela, Batu, Modjo, and Bishoftu, focusing on Inclusive Education (IE) implementation in the target areas. Data collection methods included observations, interviews, and the review of records, drawing insights from the past four years of experience and lessons learned. The findings of the study highlighted the following critical issues:

- Persistent attitudinal barriers among parents, communities, and other stakeholders continue to hinder the enrollment of Children with Functional Barriers to Learning (CFBL) in regular schools.
- Limited commitment from key stakeholders negatively affects the progress of inclusive education.
- A shortage of trained resource personnel in Inclusive and Special Needs Education (IE/SNE), particularly in Sign Language and Braille.
- Inadequate resource materials including Braille materials and books in the Oromo language.
- Limited knowledge and proper assessment tools for evaluating new students entering schools.
- Lack of attention to intellectually impaired children resulting in insufficient support and resources.

Misconceptions about Inclusive Education implementation leading to inconsistent practices.

- Non-standardized services such as Sign Language and Braille training, affecting the quality of education for students with disabilities.
- Substandard construction of essential facilities including ramps, toilets, and resource rooms, making them inaccessible to children with mobility impairments.
- Limited or no support services available for CFBL students.

- Absence of dedicated IE/SNE focal persons in some education offices, leading to a lack of consistent monitoring and follow-up.
- Lack of IE/SNE/Disability support clubs in some schools, reducing opportunities for peer support and advocacy for children with disabilities.

These findings provided a solid foundation for designing targeted interventions aimed at addressing these challenges and enhancing the overall effectiveness of inclusive education in the project areas. .

1.1.2. Capacity Building training for local Partners and CSOs

To enhance the knowledge and capacity of local partners and Civil Society Organizations (CSOs), the project organized a series of capacity-building training sessions. These trainings focused on key aspects of Inclusive Education (IE) and Special Needs Education (SNE), as well as the rights of persons with disabilities, with an emphasis on relevant international and national conventions, proclamations, and advocacy strategies. The sessions were conducted in multiple rounds and provided to local partners and CSOs.

As a result, a total of 159 participants (102 male and 62 female) successfully completed the training, equipping them with the necessary skills and knowledge to actively contribute to the promotion of inclusive education and disability rights within their respective organizations and communities.

Table 1: summary of Capacity Building training for local Partners and CSOs

S/N	Training rounds	Total attendants	Sex		Total
			Male	Female	
1	First round	45	28	17	45
2	Second Round	56	35	21	56
3	Third Round	62	39	23	62
Total			102	61	159

1.1.3. Undertake Capacity Building Training for Oromia project staff

To enhance the technical capacity of project staff, two rounds of training sessions were conducted.

- First Round: Held in Addis Ababa at Bole Friendship International Hotel, this session focused on various organizational policies, including human resources (HR) policies, anti-corruption measures, gender-related policies, theft prevention, and child safeguarding protocols.
- Second Round: Conducted in Bishoftu at Asham Resort and Hotel, this training covered emotional intelligence and effective communication.

In both rounds, the organization made significant efforts to equip its staff with essential knowledge and practical skills. Highly experienced and well-trained professionals were invited to lead the sessions, ensuring participants gained valuable insights backed by extensive real-world expertise.

1.1.4. Operational research conducted and final report shared with relevant stakeholders

Extensive research has consistently demonstrated the positive impact of inclusive education, making it a model worth implementing. Recognizing the significance of this, the project conducted two operational research studies focusing on assessing the practical implementation of inclusive education and identifying key challenges hindering its progress in targeted schools.

The findings of these studies were presented to relevant stakeholders in the targeted towns, providing valuable insights to inform future actions. Additionally, the full research report, along with its conclusions and recommendations, was documented in hard copy and distributed to key stakeholders to facilitate informed decision-making and promote sustainable improvements in inclusive education practices.

1.1.5. Follow up on the implementation of the ToC and advocacy action plan through quarterly meetings of LM and Partners

As emphasized earlier, LM International strongly believes in fostering close collaboration with all relevant stakeholders working in the field of disability advocacy and inclusive education (IE/SNE). In line with this commitment, the implementing organization has been actively engaging with its partners, working hand in hand to advance advocacy efforts and promote inclusive education.

To ensure effective implementation, the project's activities have been carried out through a participatory approach, fostering a sense of ownership and encouraging proactive engagement among all stakeholders. Regular quarterly meetings between LM International and its partners have played a crucial role in tracking the progress of the Theory of Change (ToC) and advocacy action plan, facilitating continuous dialogue, coordination, and alignment of efforts toward achieving the project's objectives.

1.1.7. LM Ethiopia and partners are well connected, sharing knowledge and experiences

Addressing disability-related challenges requires a collective and multi-sectoral approach rather than the efforts of a single organization. Recognizing this, LM Ethiopia has established strong collaborative partnerships with organizations such as RCP, Christian Horizon, and Vision for Generation, which operate in Adama, Asela, and Bishoftu.

Through this synergy-based approach, LM Ethiopia and its partners have continuously engaged in knowledge and experience-sharing initiatives. These collaborative efforts have been facilitated through various organized events, both domestically and internationally, enabling stakeholders to learn from one another, exchange best practices, and strengthen their collective impact in promoting inclusive education and disability rights.

1.1.8. Partners Project Implementation support

To strengthen and sustain the promotion of inclusive education in the targeted areas, LM International has adopted a collaborative and participatory approach, working closely with all stakeholders. As part of this strategy, partner support for project implementation has been identified as a key component.

In line with this, LM International has allocated and distributed financial resources to its partners, ensuring that the designated budget is effectively utilized to implement the activities outlined in their respective project proposals. This support aims to enhance the impact and sustainability of inclusive education initiatives across the targeted regions.

1.1.9. Data base for CWDs is established and shared with relevant stakeholders

In many parts of the country, both rural and urban, disability is often misunderstood, sometimes perceived as a consequence of misfortune or wrongdoing. As a result, many families choose to keep their children with disabilities (CWDs) at home, fearing stigma and discrimination. This has led to hundreds of CWDs being deprived of their right to education, leaving them illiterate and unable to realize their full potential.

To address this issue, a comprehensive home-to-home data collection initiative was conducted. This process involved school teachers, community leaders (Ketna leaders), town education offices, and LM staff, who were invited and oriented on how to identify and document CWDs in their communities. The

primary goal of this data collection was to determine the actual number of children with disabilities, providing essential insights for future project planning.

The collected data was then analyzed, documented, and shared with relevant stakeholders, ensuring that policymakers, educators, and support organizations have the necessary information to design and implement effective interventions for inclusive education targeted areas. In doing so the collected data was analyzed and its findings shared to relevant stakeholders.

1.1.10. CSOs groups and IE networks are empowered to dialogue with institutions and relevant stakeholders to improve education opportunities for CFBL

Despite the existence of Inclusive Education (IE) and Special Needs Education (SNE) strategies, their implementation remains limited, with many children with disabilities still unable to access education. While some progress has been made compared to previous years, a significant number of children with disabilities (CFBL) remain out of school. Addressing this challenge requires collective efforts beyond the government, necessitating active participation from Civil Society Organizations (CSOs), community networks, and the public.

To bridge the existing gaps in IE/SNE education, the project has conducted several capacity-building trainings aimed at empowering CSOs and IE networks. One notable training was delivered by an expert from the Regional Education Bureau at Rose Marry Hotel in Bishoftu city, where 56 participants (35 male and 21 female) received targeted knowledge and skills.

