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College of Education and Behavioral Study

Department of Special Needs and Inclusive Education

**The Practice of Inclusiveness at Addis Ababa University: In The Case of
Students with Disability**

Master Thesis

By

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July 2023

Addis Ababa, Ethiopia

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Students with Disability

Master Thesis

**A thesis submitted to department of Special Needs and Inclusive Education;
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List of Abbreviation and Acronyms

CRPD	Convention on the Rights of Persons with Disability
EETP:	Ethiopian Education and Training Policy
FDRE	Federal Democratic Republic of Ethiopia
FGD	Focus Group Discussion
HI	Hearing Impairment
ILO	International Labor Organization
MI	Motor Impairment
MOE	Ministry of Education
PWDS	Persons with Disability
SNNPR	South Nation, Nationalities and Peoples Region
SWD	Students with Disability
UN	United Nation
UNESCO	United Nation Educational, Scientific and Cultural Organization
VI	Visual Impairment
WHO	World Health Organization

Abstract

Examining Addis Ababa University's inclusiveness Practice regarding students with disability was the purpose of this study. Four basic research questions were utilized by the researcher to accomplish this goal. A qualitative research approach was employed by the researcher. Six students with three types of disability were the study's participants. They were sampled by using criterion purposive sampling technique. They are all Addis Ababa University students. Interview and focus group discussion were used to gather data. The qualitative data was analyzed narratively. This study found that, inclusion is not practiced and implemented properly at Addis Ababa University. Even though there are some individuals who are cognizant of inclusion, the remaining are a challenge to the students. Students are challenged by different problems including inaccessibility, lack of trained sign language interpreter, lack of assistive device and teaching aids, elevators and ramp services, attitudinal barriers and inability to build social relationships. Also, the finding show the intervention to be undertaken to overcome obstacles and improve the quality of services at the University that include conduct awareness program, promote the collaboration of relevant stakeholders, provide assistive devices and learning materials, conduct training sign language interpreters, make all facilities accessible to students with disabilities, implement domestic policies and proclamations and international conventions and involve the participation of students with disability at the University.

Chapter One

Introduction

1.1 Background of the study

Embracing and appreciating everyone, despite differences, is encouraged by the ideology of inclusion in schools, communities, and neighborhoods. According to Renzaglia, Karvonen, Drasgow, and Stoxen (2003), the philosophy of inclusion is based on the idea that everyone has worth in diversity and that we can all learn from one another. The engagement of children with special educational needs in inclusive classrooms can be significantly impacted by having such an attitude. In addition, plenty of literature has been and is still being published about inclusion. Despite this, there is a moderate amount of confusion surrounding its definition (Farrell & Ainscow, 2002).

Additionally, the concept of inclusion has historical roots in the fields of special needs education and disability, neither of which are brand-new (Asrat, 2013).

"Inclusion" is one of the most recent and contentious terms in education today, according to Jeremy Peters (1999). Simply put, it refers to integrating disabled students with typically developing students in all areas of education, from the same classrooms to the same extracurricular and support groups. It is a practice with its lingo, teaching methods, and legal requirements.

Increasing opportunities for the best social involvement in a regular educational context is a key component of inclusive education. Also, Children's development depends critically on social interaction with peers because it helps them develop their social skills and knowledge. The concept of all-inclusive education accepts children of all backgrounds into regular or ordinary schools (UNESCO, 1994). Indeed, the emphasis is on developing environments that are sensitive to the various developmental needs, potentials, and capacities of every child. Ethiopia ratified this international agreement as well and made an effort to integrate it into the educational system. Since the implementation of the new education and training policy, this sector has also experienced rapid growth in Ethiopia (ETP, 1994). This reality called for a change in the current global trend of implementing inclusive education in traditional schools, which aims to promote

an inclusive society regardless of social status, race, faith, and ability, with differences being respected and valued.

According to Brigitte Rohwerder, (2015) the meta-analysis of the application of social inclusion in disability studies are including being accepted and recognized as an individual beyond the disability; having personal relationships with family, friends, and acquaintances; being involved in recreation and social activities; having appropriate living accommodations; having employment and having appropriate formal and informal support.

The fundamental tenet of inclusion, in general, is that all people should learn, work, and live together while also being included, despite any difficulties or differences they may have. It also considers other factors that contribute to marginalization and disadvantage, such as gender, poverty, language, ethnicity, and location (Damene Matsana 2016). This goes beyond just special needs. In addition to the previously mentioned notion, inclusion is predicated on the notions that each person has the right to equal access to services, including education and employment, and that each person has distinct qualities, interests, abilities, and learning needs. For people with disabilities to participate fully in society, there needs to be a move away from segregated learning and working environments and toward community-based systems. Furthermore, to ensure that people with disabilities receive the proper accommodations and support to ensure an inclusive learning and working environment, transitions from segregated services to inclusive systems must be carefully planned and structural changes must be made (Damene Matsana 2016).

In conclusion, it is not that easy to implement inclusion. Experts in education, parents, students, and the law frequently disagree. Some argue that inclusion should be tailored to every person with a disability, while some think inclusion should be unique to each child depending on their needs and circumstances. There are disagreements over how much extra attention should be given to the child in a setting that values inclusivity. Every individual has a fundamental right to participate as fully as possible in society, according to the inclusion theory. It is a term that recognizes diversity. For the practice of inclusion, it is necessary to have cooperation, teamwork, flexibility, a willingness to take risks, and support from many different people, services, and institutions. All parties involved can experience the advantages of inclusion. When implemented effectively, inclusion is advantageous for all of the students and teachers involved. Special needs children shouldn't be placed in a classroom without the support and materials they require.

Careful planning, constant observation, and adequate support are essential components of successful inclusion initiatives. Inclusion is not a simple process. For a program to be successful, parents, educators, peers, and administrators need to collaborate as partners in the inclusion process (Jeremy Peters, 1999).

1.2 Statement of the Problem

Inclusion is a pressing issue in Ethiopia's educational system right now, and over the past few decades, inclusion has become more and more promoted in regular schools all over the world. Regardless of one's strengths or weaknesses, inclusion means that all people are regarded as full members of society and have full access to participate in all aspects of social activities. The idea that people with disabilities (PWDS) should have complete access to all public services and resources, employment, social interactions, and other aspects are also held to be true. Along with the previously mentioned concepts, a teacher's ability to effectively structure, organize, and manage a classroom as well as their genuineness and concern for all students are essential for successful inclusion in the classroom.

After researching how teachers and principals improved inclusive education practices in primary schools within the Sidama Region of Hawasa City Administration, Kalkidan (2021) made this claim. She concluded that several issues negatively impact the learning of students with disabilities, including a lack of teachers who are motivated, interested, and committed to helping students with disabilities; a lack of teachers who have received adequate training about inclusive education and its application to support students with disabilities; a lack of appropriate and adequate instructional materials for students with hearing impairment and for students with visual impairment.

Shibiru (2019) after studied the challenges and opportunities relating to the implementation of inclusive education in primary schools of Harari regional states he came to the conclusion that many teachers and woreda supervisors in this study lacked knowledge of inclusive education, policies, programs and strategies. He also concluded the major challenges to well implement the inclusive education as follow; lack of workshops and trainings, a lack of qualified SNE experts, uncommitted, a lack of funding, materials and devices, physical accessibility, incentives, a lack of good will, the poor economic background of teachers, unbalanced student-teacher and student-textbook ratios, the period load, the lack of a sufficient special needs education course at more

prestigious educational institutions, a knowledge gap between teachers and the school, and issues with students themselves.

After researching the Psychosocial Challenges of Students with Disabilities Encounter in Selected Primary Schools of South West Ethiopia, Disassa, & Into, (2018) published their findings. They concluded that students who are 45 years old and older have ongoing health issues caused by fungal and bacterial growth on their skin, hair, and limb apparatus. This handicap has a significant impact on how students interact with others in their schools and communities. Additionally, more than 30 students with hearing impairment were discovered, who have difficulties with their schooling, social interactions, communication, and psychological make-up. Parents and teachers were discovered to be unable to comprehend these students' issues and support them when they required it.

