



Ethiopia

Dr. Sentayehu Woldemichael
Minister of Education



Dr. Sintayehu Woldemichael, Ethiopian national, Minister, Ministry of Education of the Federal Democratic Republic of Ethiopia, was born in May 5, 1967. He is married. He is native speaker of Ahmaric. He fluently speaks English and little German. First, he graduated from Asmara University and received B.A Degree in Economics. Extending his educational occupation, he joined Addis Ababa University and received MSc. in Economic Policy and Analysis. And also, he attended in the University of Linz and received PhD in Economics. Besides, he attended short term trainings and received diploma and certificates: in University of Vienna on European Studies diploma, in World Bank Institute on Analytical and policy Issues in Macroeconomic Management certificate and in the University of Birmingham, the British Council and the University of Warwick on Higher Education Management certificate. Dr. Sintayehu Woldemicaael served in Amhara Regional State Finance Office and in the Ministry of Finance, FDRE at various responsibility levels. He was Assistant Professor and Research and Publication Officer in Ethiopian Civil Service College. He was also vice-president for Administration and Development and Assistant Professor in Gondar University. Since October 2005, he has been serving as Minster, Ministry of Education of the Federal Democratic Republic of Ethiopia.

Inclusive Education: Inclusive Society

It is my pleasure to introduce the Federal Democratic Republic of Ethiopia's constitution that is tantamount to International Declarations, Conventions and Polices of Educational Matters. Including Primary and Secondary Education, our Constitution ensures the right to equal access to publicly funded Social Services (art 41:3). Besides, the constitution privileges the disadvantaged groups (Art 41:5). The Education and Training Policy also pays considerable attention to make education inclusive.

In our Education Sector Development Programme, we are highly committed to ensure accessible, equitable quality and relevant education for all level of students. As we all know, one of the major universal Millennium Development goals is to provide quality primary education for all school age children by the year 2015. These attainment targets are a good opportunities to make education inclusive. We can not attain MDG ignoring the marginalized and those with learning difficulties and impairments.

In light of this plain, the Ministry of Education is paving the way and toiling to the level of its best towards this paramount aspect of education. In 2005, Special Needs Education Program Strategy has been launched to make education inclusive and to ensure access and quality education for all children regardless of poverty, gender, ethnic background, language, learning difficulties and impairments.

As Special Needs Education targets at making education inclusive, we are expanding Special Needs Education Programmes across Higher Education Institutions; from Teachers training colleges to postgraduate programmes. Research and innovation projects have been applied in selective primary schools and the intended goals have been successfully attained. A pilot inclusive schools

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project has been carried out with a low-cost approach to provide primary education to excluded groups of children in some rural areas of the country.

My Ministry doesn't feel loneliness since stakeholders are undertaking research and advisory roles on disability issues and inclusive education. Regional Education Bureaus, Teacher Education Colleges and Universities, Ministry of Labour and Social Affairs, NGOs are some of the top partners.

Our Strategy for improving the provision of educational service to children with special needs is based on the principle of inclusive education. Beyond this, we strongly believe inclusive education is a way out to create Inclusive Society thereby Inclusive Universe. Certainly, in the coming few years, inclusive education will be brought into limelight and will mushroom through out the country.

To this end, I call up on governments, international educational organizations and donors, for they are potentially responsible to provide all the necessary support for the successful achievement of inclusive education which leads to inclusive society.