Additionally, the project has facilitated dialogue workshops to strengthen advocacy and engagement with relevant institutions and stakeholders. These workshops were successfully conducted in Adama and Bishoftu cities, allowing key actors to exchange ideas, address challenges, and develop actionable strategies to enhance education opportunities for CFBL

1.1.11. Base for civic engagement between CSOs and relevant institutions is established

To strengthen collaboration and foster effective engagement between Civil Society Organizations (CSOs) and key institutions, LM International Ethiopia has made continuous efforts to build strong partnerships. As part of this initiative, the project successfully organized two major workshops focused on enhancing civic engagement.

During these workshops, representatives from various CSOs participated in capacity-building training sessions, equipping them with the necessary knowledge and skills to actively engage with relevant institutions. Organizations such as Bright Future, ADRA, Addis Guzo, RPC, Vision for Generation, and Christian Horizon, all operating within the five targeted town administrations, played an active role in these sessions.

By establishing this collaborative platform, the project has contributed to strengthening dialogue and cooperation between CSOs and key stakeholders, ensuring a more coordinated and effective approach to addressing the challenges faced by children with disabilities.

2. PO 2 CSOs groups as key actors in promoting inclusion of children with disabilities in social structures and their educational system.

2.1.1. IE local network is established (5 Networks)

To ensure active participation and collaboration in the planning and implementation of the project, LM Ethiopia has been working closely with key stakeholders in the targeted towns. As part of this initiative, five Inclusive Education (IE) Networks have been established, bringing together FDBs, MDBs, CSOs, and right holders to strengthen their collective commitment to promoting inclusive education.

To enhance ownership and leadership, parents of CFBL have been entrusted with leading these networks, ensuring they play a prominent role in advocating for the rights and well-being of their children. To further empower network members, capacity-building training programs have been organized, equipping them with the skills and knowledge needed for effective engagement.

Additionally, the project has worked to ensure that these networks function efficiently, with structured monthly meetings, annual plans, and proper documentation. Through these efforts, the IE Networks have made significant contributions to the promotion of Inclusive and Special Needs Education (IE/SNE) and have played a key role in supporting the overall implementation of project activities.

2.2.2. Positive attitude towards CWDs have been increased and social stigma reduced (CBOs, Comm. Tr)

It is widely recognized that many parents of children with disabilities are hesitant to send their children to local schools, primarily due to the societal pressures and stigma placed on both the parents and their

children. This negative attitude stems from the community's misunderstanding of disability, often viewing it as a form of total incapacity.

To address this issue, the project aimed to shift these negative perceptions and promote a more positive outlook, emphasizing that disability does not equate to total inability. LM International Ethiopia led awareness-raising training sessions for community members, which were followed by home-to-home screenings of children with disabilities (CFBL).

Through this initiative, the project facilitated screenings by engaging community members, who went door-to-door in all targeted towns to identify and connect CFBL with nearby schools. These community members, in collaboration with local schools, Kebele administrations, and health extension workers (HEWs), helped raise awareness among parents about disability rights and the resources available at schools.

The primary goal of the home-to-home screenings was to educate parents about their children's right to education and to encourage them to enroll their children in school without shame. As a result, 1,450 households were reached during the project's implementation; successfully raising awareness and helping parents bring their children to schools across various rounds of the initiative.

2.2.3. CFBL are engaged in decision making and have full participation in the education Process (School IE Club)

To challenge misconceptions within the broader community and foster a positive outlook in school environments, the project established IE/SNE clubs in all 14 targeted schools. These clubs were designed to promote inclusivity and enhance the school experience for children with disabilities (CFBL).

To ensure the success and sustainability of these clubs, the project focused on strengthening their operations and creating awareness throughout the school year. The aim was to provide peer support and foster better socialization for CFBL, with a strong emphasis on active involvement. The clubs were also supported in developing annual plans to guide their activities and operations.

In addition, the clubs facilitated sign language and Braille skills training for all their members. As a result, by the end of the 2023/2024 academic year, 234 students (109 male and 125 female) from Bishoftu, Batu, and Modjo were certified in these essential communication skills.

Furthermore, thanks to the efforts of SNE teachers and heads of the IE/SNE clubs, some schools reported that entire classes were able to communicate fluently in sign language. To further support these initiatives, a sign language reference book was procured and distributed to all the targeted schools, helping to strengthen the ongoing development of sign language skills within these educational settings.



Picture 1. Sign Language skill delivery for IE Club students in Batu town

2.2.4. Causes of negative attitudes and methods of inclusion are well recognized and addressed through media and awareness in the Target area (Gender, clubs)

As is widely recognized, negative societal perceptions of girls have historically hindered their ability to fully participate and thrive in social, economic, and political spheres. This reflects a deeply ingrained social injustice that devalues girls and limits their opportunities. One of the consequences of this bias is the lack of access to basic necessities, such as sanitary pads, which can lead to school dropout.

To address these issues and create a more supportive learning environment for CFBL (Children with Disabilities and Girls), the project aimed to promote hygiene and well-being by providing sanitary pads. These items were procured and distributed across targeted schools, with the goal of helping girls overcome barriers to education and ensuring they have the resources needed to continue their studies. The project also worked to raise awareness and change perceptions through media and community engagement, focusing on both gender equality and inclusive education.

Table 2.: Sanity pad distributed among targeted schools

S/N	Years	Item	Sanity pad distributed among targeted schools		
			Unit	Quantity	Total
1	2022	Modes sanitary Pad	Pack	120 pack	120 pack
2	2023	Modes sanitary Pad	Pack	120 pack	120 pack
3	2024	Modes sanitary Pad& Pampers	Pack	287 Pack	287 Pack
Total					527 pack

Picture 2: Modes and Pampers sanitary distribution for Bishoftu SNE



2.2.5. The family Networks established

To change parents' negative perceptions, the project established family networks in each targeted school. A total of 19 family networks were created, comprising 305 parents. During their monthly meetings, these networks focus on various issues, particularly related to their children's development in school, the challenges they face, and how to advocate for their children's rights.

Through monthly coffee ceremonies facilitated by the project and led by designated SNE teachers, parents have the opportunity to share experiences and learn from one another about how different families support their children's growth. These meetings also serve as a platform to encourage other parents to enroll their children in school. This approach has been instrumental in fostering a sense of community among parents, helping them to support one another, and offering assistance in times of difficulty or when issues arise within the family

Table 3. Summary of Family networks per towns and groups

S/No	Town	Name of School	No. Groups	No of parents
1	Adama	Gada. Robele	2	37
		Oda P. School	2	19
		Dejene Sime	1	15
		Geda Michile	1	19
		Burka Boku	1	34
2	Batu	Hajiti P.School	1	12
		W. Demebel	2	30
3	Asela	Kombolcha	3	45
		Silingo	1	15
4	Modjo	Fana Modjo	2	34
5	Bishoftu	Bishoftu SNE	3	45
	Total		19	305

2.2.6. Skill training for Parents and annual meeting

Hundreds, if not thousands, of children with disabilities have been denied access to education and are confined to their homes due to a lack of awareness and the societal belief that disability equates to total inability. As a result, many parents have been unable to send their children to school or seek appropriate treatment based on the type of disability their children face.

To address this, the project aimed to change these misconceptions by organizing skill training for parents on how to support and care for their children, freeing them from the negative views associated with children with disabilities. Over the course of the project, a total of 275 parents of children with disabilities were trained on these essential topics.

