

Adapting teaching material for inclusive education



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Beyond rhetoric

- Ethiopian government enacted an inclusive education policy in 2006.
- Yet institutionalisation of blind children continues.
- Inadequacy of Braille services leads to high drop out rates
- Little of no awareness among teachers about the intellectual capacity of blind people.



Adaptive Technology Centre for the Blind (ATCB)

- ATCB intervened by supplying Braille to blind students in secondary schools from 2002.



- ATCB introduced Ethiopic Braille enabling students to access textbooks in the national language of Amharic and a range of regional languages.

What are the fruits of this intervention?


- Independence in learning
- Completing assignments on time 📌
- Good results
- Gradual reduction of teachers' bias

Grade 10 student, Menelik Secondary School





Conclusion

- Improved quality of teaching-learning process by training teachers in identifying and assessing diverse needs among learners, and responding to these needs;
- Increasing social interaction
- More equal access to and participation in education of blind learners 
- Improved classroom and school management;
- Lower repetition and dropout rates, and consequently, reduced social problems;
- Increased universal primary education completion rates;
- Reduced poverty among families
- Efficient usage of the existing education resources;