Based on these problems and gaps mentioned above, this study tried to examine the practice of inclusion of students with disability that are exercised in different settings have not fulfill the inclusion principles. Similarly, in the context of Addis Ababa University, the practice of inclusion of students with disability is not well exercised. Fortunately, the researcher finished the BA degree program by Special Needs and Inclusive Education in this University. According to the researcher experience, in Addis Ababa University The practice of inclusion hampered by the physical inaccessibility's of the campus environment; absence of special support for student with disability by their teacher; shortage of teaching aid and assistive device; including brail, brail paper, audio recorder, brail educational materials; absence of elevators and the ill-attitude of some lecturers and students without disability toward students with disability. However, as the researcher able to understood there is no study which was conducted on the issue of inclusion by including both the academic and non-academic areas of the students with disability rather most of the researchers more concentrated on the academic (inclusive education) activities of the students at Addis Ababa University. For this reason, the researcher aimed to fill this gap by examining the practice of inclusiveness at Addis Ababa University: in the case of students with disability.

1.3 Objective of the Study

Examining Addis Ababa University's inclusiveness practice toward students with disability was the major objective of the study.

1.4 Research Questions

1. What type of understanding and awareness have the students with disability about the communities of Addis Ababa University's understanding regarding the inclusion of students with disability?
2. What do students with a disability consider opportunities of inclusiveness at Addis Ababa University?
3. What are the academic and non-academic challenges of students at Addis Ababa University?
4. What should be done to improve the academic and non-academic life of students at Addis Ababa University?

1.5 Significance of the Study

The following study's findings are significant in a variety of ways.

1. It helps university administration to comprehend better and improve the academic and social circumstances of students with disabilities while they are in campus.
2. It might raise awareness of the inclusion of students with disabilities among university stakeholders and other concerned persons.
3. It improves teachers' capacity to alter the teaching and learning process, instructional resources, and instructional strategies to broaden the social acceptance and educational opportunities for students with disability. And
4. It encourages other researchers to carry out related research.

1.6 Delimitation of the Study

This study concentrated on the practice of inclusiveness at Addis Ababa University: in the case of the students with disability. Even though there are many higher education institutions in Ethiopia, only the Addis Ababa University was chosen for this study because a variety of disability types are presented there, in such it is suitable to gain diversity of different disability

types. The researcher used qualitative approach study. Lastly, the study is limited only on the students with disability.

1.7 Limitations of the Study

Study activity cannot entirely be free from limitations due to a variety of circumstances.

Lack of related information: It was a problem during the research process since some participants refused to provide information, especially when it would be recorded or given orally. Additionally, some participants, such as officers, might have shared unrelated information with others who are their respective individuals. However, the researcher was able to gather the required data for the study by employing several methods, such as frequently interviewing the participants.

Unavailability of the participants: the participant with hearing impairment were participated by communicating through sign language translator in such the translators were not available. Because most sign language interpreters are served in different places it makes the research further constrained by the time available to collect the data and complete the entire study.

1.8 Definition of Key Terms

Amplifier: This term describes a tool that students with moderate hearing loss use to support their hearing capacity.

Assistive Device: A material that helps people with disabilities to carry out their daily activities.

Braille: Students who are visually impaired can write notes in the classroom by using this device.

Deafness or hard of hearing: both are types of hearing impairment, which makes it difficult to carry out tasks through the hearing process.

Disability: a socially constructed trait that follows an individual's impairment.

Inclusion: is welcoming of all individuals regardless of their age, sex, religion and nationality or race.

Motor Impairment: refers to issues brought on by conditions that affect the central nervous system, the loss of limbs or other body systems, and their associated functions.

Rehabilitation: The process of recovering lost functionality from the physical and mental restrictions or incapacities of a disability.

Special Needs Education: a study area that focuses on the unique requirements of diverse learners.

Student with impairment: A student who has an impairment, as a result, faces environmental, psychological, and institutional challenges.

Visual impairments: can be acquired (occurring later in life) or congenital (present at birth), and they can cause delays or limitations in different visual activities.

Wheelchair: is a chair-like device that aids in mobility for people with motor impairments.

1.9 Organization of the study

This research paper divided into six distinct chapters, each dealing with a different subjects. The backdrop, issue statement, aims, scope, significance, and constraints were all covered in the first chapter, along with some fundamental research topics. The second chapter is entirely devoted to a study of related literature, whilst the third chapter covered the research design and method, data source, sample, sampling technique, data collection method, data collection instrument, and data analysis method. Data presentation, interpretation, and analysis included under fourth chapter. Discussion also contained within fifth chapter. Summary, conclusion, recommendations and implication are presented in the final chapter.

Chapter 2: Review of Related Literature

The literature related to the topic under study was reviewed in this chapter, the second of the study. Included are reports from various organizations working on disabilities and education as well as earlier research on the topic. Accordingly, inclusiveness concepts and principles, disability and impairment, inclusiveness practices and policies, benefits and opportunities, and disability and impairment are discussed. In addition, a review of Ethiopian legal considerations for inclusivity and difficulties in putting inclusion into practice is done.

2.1 Concepts of Inclusiveness

2.1.1 Definition of Inclusiveness

The inclusion ideology calls for welcoming and valuing everyone, regardless of differences, in communities, neighborhoods, and schools. The ideas that everyone belongs, diversity matters, and we can all learn from one another are fundamental to the philosophy of inclusion. Compared to mainstreaming in education, this is different. According to Renzaglia, Karvonen, Drasgow, and Stoxen (2003), mainstreaming implies that individuals with disabilities participate in only those activities that require a level of performance that will enable them to succeed in a given setting. According to Ainscow (2005), inclusion has been compared to a process. Consideration of inclusion as a journey rather than a predetermined destination has required educators to make constant efforts for improvement and reflection.

As schools, communities, neighborhoods, and workplaces become more inclusive, service providers must consider the vast array of instructional contexts that may be available to meet the various needs of inclusive groups of people. Even though inclusion does not change a person's needs, it ought to provide a wider range of instructional contexts (Renzaglia, Karvonen, Drasgow, and Stoxen, 2003). Although inclusion does not alter a person's needs, it should offer teachers a wider variety of learning environments to choose from (Renzaglia, Karvonen, Drasgow, and Stoxen, 2003).

According to Berg (2004), inclusion is a way of life in which a person actively participates in his or her life as opposed to acting as a passive observer and the object of other people's decisions. To accomplish this, inclusion improves the quality of life.

A. Allowing people the freedom to choose the life they want to lead.

B. Allowing them the option to select those lives; and.

C. Granting people the sociopolitical authority to stand up for their decisions.

In conclusion, creating a life that is successful and fulfilling for a person with a disability is the conceptual underpinning of inclusion.

2.1.2. Principles of Inclusiveness

The normalization concept serves as the foundation for inclusion. According to Nirje (1969), people with Disability advocates believe that people with disabilities "should participate equally in the regular activities of community life, including having a place to live, being able to attend school or work, choosing and managing their own leisure time, and having the chance to form social networks that include people without disabilities."

These principles present the viewpoints including those with disabilities should have lives that are equal to those of those without disabilities. The principle is built on the notion of equality; good lives connected to each individual's situation should be possible for people with disabilities to establish and pursue. Thus, the foundation of the principle is the notion of quality of life and respect and consideration should be shown to those with impairments.

In conclusion, inclusion is based on the concepts of equality, human rights, and quality of life as well as normalcy. These principles entail individualization and equal opportunity for all citizens, regardless of type or level of disability. Therefore, families and service providers must uphold high expectations and employ the strategies outlined below to facilitate the successful inclusion of people with disabilities into society at all stages of life.

Additionally, five subject-matter authorities added important guidelines by emphasizing educational inclusivity.

1. Diversity in the classroom improves and deepens learning

According to Laktionova 2019, every student is unique, and every group of pupils is also special. Diversity is given in schools. Learners have a variety of experiences, cultures, beliefs, and values. Every instructor encounters this diversity. It can be difficult for parents, instructors, and pupils. It also encourages opportunities for growth and stronger connections in terms of academic, social, and personal achievement.

