ADDIS ABABA UNIVERSITY

COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES

The Practices and Challenges of

Implementing Inclusive Education in Addis Ababa:

The Case of German Church School

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A THESIS SUBMITTED TO THE DEPARTMENT OF SPECIAL NEEDS EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF ARTS IN SPECIAL NEEDS EDUCATION

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LIST OF ACRONYMS

ECDD   Ethiopian Centre for Disability and Development

FGD   Focus Group Discussion

EFA   Education for All

EMIS   Education Management Information System

ESDP   Education Sector Development Program

MoE   Ministry of Education

CWDs   Children with disabilities

CRPD   Convention of Rights for Peoples of Disabilities

SENs   Special Educational Needs

SNE   Special Needs Education

PWDs   persons with disabilities

UNESCO   United Nations Educational, Scientific, and Cultural Organization

UNICEF   United Nations International Children's Education Fund

UPE   Universal primary education

USAID   United States Agency for International Development

SWSN   Students with special needs

SWDs   Students with disabilities

CFSs   Child Friendly Schools

GCS   German church school

FDRE   Federal Democratic Republic of Ethiopia (FDRE)

IEP   Individual education planning program

VSO   Voluntary Service Organization

Abstract

The main objective of this study was to investigate the practice and the challenges of implementation of inclusive education in German church school in Addis Ababa. In order to achieve the purpose of the study, I conducted interviews, focus group discussions and observations of teachers, parents and school principals. The study had basic research questions were raised such as the practices of inclusive education and challenges of implementing the inclusive education in the school. The participants of the study were the one Principal, ten classroom teachers, four special needs education teachers and twenty students with disabilities and/or learning difficulties. Purposive sampling techniques were employed to obtain the data. The data were collected through interviews, focus group discussions and observations. Qualitative methods of data analysis were used. The study explores valuable information to identify the existing inclusive practices at German church school. Respondents stated the need for and potential benefits of inclusive education practices because inclusive education was supporting collaboration among students with and without disabilities and fostering academic achievement. The data obtained were analysed through thematic data analysis technique. And the following major findings were obtained. The inadequate training and lack of experience to run inclusive classroom, lack of physical space in classrooms, inappropriate infrastructure and inadequate special needs expertise are major problems for effective inclusive education. Based on the findings obtained some recommendations were suggested such as arrangement of different trainings to inclusive teachers, modifying the teaching and learning environment including physical infrastructure.

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CHAPTER ONE

Introduction

Education is supposed to increase the respect of democratic values of equality and human rights. Education is all about people being able to learn what they need and want throughout their lives, with regard to their potential. Accordingly, the Federal Democratic Republic of Ethiopia has been committed to provide quality education to all its citizens, including children with Special Educational Needs (SENs) (MoE, 2012, p.1). Special education refers to educational arrangements in which learners with disabilities or social-emotional difficulties are educated in special classes or special schools (MoE, 2012, p.9).

In many parts of the world, education for children with disabilities has been experienced in a gradual move from segregation to inclusion. Traditionally, segregation was implemented where charitable and philanthropic groups and organizations set up separate facilities and institutions for persons with disabilities, including those with sensory disabilities (blind or deaf). During this period, the notion of school efficiency was very prevalent and entrance to the upper levels of education was extremely competitive. Disruptive students and slow learners were screened out. To work against this kind of education, a movement was created towards integration of all kinds of learners in school (Miron, 1994, pp 7-8). Integration involves children with disabilities being placed in regular schools (sometimes in a separate room) and is seen as a transitional arrangement before full inclusion is implemented (see Miron (1994) and UNESCO (1983)).

Inclusive education refers to an education system that is open to all learners, regardless of social status, gender, ethnic background, language, disabilities and impairments. Inclusion emphasizes that all learners and students can learn together (MoE, 2012, p.8).

The principle of inclusive education was adopted at the "World Conference on Special Needs Education" in Spain as mentioned by Sanjeev and Kumar (1994) and was restated at the World Education Forum Dakar, Senegal (2000).

In Ethiopia there are millions of people with various kinds of disabilities. However, very few are beneficiaries of government and non-governmental services. Only less than one percent

(1%) of the school age children with disabilities has access to education (Tirussew, 1993). The UN's standard rules early stated that the authorities are responsible for the education of persons with disabilities (PWDs) in the country. In Ethiopia, access to education, opportunity, equality and quality (efficiency) is still a serious challenge in the provision of special needs education (SNE) for all children with various needs.

The Federal Government of Ethiopia has accepted the international agenda and approved the Education and Training Policy that states special education and training provision for people with special needs (MoE, 1994, p.1). However, the implementation of inclusion of children with special needs in Ethiopia has not been as smooth as that of other countries. The education and training policy of Ethiopia aims for an "expansion of quality primary education to all citizens" and to provide education for all children as one of its general objectives; there is a concern for the rights of the children with disabilities to have equal opportunities for education.

The Ethiopian Federal Ministry of Education designed the SNE/IE program strategy in 2012, which emphasizes inclusive education to meet the Universal Primary Education (UPE) and Education for All (EFA) goals, for the coming 5 years (until 2015). The Ethiopian growth and transformation plan (GTP) 2010-2015 focuses on providing education and training to persons with disabilities; the Education strategy development program IV (ESDP IV) plans to establish and implement 500 resource canters in the country by 2015. Moreover, all federal ministries are obliged by proclamation number 691/2003E.C to implement the issues of persons with disabilities.

The Ethiopian Ministry of Education reported that despite some limited efforts made by the government in the process of achieving education for all, it has been noted that there are still some challenges in the provision of inclusive education particularly for those needing special education.

Such problems mentioned above indicated that the case of children with Special Educational Needs is an issue that deserve attention to improve the overall situation of these students and it compelled me to study on the practice and challenges of inclusive education in the process of implementation.

Therefore, this study examined the practice and the challenges of inclusive education in German church school.

Statement of the Problem

In Ethiopia, access to education for people with disabilities is not often encouraged due to the discrimination and stigma attached to disabilities. Moreover, the services and assistance for people with disabilities is found in Addis Ababa and is remained insufficient (USAID/Ethiopia, 2011-2015, p.2).

The above report shows that children who are living in rural part of Ethiopia denied the access of inclusive education due to the reason that the rehabilitation and the resource centres are mostly confined to Addis.

Education Management Information System (EMIS) currently do not have data on special needs education. Simply taking the international situation into account; Ethiopia will have an estimated number of 1.7 to 3.4 million school- age children with disabilities. Special Needs Education Program Strategy (SNEPS) estimates that for a number of reasons the national average gross enrolment rate at primary level was 96.4% in 2010/11, while that of Children with Disabilities (CWDs) was merely around 3.2%. This Signifies that   nearly   96.8% are not being served by the education system and are still out of school. Moreover, the quality of education received by CWDs has remained to be very low (MoE, 2012, p.120).

As it is cited by Lewis (2009,pp.10-12) in Ethiopia there are about 2,300 disabled children who were being educated in seven special boarding schools, eight special day school and 42 special classes.

Some schools are in the way of implementing inclusive education in their school setting. However, a number of difficulties and challenges have prevailed. Among them, parental unawareness about the value of inclusive education, the lay- out of schools with high entrance and stairs, the learning environment in the classrooms, office, sport filled, excursion places, the insufficient training of teachers with regard to inclusive education were worthwhile to be mentioned. Moreover, the limited awareness about the treatment of students with disabilities by peers, absence of screening tools for early identification of learning difficulties and the mode of assessment were also taken amongst the difficulties.

In view of above problems, there is a need to carry out research in order to identify what the practice of inclusive education in German Church School looks like, and what challenges are encountered by the school and teachers while inclusive education is in implementation.

The study focuses on investigating the problem of inclusive education practice in line to the existing system of the school.

Even though there are some studies in the area of inclusion such as "Primary School Guide to Inclusive Education

Studied by Addis Ababa City Administration Bureau and Handicap International in 2012, the researcher couldn't find any research conducted in German Church School which assessed the real practice and the various challenging factors which hinder the success of inclusive education.

Therefore, taking in to consideration all the above problems and gaps, this study tried to investigate the teaching and learning situation of the schools through focusing the practice and challenges of inclusive education by collecting data from teachers, school principal ,parents and students with disabilities and without disabilities.

Thus, close this gap the researcher attempted to answer the following research questions.

- What are the current practices of Special Needs/inclusive education in German church school?

- What are the Challenges that affect the implementation of Inclusive Education in German church school?

Objectives of the Study

This study had a general objective and specific objectives. The specific objectives were consistent with the general objective. The general objective of this study was to examine the practice and the challenges of inclusive education in German church school. The study also had two specific objectives:

- ➢ To evaluate the real practice of inclusive education in German church school and,

- ➢ To investigate the challenges of inclusive education in German church school.

Significance of the Study

This study provided better understanding and created awareness on problems of implementation in inclusive education.

This study also helped to mobilize initiation to all responsive bodies in the German church school in order to bring significant progress in implanting inclusive education or rights of persons with disabilities.

The major significance of the study are:

- Provide a better understanding and creation of inclusive education environment in the school.

- Provide innovative information for governmental, Private, and NGO schools' officers, organization to be engaged in the provision of special needs education for all and show directions in order to solve the problem of the implementation.

- The study may serve as a source of information for other researchers who will be engaged in studying in this area in Ethiopia.

- The study helps teachers of how to create inclusive practice in the school and how to minimize challenges of inclusive education.

- Students with diverse needs were those who most benefiting from this study since it provides better suggestion of how to eliminate the major challenges of inclusive education.

- The study was also useful in indicating the responsibilities expected from teachers, school administrators and parents in creating inclusive practice in the school.

Scope of the Study

This study focuses on the practice and challenges of inclusive education in German church school. The fundamental dimension of the study is delimited to the provision, opportunity, equal participation, accessibility of the school environment and community support for persons with special needs in German church school.

Therefore, this study was conducted in German church school which is found in Addis Ababa around 6 Kilo. The study was limited in this school to assess and examine the practice of

inclusive education and the challenges which hinder its effective implementation. Hence, the site of the study was German church school and the practice of inclusive education and the challenges encountered and the possible strategies to minimize the challenge and difficulties.

Limitation of the Study

This study has a limitation since it is limited only in German Church School and it couldn't include all the teachers and principals of the school in collecting data since there was time and financial constraints.

Operational Terms

Disabilities - as someone who has a long term physical, mental, intellectual or sensory impairment together with different social, economic or political barriers that may make it difficult to participate in society.

Handicap: limitation of participation in relation to environmental, accessibility and attitudinal barriers which prevent full participation in socio-economic activities. It makes PWDs dependent on others due to environmental inaccessibility and negative attitude.

Impairment - any loss or absence of body structures or physiological functions (including mental functions).

Inclusive Education - an education system that is open to all learners, regardless of poverty, gender, ethnic background, language, disability and impairments.

Integration – full time placement of children with special educational needs in regular class for the less academic subjects.

Regular class room: is a class room that use for academic works as opposed to class room for Special works

Segregation educational -arrangements in which learners with disabilities, impairments or social emotional difficulties are educated in special classes or special schools.

Special Needs education – refers to the range of provisions for learners with disabilities, impairment or social-emotional difficulties.

Special teachers (special needs education teachers): is a teacher who works in special school or in ordinary schools with exacting everyday jobs for children with special needs.

Stigma and discrimination - social process of devaluation of people who are not.

Strategy: is a high level plan to achieve one or more goals under conditions of uncertainty**.**

Organization of the Study

This research report is organized into six chapters. The first chapter dealt with the introduction of the study. The second chapter discussed the review of related literature. The third chapter is about the methodology employed. Finally, the fourth chapter presented the result and data analysis, the fifth chapter finding and discussion and the last chapter six have summary, conclusions and possible recommendations based on the analysed data.