2.2.8. MDBs and FDBs are annually recognize and celebrate the international day of PWDs

It is important to recognize the deeply ingrained misconceptions where people with disabilities (PWDs) are often viewed with pity, leading to their isolation or rejection within families and social institutions. In an effort to address and challenge these negative perceptions, the project has worked closely with relevant stakeholders to raise awareness and change the community's views on PWDs.

The project carried out this initiative in two main ways. First, it supported the 14 targeted schools with IE/SNE clubs to celebrate the International Day of PWDs. Over the past three years, significant efforts have been made to warmly celebrate the event, with students from the IE/SNE clubs delivering powerful messages through poems, songs, and dramas.

The second approach involved collaborating with local labor and social affairs offices and PWDs associations in the targeted towns. This collaboration included the distribution of T-shirts and banners, as well as covering the cost of refreshments. In 2023, the project printed 300 T-shirts for the International Day of PWDs celebrations, with 200 T-shirts delivered to Modjo and 100 to Bishoftu. Similarly, 200 T-shirts were printed for Asela, and 100 for Batu to support their respective celebrations.

Picture 3: Straight campaign Advocacy on celebration of international day of PWDs



2.2.9. IGA (Income Generating Activities) for parents of CFBL

In many developing countries, providing low-interest microloan opportunities is crucial for promoting the economic empowerment of communities. However, due to a lack of accessible microcredit options and concerns about repayment, many women are unable to start businesses due to insufficient capital. Recognizing this, the project facilitated access to startup capital, enabling targeted parents to engage in income-generating activities.

The selection of eligible participants was based on specific criteria, including having a child with a disability in the targeted schools, being a single parent, having low economic status, experience in small-scale trade, and a willingness to responsibly use the startup capital and engage in both individual and collective savings. Based on these criteria, school administrators, along with relevant committee members, identified eligible parents and referred them to the project office. A total of 1,275,500 Birr was distributed to 79 parents of CFBL from the targeted schools in the project's operational areas.

In addition to providing startup capital, the project also facilitated the formation of savings groups

consisting of 10 to 15 members. These groups meet monthly to deposit savings into a collective account at a Commercial Bank, with the ability to borrow from the group's funds as needed and repay with interest, following the guidelines set in their bylaw. The savings group bylaw was created to ensure transparency, democratic governance, and proper record-keeping. The bylaws outline the election process for group leaders and the inclusive decision-making process for all members. As a result, nearly all targeted parents are actively running businesses and saving between 200 to 500 Birr monthly in their communal bank accounts

Table 4. Summary of IGA Per towns and allocated budget

S/No	Town	Unity	Quantity	Gender Description			Amount of Birr
				Male	Female	Total	
1	Adama	No	27		27	27	449,500.00
2	Asela	No	18		18	18	303,000.00
3	Bishoftu	No	22		22	22	373,000.00
4	Modjo	No	6		6	6	75,000.00
5	Batu	No	6		6	6	75,000.00
Total			79		79	79	1,275,500.00

Picture 4: Sheep fattening and Poultry rearing IGA in Adama and Bishoftu respectively



2.2.10. Causes of negative attitudes and methods of inclusion are well recognized and addressed through media and awareness (Radio, billboard, poster)

It is well recognized that attitudinal barriers significantly hinder the effective implementation of inclusive and special needs education, as well as the broader rights of individuals with disabilities. To combat this, the project aimed to enhance awareness, particularly about the inclusion of children with disabilities within social structures and the education system. The goal was to strengthen collaboration among key stakeholders to ensure quality inclusive education at the primary school level.

To amplify the project's activities, the project entered into a contractual agreement with Asella Fana FM 90.0 Radio for the years 2023 and 2024. The agreement allowed the station to provide radio coverage in both Afan Oromo and Amharic, focusing on the project's work, particularly around the inclusion of children with disabilities. Additionally, the radio station was tasked with gathering feedback from the audience about the project's activities and performance.

During the contract period, the reporters traveled to the five targeted towns to gather inputs that were later shared with the public through the radio programs. Many listeners called in to express how the broadcast had provided them with new information and how beneficial it was. Several expressed a desire

to share the message with others, especially individuals with children with disabilities. This effort greatly contributed to raising awareness within the community about the rights of children with disabilities, inclusive education, and other relevant topics

3. PO3: Formal duty bearers and CS groups are collaborating to implement initiatives ensuring quality inclusive education for all at primary school level.

3.3.1. MDBs and FDBs are gathered annually to celebrate the achievement of the program and discuss the lesson learned

Each year, facilitated by the project, MDBs and FDBs come together to celebrate the program's successes and reflect on the lessons learned. During a workshop held in Adama City at the Geda Roble School meeting hall, 54 participants (34 male and 20 female) from the targeted areas were invited to attend the event.

Similarly, in 2023, a workshop in Bishoftu City at the Rose Marry Hotel saw the participation of 48 individuals (32 male and 16 female). During this event, Batu City Administration was awarded a Cup for the best performance, followed by Asela Town Administration. In 2024, another event in Adama City at Yeba International Hotel highlighted Mojo Town Administration for its exceptional performance, earning the Cup award, with Asela Town Administration again coming in second.



Picture 5: Annual celebration the achievement and discuss the lesson learned by MDBs& FDBs

3.3.2. Teachers from target schools have completed their training on IE/SNE, assessment Techniques, Sign Language & Braille

Throughout the implementation of the IE project, LM International has been committed to achieving the goal of providing quality education for all, particularly for Children Facing Barriers to Learning. To address this, the project has focused on training teachers from targeted schools in essential skills such as Braille, Sign Language, and inclusive education (IE) methodologies. The aim is to equip teachers with the knowledge and skills needed to deliver inclusive and high-quality education.

As part of this initiative, a total of 317 teachers (107 male and 201 female) from the targeted schools received training in Braille and Sign Language skills. In addition to these specialized skills, the teachers were also trained in the foundational concepts of IE/SNE (Special Needs Education).

To further enhance the capacity of SNE teachers, supplementary training sessions were provided in areas like Speech Therapy and Advanced Sign Language. These advanced sessions were delivered to 15 teachers (6 male and 9 female) in collaboration with Addis Ababa University and the Ethiopian Deaf Association. Additionally, a psychosocial training program was organized for another 15 SNE teachers (6 male and 9 female), selected from the project's target schools, to help them better support students with special needs.

Table 5. Summary of Braille and sign Language skill training delivery for school teachers

S/No	Town	Unity	Quantity	Gender Description		
				Male	Female	Total
1	Adama	No	109	34	75	109
2	Asela	No	73	28	45	73
3	Bishoftu	No	58	21	37	58
4	Modjo	No	17	3	14	17
5	Batu	No	60	21	39	60

Total	317	107	201	317
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Picture 6. Sign Language skill training in and certification ceremony in Asela& Batu towns

3.3.3. Staff from schools and institutions of CSEN/ girls are learning through shared knowledge and experiences

It is essential to recognize that individuals and organizations possess diverse knowledge, skills, strengths, and experiences. Understanding and leveraging these differences can enhance learning and improve outcomes. In light of this, the project has been facilitating experience-sharing programs, enabling stakeholders from targeted towns to observe best practices in different settings, learn from others' successes and challenges, and adopt effective strategies.