The expertise and experiences of their students are used by inclusive educators in their lessons. They challenge their assumptions about how students learn. They are adaptable and up for any difficulty. They value variety in their classroom most of all.

2. A strength-based and personalized curriculum

Laetas also get a strengths-based, individualized curriculum in 2019 Utilizing strength-based solutions is a crucial component of inclusive education. They understand that each kid possesses unique talents and strengths. The center of curriculum planning and implementation should be centered on these strengths and a student's unique requirements. This maximizes the learning opportunities for teachers and students alike. Student engagement, motivation, and academic success for all students are all improved by a curriculum that is tailored to each student's strengths.

This strategy promotes opportunity while recognizing variety and distinction.

3. Student engagement, agency and voice

Grove 2019 Depicted that Seeking the perspectives of students ensures they make a meaningful contribution to their schooling and educational experience. The ability to have a voice influences both student participation and agency.

Even when issues directly concern them, student responsibilities are frequently consultative rather than active. Believing in students' potential and establishing connections based on trust and respect are essential for effective listening. Trust between students and teachers is a two-way street. Schools learn firsthand information and have a deeper understanding of the student experience when they provide students a platform to share their opinions. It sends a clear message that student engagement is important.

4. Engaging with all your critical stakeholders

According to O'Toole 2019 An inclusive education is one where all students of all capabilities have the opportunity to grow and learn.

This entails delivering each student and parent with access to accurate information on their learning through ongoing formative and summative assessment of each student's progress.

Schools can also model positive behavior and feedback, while still offering areas of improvement. For instance, low reading confidence can be turned around with sharing positive stories of school success where students have improved or progressed. Over time, this approach

creates a positive community perception of the school and raises awareness about a positive school culture.

5. Inclusive teachers need commitment, knowledge and practical skills

Good teaching is good teaching for everyone, not just for few. Teaching in inclusive classrooms requires teachers to have the 3Hs: the heart (commitment), the head (critical knowledge) and hands (practical strategies).

All teachers must be fully committed to include all learners. They must realize that, regardless of whether a student has special needs, inclusive practices are beneficial to all children.

Education that is inclusive also helps teachers. Classroom engagement strategies are employed, which can increase professional satisfaction.

To teach pupils who have different abilities and learning styles, teachers must develop crucial knowledge and skills. Teachers do not need to be superhuman to do this, but they do need to be aware of some of the most powerful evidence-based teaching methods that engage all types of students (Sharma, 2018).

2.1.3. Elements of Inclusiveness

The five essential components of inclusion have been identified as relationships, shared experiences, advocacy, a sense of identity, and transparency (Kugelmass, 2006). Each core component is an essential component of the efforts made by school members to bring about inclusive, sustainable change.

1. Relationships

Relationships are likely the part that stands out the most from the list above, as inclusion is essentially reduced to the inquiry, "Do I know you?" Knowing someone takes them into our awareness and, in a significant way, makes them a part of ourselves. We know friends, relatives, and coworkers. We develop a bond with them as a result of getting to know them, and through this bond, we exhibit respect and care.

In the mainstream' will have a greater opportunity to develop relationships with (primarily) mainstream students. A perception with several teachers in the subject school was that inclusion involved removing special settings and including' all students in mainstream classes. However,

presence is not enough. Without increasing participation in the general life of the school it is not even integration', and definitely not mainstreaming.

The ability of teachers and students to build relationships is crucial to the success of any sort of inclusion. Through relationships, we come to respect and identify with the other, notice when they are missing or excluded, and search for methods to include them. To accommodate those, we enlarge our circle (Kugelmass, 2006).

2. Advocacy

Another crucial element that fosters inclusiveness is advocacy. Advocacy is the practice of pressuring key decision-makers to promote inclusiveness and work to abolish discrimination (McMaster, 2014).

Lack of advocacy leads to both a loss of voice and involvement. Without an advocate to push for inclusion, and lacking the skills to effectively speak for oneself, a situation of exclusion more readily emerges.

More chances exist for sharing experiences in advocacy, and more connections are made. When it is lacking, isolation and exclusion become the norm. For example, one way that this can occur is if there is a lack of response to students who experience communication challenges. This can result in exclusion from the curriculum and from social relationships (Kugelmass, 2006).

Impairments can be turned into disabilities if no effective means of communication are provided. Similarly, if there is no-one to advocate for the student, to notice the absence of students at school events, there is no person to query that absence or to encourage, even demand, more meaningful participation (Kugelmass, 2006).

If no efficient means of communication are offered, impairments might develop into disabilities. Similar to this, if a student's interests are not being represented by anyone, no one will question their absence from school functions or urge, indeed, demand, more meaningful participation (Kugelmass, 2006).

Advocacy in a school where the culture is one of ownership by all the teachers can be seen as vigilance (Cologon, 2013). This is what Kugelmass (2006) refers to as an uncompromising

commitment and belief in inclusion. In such a case advocacy is not limited on some individuals, but a shared responsibility.

3. Sense of identity

Each student had an individualized timetable that that is tailored to meet their needs and desires, and they and their families.

The interconnectedness of this sense of identity with advocacy, relationships and shared experiences is required to meet those deadlines.

Separate or special locations for specific students can imply that those students do not fit in with what is considered normal or regular. The presence of a special needs unit, however, can mean that no impairment can prevent attendance at a mainstream school. There is great potential in the special needs unit in facilitating inclusion for sustaining inclusive cultures in schools.

Where the sense of identity is strong there is more confidence in advocacy, there are more opportunities to share in experience, and more relationships are formed. When it is lacking, isolation and exclusion become the norm (McMaster, 2014).

4. Shared Experiences

Kugelmass (2006) stated that if all students participated equally, then their presence would be taken for granted. Inclusion, in other words, would be the norm or the commonplace. The school community sharing in experiences becomes not only what is expected; it is what the community is used to. Shared experiences, doing and celebrating together, creates a familiarity in which those unknown become known. Shared experiences, such as whole school sports day, a water sports day, an art exhibition featuring a wide variety of student art, creates a space in which community members are able to be with each other in non-threatening or nonjudgmental circumstances.

The more experiences are shared, the more familiar faces become, the more known community members become (Kugelmass 2006).

5. Transparency

According to McMaster N.D. the idea of transparency permeates each of these components. In this sense, is seeing what is present, but also seeing what is not. With an increased awareness of inclusion (and its flip side, exclusion), how values are put into practice in a school community become more visible. An essential element of whole-school re-culturing programs such as the Index for Inclusion, involve a period of self-review and reflection, of making the school community, its values and aspirations, more transparent. For the advocate and for the self-advocate, this means being able to see what is not present and having a vision of what is desired. To develop relationships, it means being able to see the other and bring them into a widening circle of friendships.

It becomes obvious who is taking part and who is not during shared experiences. Being able to consider oneself and one's department or unit as an entity deserving of worth is necessary for developing and preserving a sense of identity.

2.2 Theoretical Framework

Many studies have examined the relationship between disability inclusion and the social and academic lives of people with disabilities. The concepts of inclusion include equity, equality, human rights, and social justice (UNESCO, 1994). A notion that encompasses equity, equality, human rights, and social justice is the participation of children with disabilities in education, taking into mind the paper's goal (UNESCO, 1994). Furthermore, as children are the foundation of society (Bronfenbrenner, Morris, & 2006), how society views disability has an impact on how inclusive schools are for students with disabilities. The social and human rights theories of disability were therefore examined in this thesis using the ecological system technique.

2.2.1. Bronfenbrenner bio-ecological theory

The study was built using the bio-ecological model, which has a significant influence on how humans evolved (Donald, Lazarus, and Lolwana, 2002). This paradigm acknowledges the fact that nobody exists in a vacuum. There are numerous systems made up of people that both influence and are influenced by people.