CHAPTER TWO

Review of Related Literature

The purpose of this chapter is to present the brief review on the concept and definition of inclusive education, Key Strategies for Achieving Inclusive, Attitudes towards Inclusive education strategies for achieving, Inclusive education in practice, Benefits of inclusive education, Factors contributing for the success of inclusive education, Challenges of inclusive education, The International Conventions on the Rights of the Children and Ethiopian

The Concept of Inclusive Education and its Definition

Inclusive education is a phrase that is interpreted in various ways and has different meaning for different people. according to Sage (1993) cited in idol (1997) inclusive education means the existence of only one unified education system that encompasses all members equability. Rosey and Howely (2007) also stated that incisive education is mainstreaming of all student with disability in regular schools near their homes.

The Wisconsin Educational Association Council, (WEAC, 2007) reported that: Inclusion is a term that expresses commitment to educate each child to the maximum extent appropriate in the school and classroom he or she would otherwise attend. It involves bringing the support services to the child (rather than moving the child to the service) and requires only that the child will benefit from being the class rather than having to keep up with the other students.

Other schools discussed that the key philosophical concept of inclusion is that all students including those with disabilities are full members of the classroom and school communities (Antia,et al.,2002). In a similar manner, Rose and Howle (2007) explained that inclusion is not simply about placing pupils with SEN in mainstream classroom. Once located within this environment, pupils must be offered opportunity to learn at an appropriate place, level and be enabled to socialize with their peers.

UNSECO (2005) on its part acknowledged: *Inclusion is seen as process of addressing and responding to the diversity of needs of all learners though increasing participation on learning, cultures and communities, and reducing exclusion within individuals and from education. It involves changes and modification in content approaches, structures and strategies, with common vision which covers all children of the appropriate age range and convection that is the responsibility of the regular system to educate all children*

In supporting the above idea, UNESCO (2005) suggests that inclusive involves:

- Providing appropriate responses to the broad spectrum of learning needs in formal and other education setting

- Identification and removal of attitudinal environmental and institutional barriers to participation and learning.

- Modification and changes in strategies and plans and in content and approaches to learning

- Enabling teachers and learners to see diversity as an asset rather than problem.

Inclusive education is defined by UNESCO a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning through increasing participation in learning, cultures and communities and reducing exclusion within and from education (Education Insights, 2010). This definition captures the two major dimensions of inclusive education which occur due to barriers preventing children from attending school accessing and participating fully in the education process and secondly children who are restricted from fully engaging in their classroom educational process once inside the classroom.

Inclusive education aims to ensure that these children are afforded equal rights and opportunities in education. Inclusive education aims to struggle the marginalization of individuals and to promote difference. Moreover, inclusive education means welcoming all children, without discrimination, in to regular or general school (Tirussew, 2005).

According to the Voluntary Service Organization (VSO) inclusive education policy an inclusive education approach focuses on building a voice for excluded children and

strengthening the responsiveness of the education system at all levels. VSO's program to promote inclusive education focuses on: community involvement, value-based teacher training, whole school approach, and specialist support at district level and policy development at national levels. For VSO, inclusive education is about supporting mainstream education systems to overcome the barriers that marginalized groups face in realizing their rights to education. VSO recognizes that inclusive education needs to be looked at in the light of the right to education for all, if an education system is truly inclusive it works for all disadvantaged groups (not only disabled children) and improves the quality of education for all learners.

Key Strategies for Achieving Inclusive Education

The Asian Development Bank (2010) lists programmatic options at the national level to promote inclusive education in its 2010 report: Strengthening Inclusive Education. The list includes suggestions such as developing a whole sector strategy to address inclusion among various levels of education administration, developing disaggregated data in the inclusiveness of systems, increasing program loans and improving the targeting of activities for excluded groups. In addition, essential to promoting is more focused monitoring, evaluation, and expanding the coverage of successful education programs. The last point is particularly important because too often supporters of programs stop their funding before the program has been firmly established and can be continued. Jeffrey Sachs suggested the following as indicators that a program can be continued and increased: there needs to be political leadership on board, effective management, mobilization of the private sector to invest, appropriate monitoring and finally long-term funding commitments and assistance from aid agencies.

There are three key strategies, which are emerging as the most effective approaches to ensuring universal access to children from all socio economic backgrounds in primary school. According to (UNICEF, 2009) these include:

➢ Access to early childhood education

➢ Making schools more children friendly which involved several aspects of physical, social and emotional inputs to the school, training and quality of the teachers along with several other strategies discussed in the next section.

➢ Improving the community participation in management of the school and increasing the home school relationship through parental participating in school governance, mother tongue literacy at lower primary levels, etc.

International literature suggests that ensuring access and completion of children from deprived rural areas and from contexts of deprivation or differential need will depend on implementing early childhood care and education programming to improve children's well-being and preparedness before they enter primary school. This will ensure that they given better opportunities for school success (UNESCO, 2009).

UNICEF's child friendly school models also promote a concept of inclusivity strategies which assist agencies and communities consider all aspects of the learner, school and community dimensions of the task. According to a recent evaluation of UNICEF's Child Friendly Schools (CFSs) model, CFSs involves three key principles: inclusiveness, child centeredness and democratic participation.

The study found that schools that had high levels of family and community participation and use child centered pedagogical approaches had stronger conditions for learning, that its pupils felt safer, supported, engaged, and believed that the adults in the school support the inclusion and success of each student (Osher, Kelly, Tolani Brown, Shors and Chen, 2009). This global evaluation of UNICEF's child friendly school programming confirms much of what we know about the importance of increasing and strengthening community and parental participation in schooling.

Specific strategies to ensure that schools are more attractive to children and retain them in the long run include their ability to access and meet the needs of children through both attracting them to the school and then retraining them once at the school.

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Child Friendly School implementation includes numerous steps to create the ideal learning environment for children. The following are the concepts and strategies for creating a CPS. The CFS strives not only to be friendly but also inclusive. Using local school mapping and community monitoring systems to track enrolment and identify those out of school will help CFSs attract those who are in need of education through community schools no matter their backgrounds. Building satellite schools to reach children in the remote areas is also essential.

Teaching using the mother-tongue language during the early stages of schooling is important in order to ease the transition from home to school. There needs to be education programs that are non-formal in terms of flexible schedules that account for seasonality and the daily activities of children. CFSs need to be designed as safe spaces for the children especially during emergencies. In addition, teaching about hygiene, basic health care needs and special efforts to teach children not to exclude or stigmatize HIV/ AIDS effected students is necessary, as children will use this knowledge in their homes and therefore communities. At the community level, CFSs promote birth registration and placing children in school earlier to meet legal enrolment requirements and helps the disadvantaged children previously not attending school. Finally, building partnerships through a combination of education and non-education partners will help facilitate the principle of inclusion.

UNICEF has also produced numerous manuals, checklists and toolkits to assist agencies scale up child friendly schooling globally. The Child Friendly Schools manual published in 2009 as a guide for implementing the successful approaches of this inclusive education program. It introduces child friendly concepts, highlights the multiple benefits of incorporating CFS programs and offers models as to how to implement them. It also includes guidance on the management of CFS - from the teachers to the communities. The manual provides a complete overview of the theories behind CFS; schools as protective environments, the cost and benefit of CFS and the monitoring and evaluating of the programs. The CFS approach conceptualizes the idea that if both quality and access taken into account in the overall improvement of education, then primary pupils are more likely not only to achieve learning outcomes but transition into secondary school.

Another emerging body of literature also suggests that complementary education will enhance the access, integration and success of completion of children from areas of the world, which are increasingly poor and hard to reach with formal systems of education. Pauline Rose (2007) in her study on support to non state providing basic education service delivery suggests that an increasing number of non state actors are providing complementing education services in areas of the world which would otherwise be unlikely to service the local population in remote and deprived areas. These complementary education programs 'often have very similar characteristics including usage of flexible school hours to service local populations, usage of home language of instruction, insuring accelerated learning

programs in order to shorten the primary school years, participatory child centered methods etc

(Casely &Hayford et al., 2004).

Literature on inclusivity can also be found embedded in several of the theories and strategies around improving girls education and making education more gender responsive. Meeting the needs of girls becomes the most challenging area of success in several deprived areas of Africa therefore programs which make a special effort to target girls often pull several other marginalized groups with them (Casely&Hayford, 2004).

Inclusive Education Strategies within the Classroom

More recently, the literature is linking the right to education for all to inclusive education and quality education. The EFA (2005) monitoring report stresses that learning should be based on diverse characteristics of the learners and their backgrounds and the strategies to improve quality should address five dimensions to influence and improve the teaching and learning processes in the school. These include the need to address learner characteristics, the context of the learner, the enabling inputs and teaching learning process, and finally the learning outcomes. UNESCO's Policy guidelines for Inclusion stress the need to ensure that the quality of education is central to ensuring that learning outcomes are attained for all children.

Apart from improving the quality of learning in the classroom there are several principles or strategies for promoting inclusivity in the classroom environment. UNESCO (2010) policy document on promoting inclusive education policies and Kluth's (2005) book on differentiating instruction outlines five strategies for ensuring inclusivity in the classroom. These include emphasis on: an inclusive curriculum, mother tongue language, and teaching approaches that are participatory child centered teaching practices, flexible learner groupings, activity stations, and project based instruction.

UNESCO (2010) policy guidelines for supporting more inclusive education policies suggest that inclusive curriculum addresses a child's cognitive, emotional, social and creative development and has an instrumental role in fostering tolerance and promoting human rights. Inclusive curriculum is a powerful tool for transcending cultural, religious, gender and other differences.

An inclusive curriculum also takes into consideration a learner's gender, cultural identity, language, socio economic context, special needs and other differences. It involves breaking negative stereotypes in not only textbooks but also transforms teachers attitudes and expectations. UNESCO (2010) policy guidelines suggest that multi linkage approaches in education, in which language is recognized as an integral part of a student's cultural identity, can act as a source of inclusion. Furthermore, mother tongue instruction in the initial years of school has a positive impact on learning outcomes. An inclusive approach to curriculum and teacher instructional practice involves built in flexibility and is adjusted to the needs of the learners based on a common stand of quality basic education provision. For instance, classroom instruction may vary the time students have to devote to a particular subject or give the teacher more freedom to choose their methodologies and more time for guided classroom based work (UNESCO, 2010).

Increasingly literature and research from developing and low-income countries points to the need to ensure that children are given the opportunity to learn in their mother tongue before moving to the second language particularly in the first three years of formal schooling (ADB, 2010). Governments often think that providing mother tongue will be too expensive or time consuming to deliver quality education in multiple languages but the data continues to suggest that the outcomes of learning are greater for children who have this option.

Teacher instruction in an inclusive classroom could create an engaging approach to lessons adapted to the different needs and learning competencies of the child. The inclusive lessons should develop the students 'understanding and acceptance of different types of people and differential instruction is important in order to achieve success among a variety of students in the inclusive classroom (Kluth, 2005). Kluth argues that although many educators believe that they need specialized strategies to teach students with disabilities often teachers are effective when they are accepting, look for the strengths in their students, provide personal attention when necessary and allow for differences in the ways students approach tasks and complete classroom work.

The easiest ways to differentiate for all learners is by framing lessons, units and themes as questions, issues and problems (Kluth, 2005). Questions often stimulate thought, permit and encourage inventive thinking, encourage differentiate responses and allow for investigation and learner responses. Kluth also suggests a range of other approaches for insuring that learners inside the classroom are able to actively participate by setting up learning agenda's

where learners are provided with a list of activities to work on during a set time frame and these vary according to the specific needs of the students.