As part of this initiative, the project organized several experience-sharing events:

- **2022:** A program was arranged for participants from Modjo and Bishoftu, with 25 individuals traveling to Asela town to gain insights from local initiatives.
- **2023:** Another event was held for representatives from Batu and Modjo, where 28 participants visited Bishoftu town to learn from the experiences of schools and institutions there.
- **2024:** A trip was organized for 18 participants from Adama city to Batu town, providing them with valuable lessons from inclusive education initiatives in the area.
- **Final Experience-Sharing Event:** To strengthen IE/SNE service delivery across all targeted areas, the project facilitated a visit for 20 participants to well-established organizations Mekena Eyesus and Fikir Ethiopia, both based in Addis Ababa.

In all these events, participants included representatives of parents, education and labor/social affairs offices from targeted towns, LM partner staff, school directors, teachers, and students. These programs have played a vital role in fostering collaboration, enhancing service delivery, and improving education for children with special needs and girls facing barriers to learning.



Picture 7: Collective picture taken at LM head office at the of experience sharing event

3.3.4. Construction of 2 model CFBL centers /2 SNATC/Constructed to ensure gender and disability sensitive facilities are in place.

Construction of Two Model CFBL Centers to Enhance Inclusive and Gender-Sensitive Facilities

The lack of well-equipped resource rooms has been a significant barrier to the successful implementation of Inclusive Education (IE) and Special Needs Education (SNE). To address this challenge, the project constructed and handed over two Special Needs Education (SNE) resource centers to targeted schools.

These centers were built in Bishoftu and Batu towns, specifically at Tokuma and Wayu Dembel Secondary Primary Schools. In addition to the construction, the centers have been fully furnished with essential equipment, including chairs, furniture, and Montessori learning materials. This initiative aims to create an inclusive, accessible, and gender-sensitive learning environment, ensuring that children facing barriers to learning (CFBL) receive the support they need.

Table 6. Description of items supplied to build SNE Training and Assessment centers

No	Activity description	Unit	Qty
1	Tables for learning class of centers built in Batu and Bishoftu	No	12
2	Office tables for centers built in Batu and Bishoftu towns	No	2
3	Shelf for centers built in Batu and Bishoftu	No	2
4	Plastic chairs for centers built in Batu and Bishoftu	No	50
5	Montessori accessories to Bishoftu center	L/S	Full



Picture 8: SNE Training and Assessment Center built by the project in Bishoftu city at Tokuma School

3.3.5. Infrastructure of 2 toilets and renovation of 3 schools to ensure gender and disability sensitive facilities are in place

The lack of accessible and disability-friendly toilets has been a significant challenge, limiting the participation and comfort of children with disabilities in schools. To address this issue, the project has constructed three disability-friendly toilets in the following locations:

- Asela – Oda Primary School
- Modjo – Fana Modjo Primary School
- Batu – Wayu Dembel Primary School

Additionally, the project renovated an existing disability-friendly toilet at Bishoftu SNE School to improve accessibility and ensure a more inclusive learning environment. These efforts aim to create gender-sensitive and disability-inclusive school infrastructures, enabling all students to access essential facilities with dignity and ease.



Picture 9 : Disability Friendly toilet built by the project in Modjo town at Fana Modjo School

3.3.6. Strengthening Assela TTC IE department

As part of its commitment to promoting Inclusive and Special Needs Education (IE/SNE), LM-INTERNATIONAL has been actively supporting the Assela College of Teacher Education by providing training in Sign Language and Braille skills for prospective teachers.

The objective of this initiative is to equip candidate teachers with the necessary skills in Braille reading and writing as well as Sign Language, enabling them to deliver quality and inclusive education for all students, including those with disabilities.

Through a strong collaboration with the college, a total of 360 candidate teachers have been trained, with 180 specializing in Braille and 180 in Sign Language, across multiple training sessions. This effort plays a crucial role in preparing future educators to foster an inclusive learning environment.

Table 7. Summary of Braille and Sign Language Skills training delivery at ACTE

S/No	Years	Unity	Quantity	Gender Description		
				Male	Female	Total
1	2022	No	120	35	85	120
2	2023	No	120	24	96	120
3	2024	No	120	21	99	120
Total			360	80	280	360

Furthermore, to comprehensively evaluate LM International's contributions to advancing Inclusive Education, a Memorandum of Understanding (MoU) was signed with the Assela College of Teacher Education. The primary goal was to assess the impact of the partnership, identify best practices, strengths, and areas for improvement, and explore opportunities for future collaboration and enhancement

As a result, the college conducted a detailed assessment and presented its findings during a workshop jointly organized with the institution. This workshop served as a crucial platform for fostering discussions, addressing challenges, and developing strategic plans to strengthen inclusive education efforts moving forward



Picture 10: Braille and Sign Language Skills training at ACTE

3.3.7. Training on Physiotherapy and purchase of some equipment

The project aimed at reaching SNE Teachers recruited from targeted schools in Physiotherapy training. The project sought to enhance the capacity of SNE teachers from targeted schools by providing Physiotherapy training, equipping them with fundamental skills to better support Children Facing Barriers to Learning (CFBL) in their respective schools.

To achieve this, a specialized training session was organized, focusing on basic physiotherapy techniques essential for assisting children with disabilities. A total of 12 teachers (10 female and 2 male) from schools within the project's operational areas successfully participated in and completed the training.

3.3.8. 50 teachers completed assessment training

The project organized Assessment Training for teachers from five towns to enhance their knowledge, attitudes, and skills in evaluating and supporting Children Facing Barriers to Learning (CFBL). The training focused on understanding assessment concepts, identifying different categories of CFBL, and determining their level and type of disability.

The primary goal was to empower teachers with the skills needed to properly assess students, ensure appropriate school placement, and refer them for additional services when necessary. Over the course of multiple three-day training sessions, a total of **52 teachers** from targeted schools successfully completed the program.

3.3.9. Children have the opportunity to early identification through assessment services provided

LM International Ethiopia, in collaboration with key stakeholders, has been making continuous efforts to support Children Facing Barriers to Learning (CFBL) by ensuring they receive early identification and assessment services. Through the Inclusive Education (IE) project, various intervention approaches have been implemented to help children advance in their education and become active, empowered members of their communities.

Over the past three years, the project has provided direct support to 445 CFBL (259 male and 186 female) through initiatives such as transportation assistance, snacks (feeding programs), provision of educational materials and assistive devices, as well as vocational training facilitation.

Table 8: Summary of CFBL and embraced by the project in different types of intervention approach

S/No	Town	Unity	Quantity	Gender Description		
				Male	Female	Total
1	Adama	No	144	79	65	144
2	Asela	No	77	46	31	77
3	Bishoftu	No	125	71	54	125
4	Modjo	No	41	26	15	41
5	Batu	No	58	37	21	58
Total				259	186	445

Through these efforts, the project continues to play a crucial role in identifying, assessing, and providing necessary support to ensure CFBL have equal opportunities in education and personal development

3.3.9.1. Snack and transportation service for CFBL

There is a well-established link between **poverty** and disability, with many families of Children Facing Barriers to Learning (CFBL) experiencing extreme socio-economic hardships. The situation is even more challenging as 90-95% of parents of children with disabilities are single parents struggling under immense financial burdens.