The micro, meso, exo, and macro systems, according to Bronfenbrenner (1979), are the four nested systems in which child development occurs. All of these are having an impact on the

chrono-system. According to this theory, a child's environment, which is made up of a web of connections, affects how they develop. The theory has also influenced and shaped our understanding of how individuals grow and change within the numerous systems that make up their environment. The problem, which was once believed to be a personal deficiency or requirement, is now understood to be a learning barrier, frequently brought on by interactions between the systems that people interact with or are situated near (Donald, Lazarus & Lolwana, 2002). Both intrinsic (also known as the "bio") and extrinsic (also known as environmental and social variables) factors can have an impact on a person's learning and development. The bio-ecological approach emphasizes that the individual and the environment cannot be separated because each "layer" affects how an individual develops generally.

In inclusive education, the ecological model created by Bronfenbrenner is relevant to the growth of systems and the growth of individuals within those systems. It aids individuals in better understanding inclusive education by examining the various dynamics occurring both within and between these systems (Singal, 2014). The framework enables us to take into account a child's environment on a variety of levels, from immediate environmental contacts (micro-systems) to the influence of more significant societal factors (macro-systems), while also acknowledging the effects of relationships and interactions between levels (meso- and exo systems), as well as the impact of time in a personal sense (chrono-system).

According to the ecological system theory of Bronfenbrenner (2005), the challenges come from different levels, such as the micro-level that includes student factors, parent factors, sibling factors; the meso-level factor such as extended family, neighbor, friends and colleagues; the eco-factor like radio, television, newspaper, education, health and social welfare factor; and finally from the macro system which includes ethnicity, religious, culture. Participants reflected that their journey with inclusive education was at the inception point. They thought it was an appropriate time to change the schooling system. Beyond negative circumstances, one inspiration was clearly reflected in the interview. There prevails no doubt among the teachers regarding the potential of inclusive education.

Teachers lack the education and experience necessary to effectively manage students with special needs, as well as the knowledge and skills needed to support and assist these students. The resources available to schools to meet the needs of students with special needs are limited.

Ineffective support from higher levels, such as the regional directorate, is present in most schools and most classrooms, including a lack of qualified teachers with experience in inclusive education (Haitembu, 2014).

Not all clusters at the exo level receive funding to support modernization and get-togethers for discussions on inclusive education. Financial considerations also affect the way we communicate with other levels. To advance, inclusive education needs to be discussed more. Inclusionary education requires more discussion if we are to advance. The majority of managers are reportedly unsure of how to handle the issue that neither their employees nor they have received training in providing inclusive education, according to Haitembu (2014) and Marimuthu and Cheong (2014).

The system as a whole is not operating as the ecological system would have it because there is a lack of knowledge about inclusive education and how to implement it. Designating more qualified counselors—at least one for each circuit—so they can function more effectively would be the most peaceful way to resolve this situation. At least two psychologists must practice in the area. At the school level, inclusive education needs to be given top priority, and all teachers need to be trained in it. A course on the principles of inclusive education should be completed by all students enrolled in teacher preparation programs at tertiary institutions (Bronfenbrenner, 1979).

Based on this, the theory of ecology of human development of Bronfenbrenner (1989) give the chance to examine a number of difficulties to practice the inclusiveness at Addis Ababa University. In this theory, the study has identified challenges that impede the practice of inclusiveness from micro-system to macro-system within the ecological-system. Therefore, the identified barriers of inclusiveness in the study have been examined from micro, meso, exo, and macro system perspectives.

Micro-system: In this system, an individual has daily, face-to-face contact such as families or other people living in the home are also a part of the microsystem. The microsystem may include people outside of the home as well if they have regular, consistent contact with that individual. For children, this may be school or a daycare; for adults, this may be a workplace, gym, or coffee shop. Influence the psychological development and behavioral changes of the individual. Thus, the findings of this study showed that in the university the students with disability have daily and face-to-face contact with lecturers, classmates, dorm-mates and in the café by waitress. In such

the students are challenged by their ill-attitude and discriminating reactions. With this, again, the finding showed that the students with disability were receiving less attention to be accessed and equipped with adapted learning materials by their lecturers.

Meso-system: This system is made up of linkage between the different microsystems in a person's life. In other words, how school and home interact creates a mesosystem. The conceptualized different systems may work with or against each other in an individual's life. These interactions between multiple microsystems create the mesosystem layers. Additionally, an important concept in the mesosystem development is that of synergy; that is, the interaction of developmentally instigative or inhibitory features and processes that may be present in each setting. School provides an example for this. The classroom, students in the class, and teacher create a microsystem for an individual student. The school itself, the student body, and the staff at the school comprise a mesosystem for an individual student. Microsystems and mesosystems must necessarily include the individual. therefore, the inclusion of students with disabilities in the university at the meso-level in the system was hampered by the obvious and pervasive lack of cooperation among educational stakeholders, including lecturers, the disability center, university administrators, students with disability themselves and the university's community members as a whole.

Exo-system: it is much like the mesosystem in that it is made up of microsystems that interact with each other; however, in the exosystem, at least one of the microsystems cannot contain the person at the center of this system. A simple example is the workplace of a parent. The child is not a part of the workplace system; nevertheless, he or she could easily be influenced by that system if the parent is required to work long hours, possibly missing school events or even simply coming home stressed from work. Because the child is not a part of the workplace environment, this cannot be a part of his or her micro or mesosystems. This influence, then, occurs at the exosystem. Based on this, the finding revealed that the poor quality and incorrect training of lecturers has impacted the practice of inclusive programs. The training programs do not have direct impact upon the students with disabilities. However, the trainees are future lecturers and assistants of students with disability. The poor quality and incorrect training has resulted sign language, mobility and Braille skills gap which in turn affect the inclusion of students with disability in the university.

Macro-system: is defined broadly as the overall culture and societal structure. The ways that the culture of a family develops within the structure of the family in the micro-system. Then is influenced by the mesosystems and exo-systems of the individuals within that family. Furthermore, all of these systems are then impacted by the overall society and culture. Special emphasis is given to cultures within the groups, opportunity structures that are created by systems and experienced by individuals, and patterns of exchange within and among groups. In this system the students with disability have not influenced directly.

2.3. The Concepts of Disability and Impairment

2.3.1 Disability

The majority of scholars who define disability agree that it results from a confluence of institutional, environmental, and attitudinal barriers.

Disability is not solely a biological or social construct, but rather the result of interactions between health issues, environmental factors, and social and biological components. A disability can manifest itself in three different ways: as a barrier to employment or education, as restrictions on movement or bodily function, or both. Therefore, "people with disabilities" refers to both those who are typically regarded as "disabled" (such as those who use wheelchairs, are blind, deaf, or have intellectual disabilities) and those who experience functional challenges as a result of a variety of medical conditions, including chronic illnesses, serious mental illnesses, multiple sclerosis, and old age.

Disability is divisive, complex, changing, and contested. Over the past few decades, the disabled people's movement and numerous social and health sciences researchers have learned how social and physical barriers contribute to disability. The shift from a "medical model" to a "social model" has been described as the shift from an individual, medical perspective to a structural, social perspective, in which people are seen as being disabled by society rather than their bodies (WHO, 2011). This is accurate; in our society, people with disabilities were barred from a variety of opportunities, including social interaction and education. The perception of people toward those with disabilities has, however, changed and improved recently, which has increased their participation.

Disability is a concept that is constantly changing, but it also refers to the interaction between people who have impairments and environmental and attitudinal barriers that prevent them from fully and equally participating in society. The definition of disability as an interaction holds that disability is not a personal trait of the individual. Social inclusion can be improved by eliminating the barriers that restrict people with disabilities in their daily lives (WHO, 2011). For this reason, the Ethiopian government and other organizations that care about people with disabilities and disabilities place a strong emphasis on raising awareness.

2.3.2 Impairment

Impairment are defined by PO Pharoah as any loss of function or abnormality in a physiological or anatomical structure. Impairment is not just the natural consequence of a person's condition, but also the negative interactions that take place between a person with an impairment and their social environment.