Flexible grouping is another approach taken within the inclusive classroom setting in order to ensure that students are able to work with a range of classrooms and learn from all their peers. Flexible groupings mean that students are grouped and paired according to differences in lessons, interests, needs or skills. Sometimes learners are groups for a time with ability groupings to give learners opportunities for exchange of ideas and competencies. The ideal situation is that the inclusive classroom use small groupings in a fluid, often changing manner and offering learner's opportunities to take a variety of roles (sometime leaders etc and sometimes followers or listeners).

Another technique in the inclusive classroom is the usage of centers or stations which allow children to move in flexible groupings so that smaller groups can work at different work stations. The teachers and students can rotate to new stations depending on the needs of the learners. Project based instruction is also important for students with diverse learning profiles and learner styles.

Inclusive education in practice

Inclusive education is referred as when students with disabilities participate in their general education classroom with their non disabled peers. They are taught by a regular education teacher and participate in class activities and lessons that may be adapted for their individual needs. Students with disabilities may also spend part of their day in a special education classroom to meet their academic, social and behavioural needs.

Ministry of Education in Ethiopia has tried to implement inclusive education with various efforts. However, the implementers (teachers found in different schools) are seen as they lack adequate knowledge and orientation about inclusive education. This part of the research tried to review literature related to inclusive education as it is the topic of this study.

According to Hammond and Ingalls (2003), many gains have been made with regard to including students with disabilities in general education classrooms, yet there is still more improvement and progress to be made. Today, many schools implement inclusion in different capacities.

Some schools practice full inclusion, while others are opting for partial inclusion; where students spend time in both the special education classroom and the general education classroom with their peers. Simeonsson, Carson, Huntington, Mcmillen and Brent (2001), conducted a national study to look at the participation in schools by students with disabilities and how the level of participation affects the students and the school environment as a whole.

Research reports reviewed indicate that most schools do not practice full inclusion because of the resources and costs involved. One study (Jones, Thorn, Chow, Thompson, & Wilde, 2002), indicated that the decision for placement should be made by the Individualize Educational Planning Program (IEP) team including the parents, students and teachers. Bowers (2004) also found that teachers need to think about the individual student when deciding on a placement. The decision should be made based on the student's individual needs. When students with disabilities are placed in their general education classroom without accommodation and support services, they will not do as well academically or socially.

Their needs would, therefore, be better met in a more restrictive setting such as the special education classroom.

This chapter provides a literature review about inclusion and analysis of teacher's at these legal actions led to significant public pressure of elected political officials and school administrators, to change policies. This pressure escalated because special needs students became the targets of prejudice and discrimination by peers and teachers.

Attitudes towards Inclusive Education

A review of the literature and various research studies indicate that there are a wide range of both positive and negative teacher attitudes about inclusion. Hammond and Ingalls (2003), found that teachers' attitudes toward inclusion are one of the most important, factors in determining the success of inclusive programs. Buddle (2006), reported that both teacher attitudes and beliefs toward inclusion can significantly influence the learning environment and the use of appropriate supports and accommodation for students with disabilities. Negative teacher attitudes toward inclusion are also directly linked to less frequent use of effective classroom accommodations for students with disabilities in the inclusive setting.

Attitudes and beliefs about inclusion vary widely. Much of the debate surrounding inclusion is in regards to full inclusion vs. partial inclusion. Full inclusion means that students with

disabilities are educated in the general education classroom full time. Special education service and supports are provided to the student in the general education classroom. There is no special education resource room. Supports may also be provided to the regular education teacher and the student with disabilities.

A partial inclusion model is when students with disabilities spend part of their day in general education classrooms and part of their day in the special education classroom. Supportive services are provided in both classrooms. Bowers (2004) found that for some students with disabilities, the full inclusion model was able to meet their academic, social and physical needs troughs various accommodation and supports.

The majority of research indicates most educators are not completely in support of full inclusion, but would rather make placement decisions on an individual case by basis (Bowers, 2004).

One attitude held by teachers regarding inclusion is that it will create more responsibility and work for them, and it will also take away time from all students with in the classroom (Hammond and Ingalls, 2003). When teachers feel this way, they become frustrated and negative feeling toward inclusive programs develops. Teachers today already feel overwhelmed with the day to day demands of a busy classroom. They feel including students with disabilities will increase their work responsibilities. Teachers often feel, by making additional accommodations for students with disabilities, they will be taking time away from other students in their classroom. However, Bricker (2000) found that not only can special education students benefit from the increased accommodations, but many regular education students can benefit as well.

Hammond and Ingalls (2003) surveyed general education elementary school teachers' attitudes towards the inclusion of students with disabilities. Their study found that many teachers hold negative attitudes toward inclusion because of:

    (a) A lack of commitment of school personnel and administration,

    (b) Disagreement with the benefits of inclusion

    (c) Inadequate levels of collaboration and support from fellow teachers,

    (d) Insufficient training for providing accommodation and services to students with disabilities and

(e) Teachers feeling of unprepared ness to handle students with disabilities in their classrooms.

The survey results of this study show the majority of general education elementary teachers are in agreement that there are some benefits to inclusion, and they try to consider the general education placement first by providing individualized instruction to all students. However the teachers also agree that the inclusion programs within their schools were not fully implemented not all students' needs was being met.

Benefits of Inclusive Education

Research studies have been done on how inclusive education impacts students with disabilities and their non disabled peers. A review of this research indicated there are many benefits with inclusive education. Full inclusion may not be appropriate for all students, but it does offer a variety of benefits to students, teachers, parents and society.

One of the major benefits of inclusion involves the academic progress of all students in the classroom. According to Rudd (2002), students with disabilities make significant academic, behavioural and social gains when participating in their general education classroom. Students with disabilities spend more time engaged in learning and feel more comfortable interacting with their peers when they are included in their regular classroom. Bricker (2000) also found that students with disabilities have more positive role models to learn form when they are involved with their non disabled peers.

A study done by Cole, Waldron, and Maljd cited in (Peack, staub, Gallucci and schwarts, 2004, para.4) reported " non disabled children enrolled in inclusive classrooms made greater academic gains on curriculum base assessment measures than those enrolled in traditional classes." (p.135). as addressed earlier, there are many different perspectives on the success of inclusive education. Various factors such as teachers' attitudes, a lack of teacher training or difficulties with collaboration may contribute to these perspectives.

Another benefit of inclusion reported in a number of research studies in more social acceptance and peer interaction between students with disabilities and their non disabled peers. Rudd (2002), reported that students with disabilities form stronger friendships with their non disabled peers when they participated and learn together in their general education classroom. They also become more comfortable and accepting of each others' differences. This may also lead to less testing and bullying of students with special needs social

interaction is much more valuable when it takes place in the general education classroom rather than segregated setting. A study conducted by Cawley et.al (2002), found that inclusive classrooms allow for greater social acceptance among all students. Friendships are formed and more interaction is encouraged. The inclusive classroom provides a great opportunity for all students to learn, work and live together.

Factors Contributing for the Success of Inclusive Education

Various factors can affect the success of inclusion in the classrooms. The literature reviewed indicates negative attitudes can be changed to more positive attitudes if these different factors were looked into with more depth.

Hammond and Ingalls (2003) found that many teachers feel unprepared and lack sufficient training to fully support successful inclusion programs. Biddles (2006) also found that in order for teachers to provide a variety of accommodations, they need ongoing professional development opportunities to develop their skills continuously. Such opportunities could include attending workshops, observing in other classrooms, reviewing research on inclusion and collaboration with colleagues to develop a successful inclusion program.

According to Jones et al. (2002) the success of inclusion is determined by the attitude of both teachers and administrators. The entire school must be in support of inclusion if it is going to be successful. McLeskey and Waldron (2002), found that administrative support is essential to help build a successful inclusive school. School administrators must provide the staff with the support and resource needed to develop an inclusive setting within the school. They also found that school administrators should provide support for program development, provide relevant staff development opportunities and promote the need for positive changes toward inclusion among building staff.

Challenges of Inclusive Education

Although there are many benefits to inclusive education, there are also some barriers or challenges. The most common challenge/barrier of inclusive education is lack of appropriate support for both teachers and students. If the proper support is not present, direct instructional time could be taken from students who are non labelled (Hobbs and Westling, 1998). Placing special education students in the regular classroom has the potential to consume too much of an already overworked teachers attention (Kavale, 2000). Children with severe cognitive disabilities and those with severe behavioural disorders are more likely to be harmed than

helped because teachers do not have highly specialized training to deal with their needs (Hobbs & Westling, 1998).

According to a study done by Hobbs and Westling, (1998) teachers identified three other major problems associated with inclusion. A social and behavioural problem in which the students were perceived as disruptive or distractive to other non labelled students is one of the challenges of inclusion the teachers in the study identified.

A second problem teachers identified is situation in which specialized assistance or adaptation were unavailable in the general education classroom. Teachers feel unprepared and uninformed of student's special instructional needs (Hobbs & Westliung, 1998). A study conducted by Hines, (2001) supports this finding in that many teachers feel they have not received enough training and lack the knowledge to effectively teach students with special needs.

Finally, a third barrier to inclusion is its financial costs. According to Dwing, (1997) many administrator and teachers are sceptical of the amount of services and instruction that can be provided, given many schools current financial situations. Things like additional educational assistants, instructional supplies transportation, and staff development for teachers all have a huge financial impact on school budgets.

Throughout the past two decades there has been a strong movement to include students with disabilities in the regular education classrooms. This movement has been met with both support and concern from teachers, administrators and parents. While there are many benefits of inclusion, it also has its challenges. One of the biggest challenges seems to be the varied attitudes held by teachers. Currently, it appears that the most popular attitude held by teachers is that inclusion is positive for students but there is a need to provide a continuum of resources for students with disabilities that may sometimes include a more restrictive setting. Research studies indicate that in order for inclusion to be successful all parties involved must be supportive. For example, Bricker (2000) found that the attitudes of teachers, parents and administrators play an important role in how the inclusion process works. Teachers need to be informed and knowledgeable about the inclusion process and must have the skills to work with students from a variety of backgrounds.

The International Conventions on the Rights of the Children and Ethiopian

 Constitution on Child Rights to Basic Education The convention on the rights of the children is international treaty that recognizes the human rights of children. The member countries are required to ensure that children should benefit from special protection measures without discriminator and have access to services, such as education, health, etc. Besides the UN, have adopted convention and international agreements to provide education on the basis of equal opportunity, particularly primary education as compulsory and available, free to all (Article 23.3 and 28 (a)).

The conventions are monitored by experts committee that sit in Geneva and governments that have ratified the convention required to submit regular reports on the status of children's right in their countries. In order to reduce the implementation problems of the member countries the experts committee calls for international assistance from the other government and technical assistance from organizations like the UNICEF.

Ethiopia is one of the countries that have ratified the international convention on the rights of children on the December 1991. Accordingly, the constitution of the Federal Democratic Republic of Ethiopia (FDRE) article 9 (4) states, "all international agreements ratified by Ethiopia are an integral part of the land." Regarding this Tirussew (2005) refers that the Ethiopia Government is moving forward to address the issue of PWDs. As a result, proclamation, concerning citizens with disabilities targeted to protect PWDs, including proclamation No. 101, 1994. Which focuses on the elimination of discrimination and protecting the rights of PWDs as a targeted to secure the rights of the people?

In this regard, the Ethiopian education and Training policy (TGE, 1894) deliberately outlined the principles of SNE as the Fundamental rights for all children including disabled and gifted children, to learn in accordance with their full potential and needs. However, practically there are various problems in implementing these policy issues in Ethiopia.

The Practice and Challenges of Inclusive Education in Ethiopian

AACAEB and HI, (2012) stated that" Ethiopian government has made visible efforts and taken practical action in adapting and implementing the international declaration on disability and providing legal instruments and giving overall directions regarding services for citizens with disability"

Regarding the practice of inclusion of student with disability, different researchers exposed their study as follows.