To help ease this challenge, the project has been providing school transportation support for 63 children and snack services for 248 children, ensuring they have better access to education and the necessary sustenance to focus on their learning

Table: 9. Summary Snack and Transportation service delivery to CFBL in targeted areas

S/N	Name of Towns	School	Snack Service	Transportation	Sex		Total
					Male	Female	
1	Adama	Geda Robele	38	2	24	14	38
		Geda Michile	14		8	6	14
		Burka Boku	39	1	24	15	39
		Oda	19	5	10	9	19
		Dejene Sime	15		9	6	15
2	Asela	Kombolcha	60	1	36	24	60
		Silingo	13		9	5	13
3	Batu	Wayu Dembel	36	2	23	13	36
		Hajiti	14	2	9	5	14
4	Bishoftu	B.SNE		26	14	12	26
5	Modjo	F. Modjo		24	15	9	24

Total	248	63	181	118	299
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Picture 11: Snack service for CFBL in Asela town at Kombolcha School

3.3.9.2. Educational Materials support for CFBL in targeted Schools

To address the challenges faced by Children Facing Barriers to Learning (CFBL), particularly those who lack access to educational materials due to their parents' financial constraints, the project procured and distributed essential school supplies. These included exercise books, pens, pencils, and school bags, ensuring that eligible students from targeted schools had the necessary resources to support their education.

Table 10: Summary of Educational Materials delivery to CFBL

S/N	Years	Types of distributed items targeted schools		
		Items	Unit	Quantity
1	2022	Exercise book	Pack	360
		Pen	Pack	15
		Pencil	Pak	43

2	2023	Bag	No	105
		Exercise book	Pack	380
		Pen	Pack	12
		Pencil	Pack	42
3	2024	Bag	No	
		E. book	Pack	420
		Pen	Pack	20
		Pencil	Pack	58
		Bag	No	205
Total				

In summary, over the course of the three-year project implementation, a total of **980 exercise books, 47 pens, 143 pencil packs, and 410 backpacks** were distributed to eligible students



Picture 12: Educational materials (Exercise book, pen & Pencil) delivery at Modjo town

3.3.9.3. Promotion of Vocational Skills in Asela, Adama and Bishoftu Cities

The project aimed to promote vocational skills for CFBL, particularly those who are unable to progress through traditional academic paths. Vocational training serves as an alternative option to help them become productive and reduce dependency. To achieve this, the project introduced vocational skills training, focusing on handcraft production, including mops and items for coffee ceremonies. Initially launched in Adama and Asela towns, the project was later expanded to Bishoftu town. Additionally, the project provided three candle-making machines to Kombolcha, Geda Robele, and Bishoftu SNE schools in Asela, Adama, and Bishoftu, respectively. In response to local needs, a weaving machine was also supplied to Kombolcha School in Asela town.

In tandem with the supply of equipment, the project organized skill based training sessions on handcraft production, candle-making, and the operation of weaving machines. Furthermore, selected parents, SNE teachers, and students received Training of Trainers (ToT) to equip them with the technical expertise and foundational skills needed to operate the provided machinery effectively.



Picture 13: Candle making and weaving process in Bishoftu and Asela towns respectively

3.3.10. Advocacy towards Formal Duty Bearers

There is a deeply ingrained misconception that people with disabilities (PWDs) are objects of pity, leading to their isolation and rejection within families and social institutions. To address this issue and promote social justice by fostering an inclusive society, the project has worked diligently to advocate for the rights of people with disabilities.

With the aim of reducing the negative impacts affecting PWDs, the project has employed various advocacy strategies. As part of this effort, two national-level advocacy workshops were organized by the project in 2023 and 2024. These workshops brought together high-ranking officials from the House of People's Representatives, staff from ministerial offices such as Education, Labor and Social Affairs, Justice, and their counterparts from Oromia Regional State. Additionally, participants included members of Civil Society Organizations (CSOs), PWDs, and other relevant stakeholders from both vertical and horizontal sectors.



Picture 14: National level Advocacy workshop convened in Adama city at Dire International Hotel

4. PO4: Environmental Education

4.4.1. Awareness raising conducted to the school community on environment and climate change

The project aimed to increase awareness about environmental issues and climate change by conducting training for school communities. The training targeted school directors, teachers leading environmental protection clubs, and students from the selected schools. To further solidify the knowledge gained, the project collaborated with the environmental protection clubs in these schools to carry out tree planting, maintenance, and watering activities, ensuring the survival and growth of the newly planted trees. Over the course of the three-year implementation period, awareness-raising sessions were consistently provided to participants from the target areas.

4.4.2. Work on school garden as model for environmental protection

Over the past three years of its implementation, the project has focused on developing school gardens as a model for environmental protection. Significant efforts have been made to promote school gardening practices in selected schools, including Dejene Sime, Geda Michile, Kombolcha, Silingo, Bole, and Bishoftu SNE. This initiative involved providing fruit seedlings such as papaya, mango, avocado, and coffee, along with offering technical support to ensure successful garden development.



Picture 15: School garden work in Adama at Dejene Sime and Geda Michile schools respectively **4.4.3. Plant and protect trees in and outside of the school**

Nature enhances our well-being, boosts our energy, and enriches our daily lives. Planting trees in suitable locations provides numerous benefits, including beautifying spaces and making them more livable. Over the past three years of the project's implementation, various types of tree seedlings were procured and distributed to targeted schools within the project's operational areas, promoting both environmental sustainability and community health



Picture 16: Tree seedlings distribution in Bishoftu city at Bole school

4.4.4. Workshop for strategic partners and stakeholders on environment and climate change

The project organized workshops for strategic partners and stakeholders on environmental protection and climate change, aiming to raise participants' awareness on these critical issues. These workshops brought together key stakeholders to foster a sense of responsibility for safeguarding nature and maintaining green, sustainable environments.

10. Project Outcomes and Impacts

In summary, the project established five Inclusive Education (IE) Networks, consisting of rights holders, FDBs, and MDBs, which were equipped with various capacity-building trainings. These networks worked closely with the project and played a crucial role in its success. To inform future planning, baseline surveys and operational research were conducted, and the results were shared with relevant stakeholders.

The capacity-building efforts, including workshops, contributed to challenging and correcting deeply ingrained misconceptions about disabilities, which had previously impacted service delivery to persons with disabilities. The established family networks, comprising 19 groups and 305 parents, played an instrumental role in guiding members through experience-sharing and creating a platform for collective

advocacy for their children's rights, which in turn strengthened social connections within the groups. The project also organized events to share lessons learned about implementing IE with other IE platforms, encouraging positive competition among the networks based on performance and quality.

The initiative to empower parents economically through providing seed money allowed them to engage in various livelihood options. Through partnerships, the project identified 79 parents of CFBLs and provided them with startup capital, enabling them to establish businesses that supported their families. This empowerment allowed the parents to cover essential costs such as medical, transportation, and educational materials for their children.

To address the attitudinal barriers hindering inclusive education, the project reached an agreement with Asela Fana FM to disseminate information in Afan Oromo and Amharic, raising awareness about disabilities. The radio program significantly contributed to increasing enrollment of children with disabilities in schools, as parents' perceptions were positively influenced.

Additionally, the project trained 317 school teachers in Braille and Sign Language, equipping them with essential skills to provide quality, inclusive education. A total of 360 candidate teachers received similar training through a collaboration with Asela College of Teachers' Education, which had a broader regional impact. These efforts were crucial in addressing the knowledge gaps that hindered inclusive education.

The project also constructed special education training and assessment centers, as well as disability-friendly toilets, further enhancing the learning environment and supporting inclusive education practices. Over the course of its three-year implementation period, the project supported 445 CFBLs (259 male and 186 female) with various services, including transportation, snacks, educational materials, assistive devices, and vocational training.