Oliver and Barnes (1998) defined impairment as any loss or abnormality of a person's psychological, physiological, or anatomical structure or function. An impairment would not automatically lead to disability if the environment was fully inclusive and accessible. Knowing what counts as an impairment and what qualifies as a disability is crucial. This can be facilitated by considering the root causes of impairment and disability. Congenital diseases, complications during childbirth, war, natural disasters, accidents, etc. Are a few causes of disability. While the root causes of a disability can include, among other things, poverty, a lack of an accessible environment, poor opportunities for education and healthcare, and discriminatory practices. As a result, while impairments are typically irreversible, lifelong, and supported by rehabilitation and habilitation, causes of disability are typically unchangeable and can be addressed by identifying and eliminating participation barriers, be they attitudinal, social, political, or economic. In the end, it is impossible to fully express how people perceive and experience disability in their daily lives using a straightforward definition or equation. Additionally, cultural ideas play a significant role in how it is perceived. For instance, some societies mistakenly think that having a disability is a curse or the result of an evil spirit.

2.4. The progress and development of inclusive education in Ethiopia

In its current form, Ethiopia introduced its first special education program in 1925. People regularly attended church services before going blind. Therefore, the introduction of Westernized

education gave Ethiopia a new educational system and represented an important development in Ethiopia's educational history. The first institutional school for kids with vision impairment opened its doors in the town of Dembidolo in 1925, despite the Italian invasion delaying it by 17 years. An important turning point in Ethiopia's history of special needs education was marked by the opening of this institutional school. Thus, in Ethiopia, the first institution to offer special needs students a formal education was founded by foreign missionaries (Zelalem, 2014).

When public education was expanded, various disability groups were later taken into account for special schools. American and other missionaries founded specialized schools for deaf kids in 1956 and 1959.

But it took a long time for the government to get involved in the region. The 1994 education and training policy was the first in history to include special needs schooling, despite its shortcomings. Article 2, point 2. The policy's Section 3 lists the required particular classes and units for students with special needs. As a result, the strategy has allowed for the construction of specialized classrooms and units for students with disabilities in regular schools (Zelalem, 2014).

2.5. The social inclusion of persons with disability

Different disabilities are visible to varying degrees. Serious facial burns, for example, might be quite noticeable to others and elicit strong reactions from them, but they wouldn't significantly hinder physical activity. Oral and orthodontic problems may severely impair one's ability to eat and speak, but they rarely have an impact on one's ability to interact socially, feel confident in oneself, get engaged, or get married. As a result, there is a distinct distinction between how visible a disability is, its social and psychological effects, and the rehabilitation of disabled people Rutzen, 1973, cited in Kurawa, 2010.

People who are at risk of poverty and social exclusion must be provided with the opportunities and resources to participate fully in economic, social, political, and cultural life as well as enjoy a standard of living that is considered to be normal in the society in which they live. Social inclusion is the practice of doing this. They can access their fundamental rights and take a greater role in making decisions that affect their lives thanks to this (Commission of the European Communities, 2003).

2.6. The Legal Consideration of Inclusiveness in Ethiopia

Several laws, rules, and guidelines, including their right to honest work, protect people with disabilities. The Ethiopian government has established and implemented these measures. These are the main ones:

The Federal Democratic Republic of Ethiopia's Constitution was adopted in 1995. According to Article 41(5) of the Constitution, the state must allow, within its financial capacity, funds for the rehabilitation and assistance of the elderly and those who are physically and mentally disabled. Ethiopia's socioeconomic development is guided by the Growth and Transformation Plan.

Employment Rights for Persons with Disabilities Proclamation No. Any law, practice, custom, outlook, or other discriminatory conditions that restrict opportunities for people with disabilities are declared invalid and unenforceable under the European Directive 568/2008. Additionally, it calls for businesses to provide appropriate working and training conditions, to make all reasonable accommodations, and to confirm proactive measures, particularly when hiring women with disabilities, as well as to designate an assistant to help a person with a disability complete their tasks or complete training. In June 2012, it gave its approval to the CRPD or Convention on the Rights of Persons with Disabilities.

Building declaration no. To ensure suitability for people with physical disabilities, Regulation No. 624/2009 calls for accessibility in the design and construction of any building.

Announcement No. Ethiopia has ratified the United Nations Convention on the Rights of Persons with Disabilities (UN CRPD), according to Resolution 676/2010.

Special Needs Education (SNE) in Technical and Vocational Education and Training (TVET) is covered by Framework Document 2009 (FD 2009). Through its education and training policy, the Ethiopian government has sought to improve primary enrollment in general and school admission in general. Additionally, the policy had a secondary goal which was to achieve educational impartiality for all demographics, including people with disabilities. "To qualify both the handicapped and the gifted to learn following their potential and needs," is the stated objective. According to the Ministry of Labor and Social Affairs (2010), "Special education and training will be provided for people with special needs" is another statement made about the proposed reform of the educational system.

The Growth and Transformation Plan (GTP) 2010–2015 recognizes disability as a sector of development that cuts across all domains, with a focus on prevention, education and training, rehabilitation, and equal access and opportunities for people with disabilities.

Making Ethiopia an inclusive society is the goal of the National Plan of Action for Persons with Disabilities (2012–2021). It addresses the needs of people with disabilities in Ethiopia for thorough rehabilitation services, equal access to education, skill development, and employment opportunities, as well as full participation in their families, communities, and the country's life.

Through its education and training policy, the Ethiopian government has sought to increase both overall and primary enrollment in schools. The policy also included a secondary goal to achieve educational equity for all groups, including people with disabilities. According to the stated objective, "to enable both the gifted and the handicapped to learn following their potential and needs.". According to the Ministry of Labor and Social Affairs (2010), special education and training will be offered to individuals with special needs as part of the proposed reform of the educational system.

How disadvantaged groups are supported has undergone a paradigm shift. The stigma surrounding people with disabilities has traditionally been one of dependence and the need for family and societal support. The more formal programs supported by governmental and non-governmental entities tended to concentrate mainly on care and support. In the modern world, there has been a paradigm shift away from the earlier socio-medical model and toward a rights-based approach (especially about PwD), which also acknowledges the ability of the elderly and those who are less advantaged to help themselves and contribute to the economy and society. The current strategic direction of the Ethiopian government is to combine the outdated socio-medical model with the modern rights-based methodology, which guarantees active participation and empowerment (Gebre, Merhatsidk, and Abebe, 2013).

Although the government has created numerous frameworks to address the requirements and worries of PWDs and the elderly, there are still many problems and gaps (e.g., resources-related) that impede the use of these frameworks. To address these issues and gaps, CSOs have been

invited to work with government authorities as development partners (Gebre, Merhatsidk, and Abebe, 2013).

Despite ongoing efforts to address the needs and worries of people with disabilities, practical successes on the ground are still scarce for a variety of reasons. Discrimination in society and institutions is one of the problems that people with disabilities face because it results in the denial of their legal rights. The issue of institutional discrimination is pervasive in the employment sector, preventing qualified individuals with disabilities from fully and equally participating in or competing for openings created in the labor market or professional/political positions in the public sector (Gebre, Merhatsidk, and Abebe, 2013).

2.7. Challenges of implementation of inclusive education

Numerous obstacles prevent the successful implementation of inclusive education on a global scale. According to (Bines, 2000; Mutisya, 2010; Odhjambo, 2014; Haitembu, 2014 and Stofile, 2008), several factors contribute to students with special needs leaving school, including incorrect policy development concerns, teacher attitudes, a lack of teacher training, inadequate support and resources, as well as curricular issues.

2.7.1 Policy issues

Precey (2011), who studied inclusive leadership for inclusive educational programs in European countries, claims that. According to his research, for nations to succeed with inclusive education policies and programs, inclusive leadership must be strong. In addition, Mittler (2005) examined potential structures for cooperation between special and mainstream systems and discovered that, for inclusive education to be successful, countries needed to establish clear policies and choose to reform their curricula at the levels of the national government, local government, and, most crucially, at each regular and special school. He continues by saying that these regulations ought to produce detailed implementation plans that include completion-date targets.

In a different study, Bines (2000) looked at changes in government policy for students with special needs and discovered that there were serious issues with policy orientation and coordination that persisted in undermining a comprehensive and inclusive approach. Even though she claims that students with special needs blend in with the general population, she supports policymakers. Some elements of policy and practice, like a lack of coordination and a

policy-oriented focus, undermine efforts to improve outcomes and provision. In support of the aforementioned, Cole (2006) found that there was a gap between policy and its implementation, necessitating effective policy guidance and monitoring to identify implementation roadblocks and come up with workable solutions.