Concerning to inclusion program, in Ethiopia, challenges of inclusive programming to disability most prominently exist in the education (Fafchamps and Breket,2008).Report by UNESCO(2005) also stated that in Ethiopia less than 1% of children with special needs have access to education

In supporting to the above idea world vision (2009) described that in some schools inclusive education is under practice; school environment is not conducive for inclusive education number of student one class are more than 70 children which is difficulties teaching learning process even for the non-disable children. Therefore, in Ethiopia, there is limitation to know the existing services and activities provided students with disability (Thomas, 2005)

In addition, the study conducted By administration education Bureau And handicap international, (AACAEB and HI)(2012)showed that schools have not clear and supportive guideline .Therefore, running inclusive education is on the basis of Good Will of school principles. Regarding the teacher conditions, in some school, regular teachers are asked to teach special needs students without receiving any form of training as well as administrative assistance (Ethenesh, 2007).Fafchamps and Bereket(2008)also the teachers are not trained to accommodate students with disabilities appropriate. Similarly, world vision (2007) stated that teachers have lack of especial training to educate and assist children with disability. As a result, they are not in position to attend the individual problem, furthermore, study conducted by AACAEB and HI(2012) showed that training programs organized for teachers so far were limited in scope and had lack of continuity.

Hence,(Ethenesh,2000) conclude that because of lack of support; teachers who do not have sufficient background knowledge in special education are failure. Regarding the learning conditions of SED, the study conducted by world vision (2007) Highlighted lack of teachers' patience and understanding of students' difficulty, in Ethiopia children with disabled do not go to school. Similarly the study conduct by Addis Ababa city AACAEB and HI (2012) also showed that "teachers and schools in general believe it is difficult to teach SWSN, as don't have special learning materials. As a result, schools are either unwilling to admit SWSN or provide little or no additional support". Furthermore, the study showed that, to avoid admissions, new coming SED are advised the school is not good for them and look other

better school. Still further, due to lack of understanding and commitment on the part of school principals, teachers are not push to accept CWSN in their class.

In this regard, World Vision (2007) also highlighted that in Ethiopia to teach SWD collaboration for inclusive education is very limited and needy further expansion.

CHAPTER THREE

Research Method

This chapter of research method incorporated method of data analysis used, sample and sampling techniques sources of data collection, the instrument used for data collection and data analysis methods.

This study applies a qualitative approach to describe the practice, challenges and implementation of inclusive education in German church school.

Study Design

The study focused on German Church School. The unit of analysis for this study was school director, teachers, students, and parents of the students with disabilities. The study design which used explanatory/qualitative approach rather than descriptive approach because we looked into the practice and challenges of inclusive education in the process of implementation and explanatory/qualitative research reports not just what was happening but why it was happening too (Neuman, 2006).

Concerning the sampling techniques, the sampling technique was purposive sampling technique since it was much more convenient to select participants who can provide reliable and relevant information. Currently, the German Church School is in the way to shift integration to inclusive education system that leads to take in other types of disability. The school has tried to involve students with various disabilities in addition to visually impaired students and was applying the principles of inclusive education at a minimum level as learned from the Addis Ababa Education Bureau.

The method of selection of teachers, students and parents were purposive considering the purpose of the study to see the practice and the challenges of implementation of inclusive education and this needs a sample who knows the case well.

Under the purposive sampling technique, the sample was one director, ten teachers (four were from special needs education and six were from general teachers to saw the responses of both group), ten families of children with disabilities and twenty students (twelve of them were students with disabilities and eight of them were from students without disabilities).

Sample and Sampling Techniques

This study was designed to be conducted in German church school. For the purpose of administering interview and focus group discussion, purposive and stratified sampling techniques were employed to select teachers those who were working with person with disabilities and teachers who work in the general class room.

Since the target of the study was to investigate the practice and challenges of inclusive education in German Church School teachers, principal, students and parents of students with different disabilities were selected as participants of the study. The numbers of teachers working in the school currently was 23 and from these 4 participants as special needs teachers and 6 from general teacher were selected purposely. So, these teachers were taken as participants of the study to make a total of 10 participant teachers in the study. One of the school principals that is the vice principal, was purposively included in the study since he could provide pertinent information for this study. More over, 20 students were taken as participants of the study since they were also the right people to provide necessary information about the practice of inclusive practice and the challenges which they often observed. Among the 20 students, 12 of them were students with different disabilities while the rest 8 students were students without disabilities. Taking different group of students as informants of the study could increase the validity and the reliability of the data obtained. Finally, ten parents of students with different disabilities were selected as participants of this study. The total number of research participants was 41.

Sources and Method of Data collection

The researcher collected data from various members of the school community (i.e. teachers, students, principals and parents).

Data Collection Instruments

Data collection tools were the most crucial factor to obtain necessary information about the topic under study. Therefore, the main data gathering tools were interview (semi structured) a focus group discussion, and observation. The guiding questions were developed and used for the interview with the school vice principal and teachers. The interview was conducted face to face which took from 15- 25 minutes for each. Moreover, the focus group discussions took 30-40 minutes each. Each of the discussions was taken part in different days. For teachers focus group discussion was also prepared and for this the guiding questions were designed

and all of them are attached in the appendices part of this report. Students were divided in four groups containing 4-6 students for the focus group discussion and the discussion guide was prepared to facilitate the discussion. The last participants were parents and they were categorized in to two groups consisting of 5 parents each. The information was gathered through focus group discussion with the help of the already prepared guiding questions. The data was collected through recording the voice of the participants and by taking notes and by observing the scene and the happenings through observation checklist.

The interview and focus group discussion contained different questions in line to the objectives of the research. They were developed in English originally and then translated into Amharic. So, the interview and the discussions were employed in Amharic for better understanding and clarity. Finally, the collected data was transcribed in to English and the data that has common ideas and similar responses were categorized together for the analysis.

Data Collection Instruments

Interview

Semi structured interview was employed for teachers and the vice principal to collect primary data that was very much important to find necessary and relevant information for the study. Semi structured interview provides opportunities for both interviewer and interviewee to discuss some topics in more detail (Hancock B, 2007). Interview instruments were developed for collecting information on teachers' awareness, understanding on inclusion of different disabilities and actual teaching practices in the classroom and the challenges faced during the teaching and learning process.

Each interview took 15-25 minutes and they were in a face to face exposure in the school compound. Interview guides were prepared and they all are attached in the appendix.

Focus group discussion

Focus group discussions were prepared for students of four groups consisting of 4-6 members in each group and for parents of two groups consisting of 5 members of group in each.

The student focus group discussion was developed to gather information regarding their inclusion in regular classroom with disability students, their learning practices and challenges that faced, and relationship with their teachers and classmates.

Parent's discussions were focusing for collecting information regarding their knowledge and awareness about inclusive education. In addition, to know how to support students with disability and for improving the quality of school-home relationship.

Observation

Observation was used by the researcher as an instrument to identify the indicators of the inclusive practice and the challenging situations which hinder the inclusive practice both in the classroom as well as outside the classroom. For the purpose of recording the observation points, observation checklist was developed and employed.

Plan of Data Management and Analysis

Data collection through participant interviews (individual and group discussions) recorded on hardcopies. Since interviews were professional conversations, the participant views and opinions were properly noted and entered on computers as a word processing document. This process of documentation during the interview session continued until the researcher understood his/her topic of interest from the interview participants. Once the initial stage of interviewing was completed, some remaining analytical notes also were included. Finally, this information transcribed, thematically categorized, coded and clustered according to their similarities and dissimilarities for analytical compilation and reporting. Literature and document reviews, and observation check lists also used to supplement and clarify data derived from participant interviews (Creswell. J.W, 2007)

Group of informants (teacher's students and parents) the discussion points were structured around the specific objectives listed above. The discussion points were recorded in a note form in some cases since few participants were not happy in recording their voice by a tape recorder.

Data quality assurance

In the process of preparing the interview and focus group discussion the researcher took safety measures to avoid complex questions, double barrelled questions and ambiguous questions. The safety measures were preparing simple, clear and short questions. Moreover,

only one barrelled questions were prepared and raised and the interviews and the discussions were in Amharic to avoid confusion and ambiguity.

Further more, triangulation was employed since the data was collected through various ways such as interview, focus group discussion and observation. Triangulation in turn, strengthened the quality and validity of the data obtained.

Ethical considerations

In the process of conducting this research, following ethical considerations are taken into account: honesty, integrity, openness, respect, confidentiality, and social responsibility.

CHAPTER FOUR

Presentation of the result

The purpose of this study was to examine the practice and challenges of inclusive education in German Church School. This chapter includes the teachers' response, the parents' response and the students' response to the questions presented during focus group discussions.

Result of interview

Teachers' interview

The practice of inclusive education

1. Practical View of Inclusive Education

The theme *Practical View of Inclusive Education* describes the concept of inclusive education, the need for inclusive education practice, and perceptions of inclusive education after teachers have gained classroom experience. In this part, participants also indicate the pros and cons of inclusive education practice.

Participant teachers were asked about their understanding of the term *inclusive education*. In response, they reflected on their practical experiences. They mostly described inclusive education as a unique system of education aiming to teach every child in the same classroom. One of the teachers stated that "Inclusive education for students with disabilities means conducting teaching and learning activities including all children regardless of gender and disabilities." In line with this statement, another respondent added, "Inclusive education is about values and morality." Another respondent also emphasised the importance of equality in facilities by stating that "Inclusive education means learners from all stages of a society can be studying in the same institution with equal facilities." One respondent thought that inclusive education was all about children with disabilities. She claimed, "I think that inclusive education is for students with disabilities; it is a way of encouraging them to education; sometimes providing them with opportunities for sports and music (co-curricular activities)." Another respondent further added, "Inclusion is an idea, a phenomenon, a motion or action of teaching everyone in the same classroom. Cooperation is the key element."

It is clear from the above that most participants consider inclusive education from a rights-based perspective. This encourages an in-depth investigation of the meaning of the

phenomenon, because the success of inclusive education depends on how well teachers understand *inclusion*.

Interview data also shows that inclusive education is now also taken to include students from a variety of ethnic backgrounds and social classes. For instance, one respondent discovered, the students in the classroom were from different parts of the society and they represented different cultures, identities, and backgrounds. Another respondent describes his impressions like this; "When I look around the classroom I can see people from all walks of life, from disabled to able, from different socio-economic conditions and religions."

2. Need for Inclusive Education Practice

Respondents stated that the need for and potential benefits of inclusive education practice as follows. This is a common philosophy among participants that is reflected in their comments; students with disabilities have the same rights to education like others in the same institution. Similar ideas were expressed by other respondents. One of the teachers stated that inclusive practice brought positive change in the mind of all regarding others' potential. As he said, "students with disabilities become mentally strong if they get a chance to be educated with the non-disabled and I was afraid when I found one VI [visual impaired] and one PI [physically impaired] student in my class. After a short period of time, I noticed that all the other students were helping them." From this he drew the conclusion that inclusive education was supporting collaboration among students with and without disabilities.

Another respondent also reported similar experiences; in this inclusive education setting, students A and B [both visually impaired] can exchange and share their ideas with their peers. The positive effects of inclusive education for individuals and communities were reflected in several responses. The following example is a good illustration:

"Inclusion promotes social integration in the case of one of my students with visual impairment. Once, he was avoided by his peers. I encouraged the class by pointing out his potentials. Now, he is well accepted. Everyone is being supportive, even helping him to come to school or doing other tasks. After all, I think that inclusive education is beneficial for all students in education, because I think that it is socially enriching, ensuring better acceptance of students with disabilities, creating chances for them to receive education in their familiar environment."

These comments highlighted the teachers' level of awareness of the importance of inclusive education and led to a discussion about the steps involved in achieving an inclusive classroom environment.