To mitigate the negative effects on people with disabilities, the project employed various advocacy strategies. These included supporting IE/SNE clubs to advocate for the rights of children with disabilities through poems, songs, and dramas at different events, celebrating the International Day of Persons with Disabilities, and organizing national-level advocacy workshops.

As part of its cross-cutting initiatives, the project also focused on environmental and climate-related issues. These efforts included raising awareness on climate change within the school community, promoting school gardens as models for environmental protection, planting and protecting tree seedlings

in schools, and organizing workshops for strategic partners and stakeholders on climate change and environmental issues.

11. Phase out Strategies

To ensure the proper phase-out and sustainability of the project's efforts, the involvement of community representatives and local government staff was prioritized from the start. These stakeholders actively participated in identifying issues, setting priorities, planning, implementing, monitoring, and evaluating the project.

To sustain the activities initiated by the project, networks were established in each of the targeted towns, consisting of members from FDBs and MDBs, led by rights holders. The network leaders and dedicated members were equipped with the necessary skills to continue the project's activities in collaboration with both vertical and horizontal stakeholders. Parents were empowered to take ownership of the process, and the revolving fund allocated to them played a crucial role in sustaining income-generating activities. This initiative also helped promote a culture of savings, which supported the financial sustainability of the established saving groups and provided them with continued access to financial resources to operate effectively.

The project's investment in Special Needs Education training centers, disability-friendly toilets, and the provision of Braille and Sign Language skills to school teachers, along with other capacity-building programs and workshops, contributed to reducing barriers and promoting Inclusive Education/Special Needs Education (IE/SNE).

The project staff focused on facilitating the work of partner office staff, school teachers, and administrators, rather than taking over their responsibilities. The local offices in the targeted cities played a leading role in selecting eligible right holders, distributing school materials, organizing training participants, and managing other activities such as snack service and environmental protection. This approach is expected to ease the phase-out process and ensure that local stakeholders continue the project's work after its conclusion.

Additionally, new partnerships were formed with key local stakeholders, such as operating CSOs and academic institutions like Assela College of Teachers' Education, which will play a role in ensuring the continued provision of quality education for all, in an inclusive manner.

12. Organization and Management of the Project

The implementation of the project was carried out by LM International Ethiopia in collaboration with regional and local government officials at the targeted towns. These officials were involved in the design, execution, and monitoring of the programs.

The implementing partner, LM International, had well-established management structures and systems in place to ensure the achievement of the project's objectives. The specific responsibilities, relationships, and authorities of all stakeholders were clearly outlined.

As the main implementing agency, LM International directly led the technical and administrative aspects of the project. This included financing the project activities and overseeing the day-to-day implementation in collaboration with technical experts from government offices, particularly for community mobilization efforts. The established networks were tasked with prioritizing annual activity plans, identifying development intervention sites, and mobilizing the targeted right holders for active participation. Local school teachers, directors, and town administration officials were also involved in community mobilization, ensuring the technical standards and quality of project outputs, and supporting the project's implementation by guiding the agency to address identified community issues.

LM International Ethiopia's head office allocated all project resources, including technical and support staff and vehicles, to its branch in Adama, where it worked closely within the community. Staff from the Adama field office traveled to each targeted town to implement the project activities sequentially. Meanwhile, the Addis Ababa head office provided strategic communication support, liaising with regional counterparts to ensure smooth project operations

12.1. Human Resources Management (table)

SN	Human Resource Management	Plan Vs Achievement		Technical Quality	Experience
		Plan	Achievement		

1	<i>Project Coordinator</i>	1	1	M A degree	Above ten years
2	<i>Project Accountant</i>	1	1	B.A Degree	Six years
3	<i>Driver</i>	1	1	10 the Grade 3 rd Level License	Four years
4	<i>Guard</i>	2	2	8 th Grade complete	Three years
5	<i>Cleaner</i>	1	1	6 the Grade complete	Four years

12.2. Material Resources Utilization (Table)

S/N	Description	Year Purchased	Quantity	Present Condition	Remark
1	Office chair	2022	2	Functional	
2	Shelf	2022	1	Functional	
3	LCD	2022	1	Functional	
4	Lap Top	2022	1	Functional	
5	Printer	2022	1	Functional	
6	Vehicle	2022	1	Functional	

12.3. Financial Utilization Report (Table)

S/no	Budget description	Unit of Measurement	Project Plan (budget)	(Jan 2022- to Dec 2024) Up to the end of the project		Remark
			For the whole Project life	Achiv.	%(*)	
1	LM Ethiopia follows its context specific Theory of Change and display an increased reflective practice as Change Agent towards sustainable civil society organizations					
1.1	Baseline survey conducted and connected with TOC	No of Survey	100,000	118,371		

1.2	LM Ethiopia and Partners capacitated and following their TOC (This includes LM ETH IE staff and partners)	No of Training	240,000	214,038		
1.3	One synergy group is formulated and well empowered	No of Training	112,000	82,582		
1.4	Undertake Capacity building training for Oromia project staff	No of W.Shop	400,000	506,920		
1.5	Operational research conducted and final report shared with relevant stakeholders	No of Meeting	124,000	187,558		
1.6	Regular monitoring and follow ups in order to assess project performance and activity implementation against the pre-set targets for the year	No of Visits	105,000	283,233		
1.7	Follow up on the implementation of the ToC and advocacy action plan through quarterly meetings of IAS and Partners	No of Meeting	180,000	164,193		
1.8	IAS Ethiopia and partners are well connected, sharing knowledge and experiences	No of Visits	200,000	251,688		
1.9	Partners Project Implementation support	LS	1,280,000	1,094,996		
1.1	Stakeholders are engaged and well informed about the New Project	No of Meeting	80,000	82,903		
1.11	Data base for CWDs is established and shared with relevant stakeholders	Ls	150,000	154,419		
1.12	CS groups and IE networks are empowered to dialogue with institutions and relevant stakeholders to improve education opportunities for CFBL	No of Workshop	120,000	144,864		
1.13	Base for civic engagement between CSOs and relevant institutions is established	No of Workshop	130,000	116,591		
1.14	IAS, Partners, CS groups and IE networks are fully engaged in regular review of ToC and advocacy strategy to identify gaps and make necessary changes	No of Workshop	80,000	-		
	Sub-total		3,301,000	3,402,356	103%	
2	PO 2 CS groups as key actors in promoting inclusion of children with disabilities in social structures and their educational system.					