Mambo (2011) also looked into how teachers in one typical primary school in Papua New Guinea's Southern Highlands Province felt about the introduction of inclusive education. She discovered that instructors lacked a thorough understanding of inclusive education policy and practice as a result of insufficient professional development and training, which led to poor policy implementation. According to her, all governmental levels should allocate money specifically for inclusive education. In addition to the initiatives already mentioned, Moodley (2002) examined numerous inclusive education programs that were set up within a distance learning framework. He contends that inclusion should be a key aspect of the development process and permeate all policies to provide a framework for encouraging the learning and engagement of all stakeholders. He goes on to say that policies, especially those that deal with curriculum and assessment procedures, must show support for teachers, for the expansion of teaching and learning for all students, and the institutions in charge.

2.7.2 Teacher attitudes

One of the main impediments to the use of inclusive education is the instructors' attitudes toward inclusion and its guiding principles. Negative attitudes toward integrating special needs students into regular classes are a result of several factors. According to Peacock (2016), many teachers feel that they are unprepared to handle the demands of students with special needs. According to Newton, Cambridge, and Hunter-Johnson (2014), teachers may see the child as a liability in the classroom—a student who makes it difficult for them to teach the other students, who are typically developing.

In a study on how general and special educators' opinions of their jobs in inclusive co-teaching environments affected teaching practices and student learning in the inclusion classroom, Peacock (2016) asserts that teacher attitudes are complex and differ from one another. He argues that teachers' prejudices toward students with special needs stem from their lack of confidence in their capacity to instruct such students effectively. Additionally, they assert that educators who

have negative views of students with special needs frequently believe that those students should be taught in separate classrooms so they can receive adequate specialized attention. Due to a lack of information and training regarding inclusive education, these beliefs exist.

Zulu (2007) also looked into how educators felt about the implementation of inclusive education and found that lack of training, knowledge, and skills, as well as a lack of support, were all factors that contributed to teachers' negative attitudes toward the practice. The aforementioned, Newton, et al. (2014) centered on how teachers in the Bahamas perceived the adoption of inclusive education policies and practices. They also discovered that factors like a lack of training, sizable class sizes, a lack of resources, and a lack of administrative support were to blame for teachers' negative attitudes and their unwillingness to work with students who had special needs. Furthermore, Mastropieri and Scruggs (as cited in Mutisya, 2010) found that teachers were hesitant or unwilling to teach students with special needs because they believed they lacked the necessary training, time, other materials, and resources to be able to work with them. Al-Zyoudi (2006) also looked into the factors that influenced teachers' attitudes toward inclusive education. Al-Zyoudi found that the types and degrees of disabilities that were presented to teachers, the length of their training and experience as teachers, their prior interactions with students who had special needs, their confidence in their ability to implement inclusive activities, and the curricula all had a significant impact on teachers' attitudes.

2.7.3. Lack of teacher training

Teachers need adequate preparation to work with students who have special needs. According to Gwala (2006), she found a link between the teachers' backgrounds, attitudes, gender, and the size of their classes, as well as the issues and difficulties related to the implementation of inclusive education. According to her research, several factors, including teachers' perceptions and familiarity with inclusive education, play a role in the successful implementation of inclusive education.

In a separate study, Haitembu (2014) assessed the provision of inclusive education in the Omusati region of Namibia and found that, while education officials were aware of their obligations to provide inclusive education, their perceptions of the significance of those obligations varied. She goes on to say that among the difficulties faced by teachers in Namibia's

Omusati region include a lack of in-service teacher training and a lack of information and knowledge about inclusive education.

Similar challenges with implementing an inclusive education policy in public primary schools in Rarieda, Sub-County, were highlighted by Odhjambo (2014). He found that lack of training for key stakeholders, such as teachers, head teachers, parents, and district education officials, as well as resource, policy, and curriculum-related problems, made it difficult for children with disabilities to attend regular schools. The knowledge and skills required to address the difficulties involved in implementing inclusive education were lacking among these stakeholders.

Zulu (2007) discovered that teachers were crucial to the success of inclusive education as well. For the implementation of inclusion to be successful, she also discovered that educators needed to receive appropriate continuing education in addition to appropriate professional preparation. Additionally, Horne and Timmons (2009) contend that teachers need to be well-trained, well-supported, and optimistic to successfully implement inclusion anywhere in the world. They continue by saying that teachers may more easily experience frustration and guilt over not doing their best for all of the students in the class if they don't understand the need and know how to and what to do. They continue by stating that if teachers don't understand the need and know how to and what to do, they may more easily feel irritated and ashamed about not doing their best for all of the students in the class.

Professional development and education, according to Norwich and Lewis (2007), played a significant role in how well inclusive education was implemented. They argue that before implementation, teachers ought to receive training and education to help them develop fundamental skills and practical knowledge, particularly about comprehending key ideas in inclusive education. Additionally, Maria (2013) conducted a study to determine whether there were differences in teachers' perceptions, knowledge, and behavior regarding inclusive practices in schools. She found that teachers' insufficient initial or ongoing training, as well as their prejudice toward students with special needs and a lack of time, were the main obstacles to the implementation of inclusive principles. She also states that special education teachers must undergo additional training.

2.7.4 Lack of adequate support and resources

In Australia, Petriwskyj (2010) carried out a mixed-method study to look into the variables that were related to children's growth, achievement, and adjustment. According to the study, teachers needed to have access to professional development opportunities that are pertinent to common issues and modern methodologies. Teachers' limited access to support services, the availability of resources and output demands, as well as the dearth of professional development regarding diversity, all had an impact on the implementation of inclusive education. Mainstream teachers must have sufficient access to support to address the unique needs and issues in inclusive classes. Such support would come in the form of professionals such as educational psychologists, and remedial and special educators, as well as adequate teacher preparation, plenty of resources, collaboration and accessibility, and building awareness together with and including teachers when decisions are made or when materials are developed.

Austria, Spain, Finland, France, Ireland, Iceland, the United Kingdom, and the Czech Republic were among the nations whose quality factors of inclusive education were examined by Calero and Benasco (2015) in a different study. They discovered that a major issue was a lack of support from educational authorities and the requirement for additional resources. To assist students with special needs, they argued in favor of using specialists.

In addition, Mwaura (2004) looked for potential barriers to the implementation of the inclusive education policy for kids with special needs in public and primary schools in Kenya's Kikuyu division and Kiambu district. She contends that to promote inclusive education, suitable learning resources and support services must be made available and put into place. The study also shows that the curriculum needs to be modified to account for the various handicapping conditions, the school environment needs to be modified to accommodate people with disabilities, very few teachers are currently prepared to teach learners with special needs, there is a need for more learning resources and support services for these students, and legal and policy frameworks need to be put in place.

The study also reveals a profound reluctance on the part of the head teachers to devote the limited, available resources to enhancing the welfare of students with special needs. This happens as a result of a lack of detailed instructions on what needs to be done at the school level to facilitate inclusion. Randiki (2002, as cited in Mutisya, 2010) makes a similar

recommendation, saying that the resources should be placed in a convenient location for anyone who needs them. Furthermore, Chimhenga (2016) carried out a study to determine whether resource materials had an impact on the implementation of inclusive education for children with learning disabilities in primary schools in Bulawayo, Zimbabwe. She discovered that there was a dearth of physical resources, including computers, qualified teachers, funding, and classrooms for use by students with special needs, that were readily available for the implementation of inclusive education.

2.7.5 Curriculum issues

The successful implementation of inclusive education can be ensured by looking at the curriculum as a crucial tool. According to Miles, Miller, Lewis, and Kroft (2001) and Stofile (2008), the curriculum is a significant barrier to the implementation of inclusive education; as such, it must be carefully planned, modified, and improved regularly to create schools that can meet the needs of a variety of students. The curriculum also needs to be adjusted to take into account the different forms of disability.