3. Contributes to success Inclusive Setting

Regarding to success of inclusive setting, the respondents identified the following points:

- the need for an accurate early screening and intervention system,
- a positive attitude in society,
- friendly learning environments,
- involvement of parents,
- changing the traditional system of teaching-learning activities,
- making appropriate policies,
- empowering teachers in taking decisions for their learners' needs,
- creating scopes of professional development for the teachers
- developing the support services,
- provide necessary aids and appliances for the special child, and
- Have an appropriate evaluation system.

Several respondents also communicated the following: "It is useless, unless we have an appropriate early intervention system. We need first to ensure their [students with disabilities]

acceptance in society. I don't want to lose any of my bright students [without a disability] as a result of inclusion."

Respondents also identified obstacles that limit the success of students with disabilities. The need for specific professional development to support the teachers was also indicated by comments such as "I realised that I need training to develop my teaching-learning activities. I found that classroom management for students with disabilities is quite different. I need professional development in this area to improve inclusion."

Similarly, the need for different teaching styles for students with disabilities was indicated by comments like this: "We have to teach students with disabilities with great patience and tolerance at the school level. I need to give them equal importance in the classroom."

The need for specific and individualised assessment was highlighted by this comment: "I analysed them individually, now I am clear about their deficiency. I can now understand them easily." In fact, the participant teachers learned a lot from their experiences, though the inclusion process has not been initiated too long ago. One respondent said, "It would be helpful to improve our quality of education by including students with disabilities into the mainstream classroom. Ultimately, we are going for improved teaching and learning." Another teacher felt that their attitudes needed to be changed. He said, "By changing our negative attitudes, we can easily teach students with disabilities in collaboration with others." From the societal perspective, respondents felt the necessity of inclusive education: "Students with disabilities are members of our society. Inclusive education is essential to ensure development. We should try to make them independent rather than a burden to society."

These comments indicate that a variety of strategies and considerations must be taken into account in order to achieve successful inclusive education.

4. Educating Students with Disabilities at German Church School

The participant teachers in the interview session were asked to describe the best possible options of education for students with disabilities. Eight out of ten participants were strongly in support of inclusive education as the most feasible option for providing education for students with disabilities at German Church School: "Acceptance will increase and there will be a competitive mindset to do well." In fact, students with disabilities are able to learn

within an inclusive setting. Moreover, it can strengthen the trust between teachers and students.

One participant indicated a preference for the establishment of special institutions for these students. According to him, living independently would be the goal of education for the student with disabilities, which would involve vocational training: "That is why I support having separate institutions for the disabled, where they can learn better. They will not feel shy in the general school since they do not meet their nondisabled peers."

5. Assessment and Evaluation

Teachers were asked about the convenience of assessment and evaluation methods they employed in inclusive classes. The assessment and evaluation system in German Church School was identified as needing to be modified in order to better embrace inclusive education. The respondents commented that classroom assessment should empower both teachers and their students in order to strengthen the quality of learning in the classroom. According to one respondent, at the end of the day, the students with disabilities might not be able to score as high marks in an examination as students without disabilities might do. The success of learning is usually gauged by examination marks. According to our evaluation, students with disabilities risk getting fail marks.

The shortcomings of the assessment system were further highlighted as several teachers in the interview recognised the necessity of having a policy option for reconsidering the progress of students with disabilities. One teacher stated, "Our evaluation system is fixed and there is no way to modify it. So, we need to have guidelines regarding assessment of children with disabilities and promotion to the next grade.

The issue of separate assessment within inclusive education was raised during the interviews: "We are assessing visually impaired students with the same criteria as the other students, they have limitations and the assessment process couldn't consider it."

During the interview session, teachers expressed frustration with the examination system, with one teacher reporting that "we are agreeing to do everything for the child with a disability, but the exam system makes our effort worse and may even create an inferiority complex for the disabled students when they were not successful.

6. The Effective teaching - learning Strategies

Teachers were asked whether they employed different teaching-learning strategies in order to address the diverse needs of students in the classroom. Participants were eager to be successful in a classroom shared with students with disabilities. One participant stated, "This is the second time in my teaching career that I have a student with disabilities. I am making experiments with the methods which I have learned from my colleagues." Another respondent said, "I rely on trial and error; I try to be good for the students." Interview data show that participants explored various effective teaching and learning strategies. The use of tactile strategies was an example of reported teaching and learning strategies employed in the classroom by teacher respondents. For example, one respondent said, "there are two visually impaired students in my class. There was a lesson about earthquakes and it was difficult to express for visually impaired students. But I could shake the table in front of the students so that they could sense the shake and associate it with the earth quake."

7. Lesson Plans

During the interview teachers were also asked about the preparation of differentiated lesson plans. It is apparent that the use of lesson plans was linked to successful teaching. But the respondent teachers appeared to be negative towards preparing differentiated lesson plans regularly. One teacher voiced this negativity by stating that, "with the heavy workload I have, I can't prepare lesson plans. But, a plan always works in my brain." In response to the question "How should be the lesson be planned? One respondent said, "I often think that in the lesson planning, we should also think about how to deal with students with disabilities, but I don't know much about teaching disabled students."

8. Classroom Teaching Strategies

The teachers who participated in the interview were asked the question what are effective classroom teaching methods? According to one teacher, personal methods of teaching are the best of all, as it is the teacher who is responsible for the progress of students. Participants found that enrolling a student with disabilities in their classroom helped them shape their practice. One respondent appeared frustrated with his teaching practice as he called inclusive education a discriminatory education system. He stated, "We are facing many challenges, and this is creating an extra burden on us." Another teacher found that "the presence of a student with disability would change your practice. I developed more participatory methods after I found two disabled students in my class."

Teacher respondents specifically mentioned a number of teaching strategies which were used in their classrooms. These strategies included: assignments, review and practice, brainstorming, mind maps, questioning, lectures, role-plays, feedback, discussions, homework tasks and group work. Teachers reported assignment, reviewing, group work, questioning and brainstorming as the most effective methods. For example, when discussing role-play, one teacher recollected the dramatisation of an interesting story which had made his students attentive and apparently happy.

Other respondents stated that role-play may support the development of higher order thinking skills. However, one respondent pointed out the need for role-play to be well planned and prepared, in order to prevent negative experiences. His experience he describes as follows: "Once, I decided to introduce role-play in my class. Students were enjoying this too much and the class ran out of control. A student with disabilities made a mistake in playing his role. He had just forgotten his dialogue."

9. Managing the Class

Teachers were also asked about how to manage a classroom with diversified student needs. Knowledge of individual students was noted as an important aspect of managing the classroom. One respondent said, "I think that knowing students in person is important. I talk with my students outside as well as inside the classroom in order to get to know them as a person, because a positive relationship with my students builds a willingness on their part to actively participate in class."

Similarly, a respondent noted the importance of listening to the students in order to manage a classroom; "I always take care to listen to the students, including interpreting words and actions. Listening carefully helps me determine the students' needs."

The importance of communication in the management of classes was also emphasised by some teachers, as efficient communication is vital in an inclusive setting. In the course of one day, teachers have to communicate with many people: parents, children, support staff, the general public, and administrators. It is important to be prepared to communicate with all of these people and feel comfortable opening up, asking questions, seeking advice, and sharing one's experiences.

The issue of managing undisciplined behaviour in the classroom was subject to many arguments. Most participants were in favour of using alternative practices to support behaviour management. For example, one respondent said, "One time one of my students all of a sudden screamed very loudly; I avoid punishment, so I asked him to come forward and sit on another bench with other students." Another respondent recounted; "a hyperactive child in my class behaved in a disturbing manner, then I asked him a few questions on the basis of my teaching, and also asked him to read a part of the text loudly."

10. The Unseen Disability and Inclusive Practices in German Church School

This section explores respondents' opinions and experiences of hidden disabilities. The term *unseen/hidden disabilities* refer to disabilities that are not visually obvious, such as learning difficulties. Respondents reported that hidden disabilities were a problem for inclusion in German Church School; "they have no significant noticeable problem, but they could not understand the lesson. They do not pay attention to the classroom activities." Teachers appear to have no option of diagnosing or identifying hidden disabilities, especially in case of learning disabilities. Teachers reportedly treat them as dull students who are not able to learn like the others. The following conversation took place during an interview with one of the teachers and it revealed some issues about inclusive practice at German Church School:

"I have received training on inclusive education. In my class, there is student who is not treated/diagnosed as disabled. But I found that he is very slow in learning, can't understand anything quickly. If you look at his past academic records, you may see a very frustrated picture. My question is why? Is he not disabled? I think he is also disabled. Though he has not diagnosed, but he has serious learning disabilities. His disabilities are hidden. He looks in normal physical condition Due to his hidden disabilities, several students have bullied him. He doesn't like school now."

11. Teaching Social Skills to Students with Disabilities

During the interview session teachers were asked the importance of teaching social skills to students with disabilities. Respondents identified social skills as being important to learn well. The interview and observation data confirmed that three respondents regularly included the specific teaching of social skills in their lessons. Social skills were also included in their lessons only when related to the content. For example, a respondent noted I ask my students

every day to respect their elders and obey the social customs. In my lessons, I present various stories from social life related to the task. It helps them to be aware of social rules.

The interview data shows that teacher has focused on social skills. It was found in four observations that teachers were conscious about the cleanliness of the classroom which several respondents linked to promoting social skills. For example, one respondent teacher stated that, "out of 40 students that I have in my class, I formed 8 groups which will clean up the classroom before school hour by rotation. The members of each group need to come early on their assigned day of cleaning. The disabled children are also included. Now they are confident about their duties."

This part of the result presentation contains teachers' response during focus group discussion with regard to the challenges and difficulties of implementing inclusion in German Church School. Teachers forwarded their response to the questions during focus group discussion. In addition to these, the researcher has also observed some facts related to the challenges and recorded with the help of the check-list already prepared. Teachers responses during focus group discussion were tape recorded and the researcher selected the responses based on their common idea and then they were organized and discussed in the following way.

Challenges of inclusive

Teachers of German Church School discussed different challenges and difficulties which they face in their school. The challenges and difficulties were generally categorized in to:-challenges related to facilities and resources, attitudinal problems, the narrowness of the classroom, students related problems and distance from schools/transport problems.

1. Challenges Related to Facilities and Resources

Considerable number of teachers pointed out that buildings in German Church School were not constructed considering people with disabilities in mind. For example; the toilet, library, the laboratory room and the play field are not suitable and accessible for visually impaired and physically impaired students.

Resource availability in German Church School was also repeatedly mentioned as challenge of inclusive education. Teachers discussed this challenge with examples of the absence of equipment like Braille for blind and partially visually impaired students. Most teachers also

discussed that effective teaching of inclusive classes require many resources which are not available in German Church School.

2. Challenges Related to Attitudinal Problems

As per the responses obtained from majority of the discussants; attitudes of some teachers, educational supervisors, the community and students themselves were identified as one of the biggest barriers to inclusion. Some teachers noted that the attitudinal problem was justified by the teachers' and educational professionals' wrong thought of "inclusion described by the attempts just only to stream students with special needs in the general classroom."

Few participants of the focus group discussion mentioned the negative attitude of some teachers that those students having special educational needs should be taught by segregating them in isolated school setting.

The other response by teachers said that, when teachers are asked to create inclusive classes, they may simply concentrate on students whose chances of passing are high ignoring those who are academically challenged. In addition to what were mentioned above, teachers also reported that the negative attitude or the poor understanding of inclusive education by various stake holders can be one of the challenges which hinder the effective implementation of inclusive education in German Church School.

The last comment by some of the teachers described that some energetic and gifted students may be subjected to ridiculing and labelling in school, which may lead to the development of low self-esteem and absence. All these undesirable reactions are the results of attitudinal problems.