2.1	IE local network is established (5 Networks)	No of Network	50,000	43,400		
2.2	Positive attitude towards CWDs have been increased and social stigma reduced	No of Parents	120,000	219,569		
2.3	CFBL are engaged in decision making and have full participation in the education Process	No of Schools	300,000	260,020		
2.4	Causes of negative attitudes and methods of inclusion are well recognized and addressed through media and awareness in the Target area	No of Schools	237,000	244,971		
2.5	The family Networks established	No of Network	496,000	449,533		
2.6	Skill training for Parents and annual meeting	No of Parents	165,000	148,855		
2.7	3 schools have facilitated Parents of CFBL represented in the PTAs	No fo schools	15,000	-		
2.8	Engaging in dialogue aimed at influencing and facilitating effective implementation of quality IE	No of meeting	120,000	40,880		
2.9	CS groups and IE networks are following their action plans towards inclusion and retention of CFBL	No of meeting	50,000	54,117		
2.10	Sharing lessons learnt on the implementation of IE with other IE Platforms	No of meeting	80,000	116,981		
2.11	IAS Ethiopia, MDBs and FDBs are annually recognize and celebrate the international day of PWDs	No of Campaigns	120,000	128,033		
2.12	IGA for parents of CFBL	Individuals	1,200,000	1,349,812		
2.13	Causes of negative attitudes and methods of inclusion are well recognized and addressed through media and awareness in the Target area (Radio, billboard, poster)	L/S	420,000	364,538		
	Sub-total		3,373,000	3,420,709	101%	
3	PO3: Formal duty bearers and CS groups are collaborating to implement initiatives ensuring quality inclusive education for all at primary school level.			-		

3.1	The government institutions are engaged and take their role as decision makers towards ensuring achievement of SDG 4	No of follow-up	85,000	125,019		
3.2	MDBs and FDBs are gathered annually to celebrate the achievement of the program and discuss the lesson learned	No of meetings	240,000	299,619		
3.3	Teachers from target schools have completed their training on IE/SNE, assessment Techniques, Sign Language & Braille	No of teachers	1,743,500	1,968,136		
3.4	Staff from schools and institutions of CSEN/ girls are learning through shared knowledge and experiences	No of Visit	120,000	85,621		
3.5	Infrastructure of 2 model schools/2 SNATC/Constructed to ensure gender and disability sensitive facilities are in place.	No of schools	2,400,000	2,270,519		
3.6	Infrastructure of 2 toilets and renovation of 3schools to ensure gender and disability sensitive facilities are in place	No of schools	720,000	1,137,037		
3.7	Strengthening Assela TTC IE department	No of Training	712,000	790,007		
3.8	Monitoring of the facilities	L/s	30,000	16,656		
3.9	Constructive civic engagement is established through citizen participation and dialogue	L/s	10,000	15,600		
3.10	Training on Physiotherapy and purchase of some equipment	L/s	200,000	76,732		
3.11	50 teachers completed assessment training	No of teachers	42,000	129,135		
3.12	Children have the opportunity to early identification through assessment services provided	CFBL	3,750,000	3,901,905		
3.13	CFBL performance and promotion improved	L/S	39,000	12,905		
3.14	Advocacy towards Formal duty bearers	No of Consultant	1,479,000	1,912,304		
	Sub-total		11,570,500	12,725,594	110%	
4	PO4: Environmental Education			-		

4.1	Awareness raising conducted to the school community on environment and climate change	No of School	308,910	286,869		
4.2	Work on school garden as model for environmental protection	No of School	153,180	218,150		
4.3	Plant and protect trees in and outside of the school	No of School	245,267	137,815		
4.4	Workshop for strategic partners and stakeholders on environment and climate change	No of Workshop	100,000	98,595		
4.5	Project Officer	Month	1,368,000	1,453,162		
4.6	Fuel and Lubricant and Local Transport	Month	643,500	493,391		
4.7	Vehicle Maintenance and Service	Month	312,510	493,677		
4.8	4 wheel Vehicle Pick up	No. of Veh	2,700,000	-		
4.9	Vehicle Insurance	No. of Veh	28,410	135,122		
	Sub-total		5,859,777	3,316,780	57%	
5	Running Costs			-		
5.1	Office rent	No of Month	717,915	827,547		
5.2	Utilities (Water, Electric, Telephone, Internet)	No of Month	110,880	63,275		
5.3	Office Supplies	No of Month	81,180	126,234		
5.4	Laptop	No	40,000	95,741		
5.5	Printer	No	60,000	56,700		
5.6	Midterm Evaluation	Evaluation	52,000	30,000		
5.7	Terminal Evaluation with govt.	Evaluation	36,000	60,000		
5.8	Meal Focal Person	No of Month	450,000	469,037		
	Sub-total		1,547,975	1,671,833	108%	
	Total Direct Cost		25,652,252	24,537,273	96%	82%

B.	Indirect Administration and Personnel costs					
6	Personnel costs					
6.1	Country Director	Month	438,012	366,930		
6.2	Program Manager	Month	417,024	446,330		
6.3	Admin and Finance Manager	Month	306,000	422,862		
6.4	Finance Manager	Month	263,808	380,087		
6.5	Cashier/Accountant	Month	547,632	695,957		
6.6	Driver	Month	407,520	629,440		
6.7	Office Guard	Month	424,800	548,760		
6.8	Cleaner	Month	208,800	307,427		
	Sub-total		3,013,596	3,797,793	126%	
7	Administration costs					
7.1	Office rent	Month	790,624	814,174		
7.2	Utilities (Water, Electric, Telephone, Internet)	Month	87,520	106,152		
7.3	Office Supplies and Equipment	Month	81,180	88,191		
7.4	Fuel and Lubricant	Month	143,680	168,675		
7.5	Vehicle Maintenance and Service, Insurance	Month	107,500	141,227		
7.6	Project Audit	Audits	75,824	85,000		
7.7	Annual Audit	Audits	48,750	52,000		
7.8	External Evaluation Consultant	Evaluation	250,000	250,000		
	Sub-total		1,585,078	1,705,419	108%	
	Total Admin costs		4,598,674	5,503,212		18%

	Total Direct and Admin Costs		30,250,926	30,040,485	99%	
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12.4. Annual Audit Report (Anex)

13. Level of Collaboration with Stakeholders

The project demonstrated exemplary collaboration with both regional and local government stakeholders at the targeted town administration level. Shared project plans were developed and successfully implemented in partnership. Government staff played a key role in selecting the schools to be included in the project, as well as legalizing land for the construction of Special Needs education and training centers, as well as disability-friendly toilets. This process was carried out transparently and collaboratively, with the project facilitating from behind and the government taking the lead.

Right holders, FDBs, and MDBs were actively involved, empowered to take initiative, and encouraged to own the project. The targeted right holders were trained to become independent and self-sustaining, with the aim of capitalizing on their knowledge and boosting their confidence. They actively participated in every phase of the project, from planning to implementation, and ultimately took ownership of the facilities built by the project.

Additionally, the project established a partnership with Asela College of Teachers' Education to strengthen the promotion of inclusive and special needs education. This collaboration facilitated the delivery of Braille and Sign Language skills to candidate teachers from across Oromia Region. The project also engaged in joint learning with other LM International Ethiopia partners, such as Christian Horizon, RPC, and Vision for Generation, sharing resources for common training, exchanging experiences, and developing unified advocacy standards.

14. Major Challenges Encountered

- The inflation of construction materials posed a significant challenge, further exacerbated by the doubling of labor costs and other related expenses. The skyrocketing prices of construction materials, from small to large items, severely impacted the activities related to the construction of Special Needs Education (SNE) training centers, disability-friendly toilets, and renovation projects.

- The sluggish performance of school directors in advancing Inclusive Education (IE) and Special Needs Education (SNE) was another major challenge. Despite substantial investments in training school administrators, there was minimal improvement and a lack of commitment from the school directors regarding the promotion of IE/SNE. Additionally, frequent turnover in partner offices negatively affected the project, as new staff, particularly leaders, often required extensive orientation, sometimes delaying the project's implementation until they fully understood their roles.
- The displacement and disruption of parents' businesses due to corridor development in the city greatly hindered the income-generating activities of targeted parents.
- There was insufficient effort and commitment from concerned government entities to understand the burdens faced by parents of Children Facing Barriers to Learning (CFBL). The failure to provide genuine support that is crucial to alleviating their challenges was also a major concern.