Miles and associates the curriculum and examination system should be appropriate for all children, according to Save the Children UK's (2001) document, which aimed to support a process whereby schools become more relevant to children with disabilities and responsive to their needs. Furthermore, they claim that flexible curricula offer all students the chance to learn, benefit from education, and have their achievements acknowledged. Similarly to this, Miller (2002) asserts that the curriculum needs to be sensitive to and responsive to the various cultures, beliefs, and values. The curriculum must also be designed and implemented so that all students can access it. Furthermore, according to Mongwaketse (2011), the current curricula used in traditional schools are not flexible and seem to be content-heavy. Students with special needs are excluded from and even marginalized in mainstream education, according to him, because of a curriculum that teachers feel belongs to someone else. According to Budginaité, Siarova, Sterndel, Mackonyté, and Spurga (2019), a rigid, centralized, and curriculum that does not adequately reflect the diversity of the involved learners can harm the learning process.

To pinpoint the variables influencing the adoption of inclusive education in the Bahir Dar town administration, Dagnew (2013) conducted a study. He discovered that several elements—including the classroom's physical layout, teachers' attitudes, the dearth of SNE teachers,

modified curricula, the accessibility of teaching resources, and routine classroom teacher practices—hindered the implementation of inclusive education. Furthermore, Mwes (2002) emphasized that the curriculum should be broad and work to connect all learners with an accepted range of learning and experiences in his study on the perspectives of educators regarding inclusive education in Namibia. According to him, the curriculum should be balanced to allow for the proper development of each subject without leading to an overspecialization in any one subject or the neglect of others. The curriculum must be sufficiently differentiated, he continued, to account for variations in learners' circumstances and abilities. In a similar vein, Stofile (2008) investigated the factors that helped or hindered the implementation of inclusive education in one Eastern Cape District. He concurs that for schools to be able to accommodate diversity in the student population, the curriculum must be accessible and responsive to the needs of all learners.

1.8 Summary of the chapter

In this chapter The literature related to the topic under study was reviewed. These are structured from a number of organizations working on disabilities and education as well as earlier related research documents with this topic. Accordingly, in the concepts of inclusiveness the definition from different authors, principles and elements of the inclusion are included. Whereas, the study supported by Bronfenbrenner's theory of ecological theory of human development. According to this theory the four levels of micro, meso, exo, and macro systems have influenced the inclusion of students with disability in to regular classes. Also, in this theory, the challenges of inclusiveness ranged from family to policy- related issues. In addition, the concepts of disability and impairment are explained in the literature that are defined by different authors. In which the majority of authors who define disability as an interaction between people who have impairments and environmental, institutional and attitudinal barriers that prevent them from fully and equally participating in the society. Also, the impairment defined as any loss of function or abnormality in a physiological or anatomical structure of an individuals.

Additionally, in 1925 Ethiopia introduced its first special education program. The first institutional school for students with visual impairment opened its doors in the town of Dembidolo in 1925, and in the policy level the 1994 education and training policy was the first in history to include special needs schooling. Also, this section explained that the social interaction

of persons with disability is not sometimes hinder physical activity. However, some disability type may severely impair one's ability to perform different activities but they rarely have an impact on one's ability to include socially, feel confident in oneself, get engaged, or get married.

Likewise, in the legal consideration of inclusiveness in Ethiopia the Ethiopian government has recognized and implemented several laws, rules, and guidelines, in order to protect the rights of persons with disabilities that include the Federal Democratic Republic of Ethiopia's Constitution Article 41(5), Building proclamation No. 624/2009, Proclamation No.676 the right to employment for Persons with Disabilities, the Growth and Transformation Plan (GTP) 2010–2015, National Plan of Action for Persons with Disabilities (2012–2021), Ministry of Labor and Social Affairs (2010) and other important documents are recognized by Ethiopian government. finally, The study have been described the policy issues, teacher's attitude, lack of teachers training, lack of adequate support and resource and curriculum issues as the main challenges that held back the implementation of inclusiveness.

Chapter 3: Research Method

Introduction

This chapter deeply deals about the description of the study area, research design, population, sample and sampling techniques, method of data collection such as types of data and sources of data, instrument of data collection like interview and group discussion and also included the ethical consideration.

3.1 Study Area

The research was carried out at Addis Ababa University (AAU) in Addis Abeba. The capital city of Ethiopia is Addis Ababa. Ethiopia's largest and oldest university, AAU, is located in the city's northern section. It is a part of the Gulele sub-city and is surrounded by a number of institutions, including hospitals, schools, and places of worship. As a result, the students are way of reflecting a variety of Ethiopian culture in the university. The University was founded in 1950 under the name University College of Addis Ababa (UCAA), underwent a name change to Haile Selassie I University in 1961, and finally received its current name in 1975. Since the University's founding, it has been the premier hub for community services, research, and teaching-learning.

In 1950, AAU had a maximum enrollment of 33 students. Today, it has 48,673 students (33,940 undergraduate, 13,000 master's, and 1733 PhD students), 6043 employees (2,408 academics, and 3,635 support personnel), and that number is expected to rise. The University offers numerous Health Sciences specializations across its 14 campuses, including 293 graduate programs (72 PhD and 221 Masters) and 70 undergraduate programs. More than 222,000 students have received degrees from AAU since the institution's founding.

The University has implemented a number of reform initiatives in recent years in an effort to keep up with and adapt to the rapidly shifting national and international dynamics of higher education. Currently, the University has 10 colleges, 4 teaching and research institutes, and 6 research institutes that mostly carry out research. There are 55 departments, 12 centers, 12 schools, and 2 teaching hospitals contained within these academic institutions.

3.2 Research Design

As cited in Kalkidan (2021), research design is Conceptual arrangement of conditions for collection, measurement and analysis of the data (Kothari, 1985). The main goal of this study was to investigate the Addis Ababa University's community inclusivity practices toward students with disabilities. In order to achieve this goal, the researcher used phenomenological qualitative research design. In a phenomenological design, the researcher can deeply understand the experience that several individuals have had on a certain phenomenon (Creswell, 2007). In which the reason that researcher chose phenomenological research to understand the participant's perception, perspectives, experiences, and understandings of the practice of inclusiveness at Addis Ababa University. With this, the study attempted to identify the understanding of the students with disability about the practice of inclusiveness at Addis Ababa University. Also, Creswell (1998) pointed that the best criteria to determine the use of phenomenology is when the research problem requires a profound understanding of human experience common to group of people.

researchers have divided this approach into Hermeneutics and the Empirical Transcendental phenomenology. Martin Heidegger developed hermeneutic phenomenology approach first. However, Van Manen (1990) has expanded it. Van Manen (1990) also describes this type of approach directly towards the lived experience in order to interpret texts of life of individuals. The other major category is transcendental phenomenology conceptualized by Moustakas (Creswell, 2007). Hermeneutic phenomenology possesses an interpretive attitude that allows a phenomenon to manifest in an intelligible manner to humankind. Hermeneutic approach is different from transcendental phenomenology in its preposition of the vitality of theoretical approach for sciences that are based on disciplines (Creswell, 2007).

3.3 Research Method

In this study, the researcher employed qualitative research method. Qualitative method has a deep tendency to describe, analyse, and interpret the constructive aspects of the social world (Creswell, 2007). Since qualitative method is inductive, it helps researchers to construct a useful theory within a research study (Creswell, 2007).

Also, a qualitative Hermeneutics phenomenological design was used for this study. According to Berhanu and Solomon (2013), qualitative research is a suitable approach for this study because it

has the advantage of using an inductive research strategy that can aid in such understanding (Merriam, 1998).

Additionally, qualitative research is a method for discovering and comprehending the significance that individuals or groups assign to a social or human issue. The research process entails developing questions and techniques, data collection that typically takes place in the participant's environment, inductive data analysis that builds from specifics to broad themes, and the researcher's evaluation of the significance of the findings.

There are some rationales to use qualitative approach, among these one of the most advantageous characteristics of conducting qualitative research methods is that enables the researcher to obtain the language and words of the participants directly and it is important in order to explore the phenomena under investigation in an exhaustive manner.