3. Challenges Related to the Narrowness of the Classroom

Teachers discussed that there are challenges which are caused by the narrowness of the teaching class rooms. The teachers also remarked on problems such as unfamiliarity of classes required to teach and substandard physical classroom spaces in their teaching practise as barriers to inclusive education

4. Challenges Related to Students themselves

Respondents of the discussion generally mentioned that some students often failed to do the classroom as well as home works provided for them.

Teachers were also concerned in their response that inclusion may impact negatively on the self-esteem and confidence of slow learners and those having special needs, especially in times where fast learners and the gifted ridicule the academically challenged and those students having special education needs.

As it is discussed in many literatures, inclusion results in the creation of heterogeneous classes in terms of ability, motivational levels, and readiness to learn among other characteristics. In connection to this, teachers reported that some students' minor misbehaviour was the challenge which aggravates the problem of inclusion.

5. Challenges Related to Accessibility

Accessibility in terms of physical admittance was also identified as a problem for students with physical disabilities.

German Church School is a two-storied building. There is no ramp in the school and the number of classroom was not sufficient. It is very difficult for the physical disabled children with wheelchair to go upstairs to attend class. Though there is no ramp in the building one of the discussion participants stated that for one of my students who were in class seven, the classroom was on the second floor. The class was changed in to the ground floor." When the child was unable to go, upstairs or the school had difficulty rearranging access to the classroom. It seemed that a rose was fallen even before blooming.

6. Challenges Related to Lack of Training

We have every wish to include children with disabilities into our regular classroom, even though it may increase our workload, but we are not sure how to handle those children, one of the participants discussed this, "I had no training about inclusive education and disability related issues during my pre-service B.Ed. (Bachelor of Education Degree) as a result I could unable to treat students with disabilities as per their needs.

Many of the participants mentioned that continues and timely training with regard to inclusive education and how to address the diverse needs of the students is very important for them; however, they suffer from shortage of training in the area.

7. Challenges Related to Lack of Professional Support

The lack of provision of specialist support for some students was identified as a barrier evidenced by this comment we are facing barriers such as the need for special care. We need professional support to provide this care.

Some participants of the discussion mentioned that the presence of special needs professional, guidance and counselor, and social workers would help the provision of proper care and knowledgeable effort. Since these professional supports are very important, the school would take care of them.

8. Challenges Related to Distance from School/ Transport Problems

The general feeling raised by majority of the teachers during focus group discussion was that some students come from distant areas since they live very far from where the school is located. This caused for those students to become late to arrive in the classroom.

In addition, teachers mentioned that those students with various disabilities who come from distant place would face challenges to and from the school. So, they need assistance to and from school. In the absence of such help, these students would be affected in different ways.

Teachers' Suggested Strategies

Regarding to the strategies of inclusive education, most teachers recommended the following

- ➢ There must be a clear and uniform guide line on inclusion and it is to be introduced to all teachers and educational stakeholders,
- ➢ Ongoing and relevant training of teachers on inclusive teaching is to be prepared,
- ➢ Involve parents on inclusion during Parent, Teacher and Student Association meetings,
- ➢ Create a strong tie between teachers, parents and the school,
- ➢ Providing facilities for children with disabilities; and
- ➢ Strengthening the resource room so that students with various disabilities can benefit out of them

➢ Exposing teachers, school heads and other instructional supervisors to develop a good knowledge of inclusion and motivate them to come up with research findings on inclusion.

The strategies suggested by teachers could help a lot towards the successful implementation of inclusion. However, they didn't emphasize on some strategies focusing on teacher-related problems.

Result of the Focus Group Discussion with Students

1. Teachers' Knowledge and Skills

Students responded to this question differently from their perspective. However, most of the respondents agreed that teachers do not have enough knowledge and experience about how to teach students with different disabilities. Those who said theses have given different examples for their response, the following are the common reasons mentioned by students for their response of teachers do not have enough knowledge, skill and experience about how to teach students with diversified needs.

✓ They didn't try to teach students with disabilities with any other means rather than the old teaching method.

✓ They often get angry when they face something challenging especially form students with disabilities.

✓ They sometimes complained that they didn't get any training about inclusive class and how to teach students with special needs.

✓ They are seen in the classroom without any supportive materials which are helpful for students with disabilities

On the other hand, very few respondents said that teachers do have little knowledge about how to teach students with special needs, but the problem is they don't apply their knowledge and experience in the classroom and outside the classroom to help and improve the potential of students with special needs.

2. The School Facilities and Teaching Materials

Students' response to this question is almost yes. They replied to this question as they get some access of the resource room. They said, there is the resource room which is to some

extent fulfilled. They emphasized the importance of the resource room to develop the academic achievement and to develop their potential in all aspects of their life. Students commented that the school and the other concerned bodies should better provide the resource room for those with different disabilities rather than limited to address only the needs of visual impaired students in order to create a better learning environment.

Students response was no for library and laboratory. They said there is no library which is suitable for students with disabilities, the library doesn't have any audio recorded books and materials. Even the library is not accessible to those with disabilities like visual impairment and physical impairment since it is located in the upper floor of the building. Their response to the laboratory is, there is a laboratory but which is not convenient for those with disabilities. Finally, some students responded that they didn't see almost all teachers who prepare and bring supportive teaching materials in to the classroom to help students who need special help and to make the classroom lesson simplified.

3. The Participation of Students with Disabilities in Inclusive Education Setting

Students responded to this question differently. Most of the students said that, they tried to participate in the classroom activities, but the teachers approach and the lack of help from the teachers' part would often restrict their effort of participation. Few of the students responded that, don't' participate in the classroom activities at all because of the reasons they mentioned. The reason mentioned are, lack of teachers' support in making the lesson clear enough to understand by them and the classroom environment is not suitable to involve all students especially those who needs special help to participate actively since there is no supportive teaching aids to make things clear and simple.

4. Inclusive Class Room

Students replied to this question in two ways. The first way of their reply is students with disabilities can benefit from being included in the general classroom if they really included as the other students or if the classroom is a real inclusive. When they said the classroom is inclusive the teachers should have good knowledge about inclusion and its importance and teachers should also have good initiation and encouragement to help students with special needs. If this would be the reality, students with various disabilities could benefit from being included in the general classroom.

The other way of the response is the reverse of the first way of response. Students responded that if the classroom is just like the one that they are having now, they don't benefit from being simply included in the general classroom. The respondents strengthen their argument by questioning that, what the general classroom without facilities and trained and encouraged teachers can bring for those with disabilities.

5. Physical Barriers and Obstacles

Respondents said that there might be little effort by very few teachers to get rid of some obstacles and barriers from the play ground area and from the road in to the different parts of the school. They said it mean a collaborative effort between the teachers and the school administrators to create a suitable school environment.

The respondents commented that the school should give more attention to avoid the physical and other obstacles and barriers in order to create a better and suitable learning environment. This kind of environment would be created by giving awareness and training for the teachers about how to avoid such barriers and create good learning environment.

The Challenges of Inclusive Education (student's view)

Students discussed the different challenges of inclusion in German Church School. Their response is summarised and categorized in to the following group.

- ✓ Attitudinal problem or challenges. This is also divided in to two groups. The first one is teachers' attitudinal problem and the second one is students' attitudinal problem.
- ✓ Lack of knowledge and experience about inclusive education by the teachers is the one of the challenges mentioned by the students.
- ✓ Lack of initiation and encouragement by the teachers is among the challenges mentioned.
- ✓ Absence of supportive teaching materials and resource room except for visually impaired students was mentioned as the other challenge of inclusion.
- ✓ Presence of different physical barriers and obstacles in the school environment was finally mentioned by the students as a challenge for inclusion not to be implemented properly in German Church School

Parents' Response during Focus Group Discussion

1. Placing students with disabilities in general classrooms with their peers

One parent side that I wanted him to have more interactions with other children his age he has interacted with other s n the school during lunch ,and play ground as result of the inclusion program, however it hasn't extended to after school activities . He has not parties or plays others. One parents responds that initially had reservations, I like my child being in an inclusion class room she is happy, more confident and has new different Friends .

Other parents' respondents said also that placing student with disability in general class room with their peers is very important in the following ways

- ✓ They feel equal in any aspect with their peers and they don't feel loneliness even they forget, their disabilities.
- ✓ They will have confidence to do any task with their peer without fear (shy).

- ✓ The teachers, society, and their peers can understand the capacity of the disabilities and also the peers learn a lot from them

- ✓ Their social interaction is positive with different society.

- ✓ The awareness of the peers will increase about person with disability.

2. Challenge of Inclusive Education

Most Parents described that German church school is the best school than other especially in inclusive setting in many way. Nevertheless; there are some challenges in this school.

- ✓ Some teachers have Lack of knowledge and experience about inclusive education and also lack treatment for children with disabilities is the one of the challenges mentioned by the parents.

- ✓ Absence of some supportive teaching materials and resource room such as white can parents were mentioned as the other challenge of inclusion.

- ✓ Inaccessibility especially for children with wheelchair of library, laboratory and supportive materials.

✓ Lack of school transport for students who comes from far away

✓ Inaccessible sport field and small play ground in the compound

3. Make inclusive education work well

Regarding to make inclusive education better way, one parent said that teachers should give special attention and individualized instruction for students with disabilities because some tasks which only special education teachers can provide. Moreover, most parents said are the following

➢ Teachers should be aware about on inclusive teaching system

➢ Involve parents on inclusion during , Teacher and Student Association meetings,

➢ Create a strong tie between teachers, parents and the school,

➢ Provide awareness for parents how to treat children with disabilities or proper care for them.

➢ Providing facilities for children with disabilities; such as transport , cane infrastructure and other basic materials in the resource room

CHAPTER FIVE

Findings and Discussion

The purpose of this study was to assess the practices and challenges the selected primary schools in teaching students with disability in inclusive education system. Moreover, it was guided by the research questions of the study listed in chapter one. In this section, theory and results of this study was discussed the following major them that are emerged from the study was discussed, the findings that are considered important to the assessment of the practice and the challenges of the schools in teaching students with disability in inclusive education system.

This study attempted to contribute to the vision of a better future for students with disabilities in German church school. It also set out to understand and describe the inclusive education practice for children with disabilities in the school.

Information was collected by interviews, participant focus group discussion and observations. This chapter discusses the findings presented in the previous chapters with reference to the literature and presents implications of these findings. The findings tell that participants reported a different range of experiences, beliefs and attitudes relevant to inclusive education practices. At the same time, participants found no other suitable alternative to inclusive education for students with disabilities in German church school. As a consequence education of a large number of students with disabilities is depending on successful implementation of inclusive education at school.

Currently, the Ethiopian education school system stipulates the students with disabilities have the right to attend the local school (MoE, 2010).The Convention on the Right of People with Disabilities (CRPD) (UN, 2006) is now a legal obligation and must be reflected in education contexts. In Article 3 General Principles' and Article 24 on education, strongly advocates for inclusive education and rejects all other forms of education for students with disabilities. The successful implementation of these national policies deepened up on the belief that inclusive schooling is amoral obligation of society which without equity with in school does not and cannot exist (snell and Janney, 2000).The participant of teachers in this study where in the middle of a transition period. The Ethiopian education system will continue to move towards inclusion. As these teachers are potential agents of the world changing world , we must

embrace such change , as Josepn Kisanji (1999) said change will be more painful to those of us who have made existing out of , manipulate some power in Special education.

However, if we believe in education for all, we need to surrender the power we hold and work collaboratively to create effective schools and inclusive education. The participant agreed that a combined effort is needed to make schools inclusive, this likely to require effort in the community, from parents to teachers, personal to policy makers and school administrators (Epstein and Elias, 1996). In current study concentrated around three issues, which were relationships between students with and without disabilities, teacher training strategies, and managing strategies space problem. These findings shared some similarity with Idol's (2006) report that adaptation of instruction, modification of curriculum, student discipline and classroom management were the challenges for teachers in an inclusive classroom.