Lessons Learned

- One of the most successful interventions of this project was the economic empowerment of parents. We learned that establishing saving groups is extremely beneficial for women-headed households, allowing them to engage in various businesses and realize their potential. Women, in particular, demonstrated strong commitment, responsibility, and honesty in repaying loans, using generated income for household consumption, and making measurable changes. Promoting women-based saving groups not only benefited the women themselves but also their entire households.
- The Networks established and headed by right holders, specifically parents of CFBL, played a key role in strengthening the promotion of IE/SNE and improving its implementation.
- The collaboration with Asela Fana FM radio contributed significantly to addressing attitudinal barriers, boosting parents' confidence, and challenging misconceptions about disabilities. This allowed parents to send their children to nearby schools.
- Promoting school gardening proved to be a productive activity when approached with proper consideration and commitment.

- The establishment of Family Networks greatly improved advocacy efforts for CFBL. Many CFBLs, who had previously been kept hidden at home, were brought to schools due to the advocacy work carried out by these networks.
- The construction activities carried out by the project played a meaningful role in creating accessible and inclusive school environments, which encouraged parents to send their children to school without fear of discrimination or shame.
- School IE/SNE clubs helped to improve perceptions of the school environment by raising awareness throughout the year. They also facilitated peer support, fostering better socialization of CFBL with their peers.

16. Conclusion

The project has been successfully implemented, bringing significant benefits to the targeted right holders and their entire households. It was executed in a highly participatory manner to ensure knowledge transfer and long-term sustainability. Key achievements include capacity-building training for local partners and CSOs, the establishment of networks, economic empowerment of parents through Income-Generating Activities (IGA) and Self-Help Groups (SHG), child support services, Braille and sign language training, the construction of special needs training centers and disability-friendly toilets, as well as the promotion of Inclusive Education (IE), gender equality, environmental protection clubs, and school gardening initiatives.

However, progress in overcoming attitudinal barriers—particularly among school directors—has been notably slow. Despite multiple training sessions aimed at equipping them with fundamental IE/SNE concepts, their level of commitment remained minimal, hindering the promotion of inclusive and special needs education. Given this challenge, we strongly recommend assigning at least one school director with an academic background in SNE/IE at each school and at the town’s education office level to ensure more effective implementation and support for inclusive education.

17. Annex. Project physical plan Vs Achievement

S/No			
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	Description of activities/budget category	Unit	Physical Plan Vs Achievement			
			plan	Achiv.	%	Remark
1.1	Baseline survey conducted and connected with TOC	No of Survey	1	1	100	
1.2	Capacity Building training for local Partners and CSOs	No of Training	3	3	100	
1.3	One synergy group is formulated and well empowered	No of Training	4	4	100	
1.4	Undertake capacity Building training for Oromia project staff	No of Workshop	2	2	100	
1.5	Operational research conducted and final report shared with relevant stakeholders	No of meetings	4	4	100	
1.6	Regular monitoring and follow to assess project performance and activity implementation against the pre-set targets for the year	No of Visits	3	3	100	
1.7	Follow up on the implementation of the ToC and advocacy action plan through quarterly meetings of IAS and Partners	No of Meetings	12	12	100	
1.8	LM Ethiopia and partners are well connected, sharing knowledge and experiences	No of Visits	2	2	100	
1.9	Partners Project Implementation support	L/S	2	3	150	
1.1	Stakeholders are engaged and well informed about the New Project	No of Meetings	1	1	100	
1.11	Data base for CWDs is established and shared with relevant stakeholders	L/S	1	1	100	
1.12	CS groups and IE networks are empowered to dialogue with institutions and relevant	No of work shop	4	4	100	

	stakeholders to improve education opportunities for CFBL					
1.13	Base for civic engagement between CSOs and relevant institutions is established	No of Workshop	2	2	100	
1.14	IAS, Partners, CS groups and IE networks are fully engaged in regular review of ToC and advocacy strategy to identify gaps and make necessary changes	No of Workshop	1	1	100	
2.1	IE local network is established (5 Networks)	No of Networks	5	5	100	
2.2	Positive attitude towards CWDs have been increased and social stigma reduced (CBOs, Comm. Tr)	No of Parents	1,000	1200	120	
2.3	CFBL are engaged in decision making and have full participation in the education Process (School IE Club)	No of Schools	13	13	100	
2.4	Causes of negative attitudes and methods of inclusion are well recognized and addressed through media and awareness in the Target area (Gender, clubs)	No of Schools	13	13	100	
2.5	The family Networks established	No of Networks	13	19	146	
2.6	Skill training for Parents and annual meeting	No of Parents	250	250	100	
2.7	3 schools have facilitated Parents of CFBL represented in the PTAs	No of Schools	3	3	100	
2.8	Engaging in dialogue aimed at influencing and facilitating effective implementation of quality IE	No of Meetings	3	3	100	

2.9	CS groups and IE networks are following their action plans towards inclusion and retention of CFBL	No of Meetings	1	1	100	
2.10.	Sharing lessons learnt on the implementation of IE with other IE Platforms	No of Meetings	1	1	100	
2.11	IAS, MDBs and FDBs are annually recognize and celebrate the international day of PWDs	No of Campaigns	2	2	100	
2.12	IGA for parents of CFBL	No of Individuals	40	79	195	
2.13	Causes of negative attitudes and methods of inclusion are well recognized and addressed through media and awareness (Radio, billboard, poster)	L/S	2	2	100	
3.1	The government institutions are engaged and take their role as decision makers towards ensuring achievement of SDG 4	No of Follow-up Meetings	5	5	100	
3.2	MDBs and FDBs are gathered annually to celebrate the achievement of the program and discuss the lesson learned	No of Meeting	3	3	100	
3.3	Teachers from target schools have completed their training on IE/SNE, assessment Techniques, Sign Language & Braille	No of Teachers	317	317	100	
3.4	Staff from schools and institutions of CSEN/ girls are learning through shared knowledge and experiences	No of Visits	3	3	100	
3.5	Construction of 2 model CFBL centers /2 SNATC/Constructed to ensure gender and disability sensitive facilities are in place.	No of Schools	2	2	100	

3.6	Infrastructure of 2 toilets and renovation of 3 schools to ensure gender and disability sensitive facilities are in place	No of Schools	5	4	90	
3.7	Strengthening Assela TTC IE department	No of Trainings	4	4	100	
3.8	Monitoring of the facilities for CFBL in project schools	L/S	2	2	100	
3.9	Constructive civic engagement is established through citizen participation and dialogue	L/S	1	1	100	
3.10.	Training on Physiotherapy and purchase of some equipment	L/S	1	1	80	
3.11	50 teachers completed assessment training	No of Teachers	50	50	100	
3.12.	children have the opportunity to early identification through assessment services provided	CFBL	250	445	178	
3.13.	CFBL performance and promotion improved	L/S	3	3	100	
3.14.	Advocacy towards Formal duty bearers	No of Consultant work shops	2	2	100	
4.1	Awareness raising conducted to the school community on environment and climate change	No of Schools	11	13	118	
4.2	Work on school garden as model for environmental protection	No of Schools	15	5	40	
4.3	Plant and protect trees in and outside of the school	No of Schools	11	11	100	
4.4	workshop for strategic partners and stakeholders on environment and climate change	No of Workshops	2	2	100	