Participant comments that indicated an understanding of inclusive education practice included ensuring equal rights transforming as mentally strong enhancing mechanism of students cooperation, means of increasing participation opening of a rewarding perspective and scope of social integration. Such experiences and understanding of participants could be explained from the literature of the Salamanca declaration.

Regular schools with this inclusive orientation are the most effective means of combating discriminatory attitudes, creating welcoming communities, building an inclusive society and achieving education for all. (UNESCO, 1994)In line with this statement, the respondents found inclusion to be a means of uplifting acceptance of students with disabilities in the classroom as well as in society Findings show that their perceptions of inclusive education practice descended from a rights-based approach. Respondents believed that getting support from others in terms of assistive aids and appliances could help to establish the rights of children with disabilities. Engaging students in the classroom activities is key responsibility of teachers. The teachers in this study reported their concentrated effort in creating opportunities for all students to share in learning activities, although respondents indicate that indicated that the main responsibility of teacher with in inclusive education was to make the atmosphere fair and satisfactory.

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The teachers in this study reported their concentrated effort in creating opportunities for all students to share in learning activities, although respondents indicate that indicated that the main responsibility of teacher with in inclusive education was to make the atmosphere fair and satisfactory. In fact, a teacher role has been considered as the centre of the whole teaching and learning process. Florian and Kershner (2009)Stated that the teacher's central role is to orchestrate these classroom practices drawing on the basic understanding of children ,learning, teaching and curriculum which make teaching possible.

Support from parent is a vital factor for student success (Melenchenko and Horsman, 1998). However, some respondents in the current study had no contact with students' parents by they had an understanding that cooperation with parent would help for students success an inclusive system.

Findings identify the significant barriers for the achievements of truly inclusive educational practice in German church school .The barriers are multidimensional and the challenges are some. Respondents identify those social negative attitudes, in accessible school compounds, narrowness of the class, and lack of professional special needs teachers. On the other hand, problems are personal challenges experienced by the teachers such as excess class loads. That is also likely to act as barriers to inclusive practice that is also likely to act as barriers to inclusive practice, although many of these barriers could be partially solved by the school positive attitudes.

As snell and Janner(2000) stated the key to successful inclusion. In the willingness of key stakeholders and participants to visualize, work for and achieve a school, which is adaptive to and supportive of everyone. In contrast, participants identified the factors contributing to success in the inclusive classroom. Participants provide opportunities to students with disabilities, and created a good atmosphere of equitable and fair teacher- student interaction. As a consequence, they consciously describe positive images of students with disabilities with great patience.

More over, a number of teachers were careful about the potentiality of their students, because inclucive education offers a more just and equitable approach to responding to student diversity. Florain and Kershner (2009) mentioned that teachers show their positive response toward the diversity. Moreover, most teachers understood the phenomenon differently. This difference in understanding could be explained from a socio-cultural view, because of the emphasis on diversity of thinking, people and contexts (Florain and Kershner 2009). Respondents' differences within their practice are the reflection of difference in knowledge and viewing the situation differently.

Clement (2010) reported the need for a quality lesson to reduce the incidence of problem and behaviours. This supports the adage that lesson planning is very important for teaching. However, participants reflected a level of ignorance in preparing lesson plan. In order to build inclusive schools, issues of inclusion should be reflected at the base level of lessen plans.

Clement (2010) reported the need for a quality lesson plan to reduce the incidence of problem behaviours. This supports the motto that lesson planning is very important for teaching. However, participants reflected a level of ignorance in preparing lesson plans. In order to build inclusive schools, the issues of inclusion should be reflected at the base level of lesson plans. In fact without having a perfect classroom management plan in place (clement, 2010), the chances of successful lesson outcomes are reduced. Thus, teachers to change their attitudes towards the preparation of lesson plan in order to develop inclusive education practices.

The findings explore unseen disabilities as one of the untouched of inclusive practice in German church school. Respondents reported that it was very common that there were some students whose impairment was not immediately noticeable or not obviously apparent. These students were classified as experiencing unseen disabilities, creating many challenges in inclusive settings. As a result, the classroom teacher may not be able to immediately recognize these students within her/his class. That is why teachers were unable to provide any special attention to them for their special needs in learning. For example it is evident that as educators, we have a unique opportunity to help children reach their full potential but we must first be aware of the special needs for the dyspraxia (unseen disabilities) children that should be acknowledged and appropriately addressed (stansell, 2007).

Teachers were concerned unseen disabilities but they had limited ideas or Knowledge on appropriate diagnostics mechanism and intervention strategies regarding these students. Respondents perceived that special knowledge on Braille was necessary in order to teach students with visual impairment. They also reported that students with intellectual disabilities should be placed in special education settings. However, throughout the study respondents were gradually embracing inclusion and constructing their meaning of being a teacher within an inclusive setting.

CHAPTER SIX

Conclusion and Recommendation

Conclusion

This study was significant because the concept of inclusive education since students with disabilities is depending on successful implementation of inclusive education practice. As a result, the study would explore the inclusive education from teachers, students' and parents' perspectives.

Two important findings emerged from the analysis. Teachers' attitudes and beliefs about inclusive education were positive, and they take the initiative to practice inclusive education in their classroom. Teachers realized that inclusion could increase acceptance of students with disabilities both in the classroom and in society. Teachers were hardly to address the needs of students with various disabilities. As a result, findings report a wide difference within participants' practice in the reflection of differences in knowledge and viewing the situation. The participants introduced their need-based teaching strategies.

The findings of this study cannot begin realized beyond the sample school, German Church School. The contribution of this study, however, lies in demonstrating what can happen when teachers are committed to the accomplishment of the goal of improving the day-to-day practice of including students with disabilities. It shows that effective practices are often based on real-life (local) knowledge, mutual engagement and accountability, joint enterprise and shared experiences with the child. Most of the teachers predicted that, if resources are available to support inclusion, and if there is adequate administrative support and appropriate infrastructure, teaching material and technological devices, then the aim of inclusive education will be successful.

Inclusion is to be effectively implemented when the following important areas are properly provided and managed wisely: skilled and competent teachers, adequately resourced school, and positive attitudes among all stakeholders, and suitable teaching approach with adapted assessment methods, reasonably acceptable class size and instructional leaders who are well versed and prepared to implement inclusion

The different challenges faced could be grouped as challenges related to facilities and resources, attitudinal problems, students related problems and distance from schools/transport problems. The possible causes of the challenges were from factors related to the curriculum and its assessment, lack of a guide line on inclusion, lack of support and guidance from instructional leaders, class sizes/ teacher-student ratio and methodological issues.

Recommendations

The following recommendations are drawn from the study findings with the intention of contributing to improvement in the inclusive education practices in German Church School.

➤ Collaboration of teachers and allocation of additional time for planning extra tasks to address the special needs of the students should be given more emphasis and this should be initiated and followed by the school administrators and educational supervisors.

➤ The administration of the school needs to increase support and provide ongoing teachers training in order to help them feel competent in teaching students with and without disabilities in inclusive classrooms.

➤ It is also recommended modifying the teaching and learning environments including physical infrastructure as much as possible by all stakeholders.

➤ Instructional supervisors and leaders should exert their effort to provide additional resources and support from the school its own source and other assisting organizations (NGOs and other donors) to students with special needs in order to build successful inclusive classrooms.

➤ Similar approach to teach all students with in a classroom does not work. Teachers must be prepared to differentiate instruction. This can be achieved through ensuring that all students are engaged in learning by giving extension of works to the gifted, special support and remediation to the academically challenged. If these arrangements are not put in practice, teachers are likely to experience absence of inclusion in the classes.

➤ To ensure progress of students with disabilities appropriate examination, evaluation and feedback systems need to be introduced by teachers. The establishment of a continuous evaluation and feedback systems to assess and maintain the quality of education.

- The school environment also ensures that students' assessment takes inclusion in to consideration and existing and future facilities such as classrooms, resource room, library, workshop and laboratory are easily accessed by students with different forms of disabilities.

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Appendix C

Addis Ababa University
College of Education and Behavioural Studies
Department of Special Needs Education

Guiding questions to facilitate students' focus group discussion:

1. Do you think your teachers have adequate knowledge, skills and background to teach the students with special needs?

2. Do you get an access of the resource room, library, laboratory and other supportive materials like Braille and visualized and tactile aids to get your needs met?

3. Do you actively participate in the classroom activates with your classmates?

4. Do you think students with disabilities benefit from being included in the general education classroom?

5. Is there a collaborative effort between the school and the teachers to get rid of physical barriers and obstacles from the school?

6. What do you think are the challenges of inclusive education in German church School?

7. What do you think are the possible causes for the challenges of inclusion?

8. What do you suggest to overcome the challenges of inclusion in you?

Appendix A

The Interview guide for school principal

1. What were the challenge that affects the school and a teacher to implement inclusive education?
2. What efforts are made to provide equal access to education for students with special needs in the school?
3. What is the current practice to implement the Inclusive education in the school)?
4. Could you implement and achieve quality of education neglecting student with disabilities and without applying Special Needs Education / inclusion education? Explain the reason why
5. Are you practicing an Individual Education Program (IEP) for students with special needs and disabilities in school? (practice)
6. Describe the challenges of inclusive education that you face in your school?
7. Do think inclusive education increase academic achievement of the special needs students? if so how, if not why
8. Do you think students with disabilities can benefit from being included in the general classroom?
9. What strategies can be used to assist inclusive education/Special Needs Education available for all students with disabilities?

Appendix B

Guiding questions to facilitate teachers' Interview

1. How do you describe accessibility of resources to enable students with special needs to participate fully in school activities?
2. Describe a typical day with children with disabilities in your class?
3. Does the school have any mechanisms to share information among teachers about students with special needs?
4. . Do you feel any challenges to manage children with disabilities in the class?
5. Describe a typical day with children with disabilities in your class?
6. Do you apply differentiated lesson planning in order to recognise the learning requirements of students with special needs. ?
7. How do you make your classroom culture to encourage positive effort and promote the performance of students with disability?
8. Do you think students with disabilities can benefit from being included in the general classroom?
9. .How do peer group treat with the impaired student? Did you give them any lesson? If yes, what is that? Please provide an example.
10. Describe the challenges of inclusive education that you face in your school?
11. What do you think are the possible causes of these challenges?
12. And what strategies do you suggest to be used?

Appendix D

Interview guide for Parents

1. How do you describe accessibility of resources and assertive device to enable students full participate in the school activities?
2. What are the challenges that your child is receiving in his/ her inclusion school?
3. Do you think that placing students with disabilities in general education classrooms with their peers who do not have disabilities is important?
4. What things seem to make inclusive education work well at your child's school?
5. Do you think children with disabilities can be benefited from being included in the general classroom? If so how, if not why?
6. Do you have awareness about how to treat children with disabilities? If so how, if not why?
7. What effort you have been to assist your child in your home?
8. How do you explain the school teachers that teach your child in school?
9. What were the challenges you faced at home in order to assist students with disabilities in Academic areas?
10. What is your possible strategy to solve the challenges that has been faced?

Appendix E
Addis Ababa University
College of Education and Behavioural Studies
Department of Special Needs Education

Observation checklist prepared to identify points about the practice and challenges of inclusive education in German church school

S/n	Observation Points	Yes	No	Remark
1	The condition of barriers and obstacles in the school's physical setting			
2	The participation of students with disabilities in the extracurricular clubs			
3	Teachers practice of different method of teaching and evaluation method recognizing the needs of students with diversified needs			
4	Teachers differentiated lesson plan considering the diversified needs of students			
5	The presence of adapted physical exercise for students with disabilities during health & physical education period			
6	The presence of different teaching & supportive materials in the library and the resource room			
7	The presence of different documents & guide lines in the school administration which facilitate inclusion in the school			
8	The presence of organized data by the school administration about students with different disabilities			
9	The presence of organized data by the teacher about students with different disabilities			
10	The practice of learner- cantered approach in the classroom			
11	The Peer support of students with different disabilities			

12	The access of teaching material for students with disabilities			
13	The infrastructure of the school compound			
14	The class room size and the seating arrangement			
15	The special needs activities in the resource room			
16	The adequate Provision of teaching materials for students			
17	The activity modified to meet a variety of children's needs			
18	Allow and encourage students to express themselves to ask or answer questions.			
19	Treat all students with respect			
20	Having willingness to listen students need			

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ፋካልቲና እና የባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ዲፓርትመንት

ቃለ- መጠይቅ

ይህ ጥናት የሚካሄደው "በጀርመን ቤተክርስቲያን ትምህርት ቤት ውስጥ የልዩ ፍላጎት/ የአካቶ ትምህርት ልምድና ለመተግበር ያጋጠሙ ችግሮች" በሚል ርእስ ነው፡፡

የመጠየቁ አላማ

1. የልዩ ፍላጎት/ የአካቶ ትምህርት በጀርመን ትምህርት ቤት ውስጥ የልዩ ፍላጎት /የአካቶ ትምህርት ለመተግበር የነበሩት ችግሮች ምን ምን ናቸው፡፡

2. የልዩ ፍላጎት/ የአካል ትምህርት በጀርመን ቤተክርስቲያን ት/ቤት ውስጥ ያለውን ልምዶች ተሞክሮዎች ለማወቅ

3. ለችግሩ መፍትሔ ይሆናል ተብለው የሚታሰቡትን ለመጠቆም

I. ለርዕሰ መምህር የቀረበ ቃለ- መጠይቅ

1. በእርስዎ አመለካከት የልዩ ፍላጎት ትምህርት ቤቱ ላለመተግበር ችግር የሆነው ምንድን ነው ?

2. እንደርስዎ እይታ የልዩ ፍላጎትን በእኩል ደረጃ ለማዳረስ ምን ያህል ጥረት ተደርጓል?

3. መምህራን አካል ጉዳተኞችን እና ልዩ ፍላጎት ያላቸው ተማሪዎችን በተለየ መልኩ የሚረዳበት ዘዴ ካለ ቢያብራሩልኝ፡፡

4. እንደርስዎ አመለካከት የልዩ ፍላጎት ተማሪዎችን በማግለል /ለይቶ በማስተማር የትምህርት ጥራት ማምጣት ይቻላል ብለው ያስባሉ፡፡ ካልሆነ ቢያብራሩልኝ፡፡

5. በትምህርት ቤታችሁ ውስጥ ለልዩ ፍላጎት ተማሪዎች እንዲሁም የመማር ችግር ላለባቸው ተማሪዎች ግለ-ትምህርት(individual education plan) ይሰጣቸዋል፡፡

6. በትምህርት ቤታችሁ ውስጥ የልዩ ፍላጎት አሰጣጥ ላይ ያጋጠማችሁ ችግር ካለ ቢያብራሩልኝ

7. አካል ጉዳተኛ ተማሪዎች ተጠቃለው መማራቸው ጥቅም አለው ብለው ያስባሉ ቢያብራሩልኝ

8. የልዩ ፍላጎት /አካቶ ትምህርት በሰፊው ለመተግበር ምን የታቀደ ስትራቴጂ አለ፡፡

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ፋካልቲና እና የባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ዲፓርትመንት

ቃለ- መጠይቅ

ይህ ጥናት የሚካሄደው "በጀርመን ቤተክርስቲያን ትምህርት ቤት ውስጥ የልዩ ፍላጉት/ የአክቶ ትምህርት ልምድና ለመተግበር ያጋጠመው ችግሮች" በሚል ርእስ ነው፡፡

የመጠየቁ አላማ

1. የልዩ ፍላጉት/ የአካቶ ትምህርት በጀርመን ትምህርት ቤት ውስጥ የልዩ ፍላጉት /የአካቶ ትምህርት ለመተግበር የነበሩት ችግሮች ምን ምን ናቸው፡፡

2. የልዩ ፍላጉት/ የአካል ትምህርት በጀርመን ቤተክርስቲያን ት/ቤት ውስጥ ያለውን ልምዶች ተሞክሮዎች ለማወቅ

3. ለችግሩ መፍትሔ ይሆናል ተብለው የሚታሰቡትን ለመጠቆም

II. ለተማሪዎች የቀረበ የቡድን መወያያ ነጥቦች መማሪያ (Focus group discussion).

1. መምህሮቻችሁ ልዩ ፍላጉት ያላቸው ተማሪዎች እንደፍላጉታችሁ በበቂ ሁኔታ እያስተማራችሁ ነው ወይስ በቂ አይደሉም፡፡

2. በት/ቤታችሁ በሪሶርስ ማእከል፣ በቤተ መጻሕህፍ፣ በላብራቶሪ ውስጥ አካል ጉዳተኞች አጋዥ መሳሪያዎች ይገኛሉ፡፡

3. በክፍል ውስጥ በሚሰጡ የግልና የቡድን ስራዎች እኩል ከክፍል ጓደኞቻችሁ ጋር በንቃት ትሳተፋላችሁ

4. አካል ጉዳተኛን ከሴሎች ተማሪዎች ጋር በአንድ ክፍል ውስጥ ተካቶ መማሩን አካል ጉዳተኛውን ተጠቃሚ ያደርጋል ብላችሁ ታስባላችሁ

5. የትምህርት ቤቱን ግቢ ለአካል ጉዳተኞች ምቹ ለማድረግ የተለያዩ እንቅፋቶችን ለማስወገድ የትምህርት ቤቱ መምህራን የሚያደርጉት ጥረት ምን ይመስላል።

6. በት/ቤታችሁ ውስጥ የልዩ ፍላጉት/ የካቶ ትምህርት ችግሮች የሚባሉት በእናንተ አስተያየት ምንድን ናቸው

7. የልዩ ፍላጉት/ የአካቶ ትምህርት ለመተግበር የችግሮች መነሻ ናቸው ብላችሁ የምትገምቱቸው እነማን ናቸው

8. በእናንተ ት/ቤት ያሉትን ችግሮች ለመቋቋም መፍትሔ ይሆናሉ ብላችሁ የምትገምቱቸውን በዝርዝር ብታብራሯቸው

Appendix G

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ፋካልቲና የባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ዲፓርትመንት

ቃለ- መጠይቅ

ይህ ጥናት የሚካሄደው "በጀርመን ቤተክርስቲያን ትምህርት ቤት ውስጥ የልዩ ፍላጉት/ የአክቶ ትምህርት ልምድና ለመተግበር ያጋጠመው ችግሮች" በሚል ርእስ ነው።

የመጠየቁ አላማ

1. የልዩ ፍላጉት/ የአካቶ ትምህርት በጀርመን ትምህርት ቤት ውስጥ የልዩ ፍላጉት /የአካቶ ትምህርት ለመተግበር የነበሩት ችግሮች ምን ምን ናቸው።

2. የልዩ ፍላጉት/ የአካል ትምህርት በጀርመን ቤተክርስቲያን ት/ቤት ውስጥ ያለውን ልምዶች ተሞክሮዎች ለማወቅ

3. ለችግሩ መፍትሔ ይሆናል ተብለው የሚታሰቡትን ለመጠቆም

III. ለመምህራን የቀረበ ቃለ መጠይቅ

1. አካል ጉዳተኝነትን/አካቶ ትምህርትን እንዴት ይገልፁታል

2. የልዩ ፍላጉት ተማሪዎችን ከሌሎች ተማሪዎች ጋር የሚመዝናቸው በምን አይነት መልኩ ነው

3. የልዩ ፍላጉት/የአካቶን ትምህርት ቤት/ቤትዎ ውስጥ ላለመተግበር ችግር የሆኑት ጉደዮችን ቢያብራሩልን

4. በአጣምሮ የማስተማር ሂደት ልዩ ፍላጉት ያላቸውን ተማሪዎች በምን መልኩ ማስኬድና መርዳት እንደቻሉ ቢያብራሩልኝ፤ ለመርዳት ያልቻሉ ከሆነ ምክንያቱን ቢያስረዱኝ

5. አይነስውር ተማሪዎችን እንዴት እንደሚረዱቸው ቢነግሩኝ

6. ልዩ ፍላጉት ያላቸውን ተማሪዎች በት/ቤትዎ ከማስተናገድ አንጻር በምን አይነት ዘዴ መረጃ ትቀባበላላችሁ፤ ቢገልጹልኝ

7. ትምህርት ቤቱ የአካቶ ትምህርትን በተሻለ ሁኔታ ለመተግበር አመቺ ነው ብለው ያምናሉ ቢያብራሩልን

8. አካል ጉዳተኛ ተማሪዎች በአካቶ ክፍል ውስጥ ተቀላቅለው መማራቸው ተጠቃሚ ያደርጋቸዋል ብለው ያስባሉ

9. ችግሮችን ለመቅረፍና ለተሻለ የአካቶ ትምህርት ትግበራ ምን አይነት ስትራቴጂ ቢነደፍ የተሻለ ይሆናል ብለህ ታስባለህ

አዲስ አበባ ዩኒቨርሲቲ

የትምህርት ፋካልቲና የባህሪ ጥናት ኮሌጅ

የልዩ ፍላጎት ትምህርት ዲፓርትመንት

ቃለ- መጠይቅ

ይህ ጥናት የሚካሄደው "በጀርመን ቤተክርስቲያን ትምህርት ቤት ውስጥ የልዩ ፍላጎት/ የአካቶ ትምህርት ልምድና ለመተግበር ያጋጠሙ ችግሮች" በሚል ርእስ ነው።

የመጠየቁ አላማ

1. የልዩ ፍላጎት/ የአካቶ ትምህርት በጀርመን ትምህርት ቤት ውስጥ የልዩ ፍላጎት /የአካቶ ትምህርት ለመተግበር የነበሩት ችግሮች ምን ምን ናቸው።

2. የልዩ ፍላጎት/ የአካል ትምህርት በጀርመን ቤተክርስቲያን ት/ቤት ውስጥ ያለውን ልምዶች ተሞክሮዎች ለማወቅ

3. ለችግሩ መፍትሔ ይሆናል ተብሎው የሚታሰቡትን ለመጠቆም

IV. ለወላጅ የቀረበ ቃለ-መጠይቅ

1. ትምህርት ቤቱ ለአካል ጉዳተኞች አመቺ መሆኑና በቂ የትምህርት መርጃ ስለመኖሩ ቢገልፁልን

2. ልጁዎ ከሌሎች ተማሪዎች ጋር ተቀላቅሎ በመማሩ ያለውን ጥቅም ቢያብራሩልን

3. ልጅዎ አካል ጉዳተኛ እንደመሆኑ መጠን ልጁን ለመርዳት ስልጠና መስደዋል ቢያብራሩልኝ

4. ቤትዎ ውስጥ ልጅዎን እንዴት እንደሚረዱት/ዲት ሊያብራሩልኝ ይችላሉ።

5. ልጅን በሚረዱበት ጊዜ ያጋጠሙዎት ችግር ካለ ምን አይነት እርምጃ እንደወሰዱ ቢያብራሩልን

6. እርስዎ ከትምህርት ቤቱ ጋር እንዲሁም በአስተማሪዎች ጋር ያለዎት ግንኙነት እንዴት ይገልጹታል

7. በትምህርት ቤቱ ይህን የአካቶ ትምህርት የተሻለ ለማድረግ ችግሮችን ለመቅረፍ ምን ማድረግ አለበት ይላሉ