3.4 Population, Sample and Sampling Technique

3.4.1 Target Population

The students at Addis Ababa University who have a variety of disability types and degree of disabilities, such as hearing loss, vision loss, and movement impairment, and the students with different experience in the university including from freshman to MA students were the study's target populations. These participants all possess the desired information.

Table one Summary of population

NO	Total population size	Sex
1	Ninety one students with hearing impairment	Fifty nine males and thirty two females
2	Ninety eight students with visual impairment	Sixty one males and thirty seven females
3	Forty two students with motor impairment	Thirty males and twelve females

3.4.2 Sample and Sampling Technique

The sample participants of the study were selected from the three disability categories by using criterion purposive sampling technique. Totally, six participants were selected; among these two students with hearing impairment, two students with visual impairment and two students with motor impairment were selected by purposive sampling technique based on the student's different experience in the practices of inclusiveness at Addis Ababa University from all sample students. Because, the researcher believed that the experience of the students are important for good structure of the data in the study. Khalifa Elmusharaf (2018) defines Purposive Sampling (judgmental) as the deliberate hand-selection of people from a group who, in the researcher's knowledge and judgment, seem to be representative of that population.

Sampling is the process by which a researcher selects a group of participants (the sample) from a larger population Pearson. Mugenda (2003) . Therefore, from the total population of participant students with disability 231 (91 students with hearing impairment, 98 students with visual impairment and 42 students with motor impairment) 6 13.8 students (2 students with hearing Impairment, 2 students with visual impairment and 2 students with motor impairment) were taken as a sample of the study.

Table Two Summary of Sample

No	Sample item	Batch and department	Sample size	Sampling technique
1	Students with hearing impairment (A)	Fourth year students	1	criterion Purposive sampling technique
2	Students with hearing impairment (B)	Freshman students	1	criterion Purposive sampling technique
3	Students with motor impairment (A)	MA students	1	criterion Purposive sampling technique
4	Students with motor impairment (B)	Third year students	1	criterion Purposive sampling technique
5	Students with visual impairment (A)	Fourth year students	1	criterion Purposive sampling technique
6	Students with visual impairment (B)	Fourth Year students	1	criterion Purposive sampling technique

As seen on table II, In order to select the participants the researcher employed criterion purposive sampling technique Additionally, 6 students with 3 different types of disabilities were selected from a variety of departments for this study. The different forms of disabilities include those that affect the eyes, ears, or muscles.

3.5 Data Collection Instrument

The open ended semi-structured interview and focus group discussions (FGD), were among the methods used by the researchers to gather data. The interview and FGD were employed by recorded the audio for transcription.

3.5.1 Interview

Qualitative interview is that the researcher conducts face-to-face interviews with participants (Creswell, 2007). In addition, according to Easwaramoorthy & Zarinpoush, (N.D) an interview is a conversation for gathering information. A research interview involves an interviewer, who coordinates the process of the conversation and asks questions, and an interviewee, who responds to those questions. Interviews can be conducted face-to-face or over the telephone. The internet is also emerging as a tool for interviewing. Based on this, the researcher prepared 6 interview questions and also detailed sub- questions by discussing with different stakeholders and an individuals. Then, the data collected from interviewees through face-to-face conversation. Also, the interviews of 3 participant students were used as an input of the research. The audio recorder used to collect qualitatively significant data during the interview session. In order to get deep elaborations and for the sake of the participants The interview questions were prepared in Amharic language then, after the data collected from the participants it translated in to English by English language editors.

3.5.2 Conversations in focus groups (FGD)

Focus groups are used for generating information on collective views, and the meanings that lie behind those views. They are also useful in generating a rich understanding of participants' experiences and beliefs (Mishra 2016). Based on this, first of all, the researcher chose three students to participate in the discussion and prepared one discussion team. The researcher also noted that the students that they are included in discussion were with different disability type, from various experience, were of both sexes and had a variety of educational backgrounds. This method was used in order to discuss attitudes regarding the practices of inclusion of Addis Ababa University.

3.6 Source of Data

The researcher used both primary and secondary data sources to gather the required data.

Primary source: refers to first-hand accounts from active participants in the topic. Additionally, it emphasizes the need to tackle the root of the issue. As a result of direct engagement with individuals like students hearing impairment, motor impairment, and students with visual impairment information from these sources was generated. If done correctly, it is also far more trustworthy and less biased. Interviews and FGDs (Focus Group Discussions) would be used as the primary sources.

Secondary sources: would come from a variety of earlier works, published and unpublished resources, such as books, research papers, journals, websites, and other items that were not directly related to the situation.

3.7 Procedure of Data Collection

To choose the research title, the researcher first made discussions with numerous stakeholders and the pertinent people. To conduct a study at Addis Abeba University AAU, the researcher obtained an official letter from the department of special needs education and inclusive education. A formal letter was written from department. Following that, each subject was asked for their consent before the researcher began collecting data, and they all volunteered to do so. After that, the qualitative data collection tools were developed, and the researcher used interviews and focus groups to get the necessary data.

3.8 Method of Data Analysis

The data were collected in Amharic by using semi-structured interviews and focus groups discussion. Then the collected data transcribed in to paper then, translated in to English by English language editors. The transcription reaches nine pages, 271 lines, 6 codes and 4 themes. Each data was analyzed manually. Narrative description was used to arrange and analyze the data. Following verbatim transcription and notation on a paper based on the codes for each interview and discussion, all the data collected was evaluated using the procedures of interview and discussion. The research questions were then used to develop topic material. Finally, the data collected across various platforms and locations is compiled, examined under each thematic theme, and discussed with the results of other similar studies.

3.9 Ethical Consideration

Some ethical concerns were taken into account by the researcher either during the data collection process or in other activities that were included in the study. For instance, with the respondent's permission, the researcher may use audio tape to record interviews and conversations between the researcher and participants about the data collection process.

The Participant students gave their informed consent before the researcher interviewed them. The researcher informed the locals about the study's goals, the rationale behind the choice of their location, the selection of specific participants, the advantages, drawbacks, and risks of the study, and invited them to ask any questions they may have about it. The researcher believed that because of the extended contact with participants in qualitative research, sensitive questions like age and avoiding records that may contain personal data could cause participants to feel uneasy. As a result, the researcher created the interview questions in a way that did not violate their rights and avoided asking them. They were also guaranteed the privacy of the information they provided, and only identification numbers, not personal names, appeared on the research documents.

The researcher explained the goals and methods of the study to the participants and announced them to understand that they have the option to decline or end the study at any time and also informed to participants that the way of the data using and storing they provide for the researcher.

Confidentiality was the other ethical factor in this study. The privacy of specific participants were safeguarded by researchers. The interviewees were not coerced by the researcher to divulge any sensitive information. A reasonable effort were made by the researcher to protect the confidentiality of data collected from research participants.

Chapter 4 Result

This section's major goal was to present the findings from primary and secondary data that were gathered through interviews and focus groups. The data was then categorized, analyzed, and summarized using a qualitative approach. The goal of this study was to look into how Addis Ababa University practice the inclusion regarding the students with disability. In this instance, it looked at the understanding of inclusion in relation to students with disabilities; the consideration of the students with disability about the inclusion opportunities; academic and non-academic obstacles and potential remedies to academic and non-academic challenges in the university.

Six students with a variety of disabilities, including visual impairment, hearing impairment, and motor impairment, participated in this study. They were carefully chosen from the study area. A semi-structured interview guide and focus group discussions (FGD) were used to gather the data. Interviews were recorded on tape and then verbatim transcribed and noted.

Four different topical themes were used to categorize and to analyze the collected data. These consist of:

1. The understanding and awareness of the students with disability about the understanding of university's communities toward the inclusion of students with disability
2. The students consideration of the opportunities of inclusiveness at Addis Ababa University,
3. The academic and non-academic challenges of students with disability at Addis Ababa University and
4. The way of Improving the academic and non-academic challenges of the students with disability at Addis Ababa University.

4.1 Demographic Information of the Participants

Table three The Demographic Information of the Participants

Sex	Department	Batch/grade level	Disability type	Onset of disability
4 males and 2 females	1 law student 1 Special Needs and Inclusive Education student 1 Political Science & International Relations student 1 Social-work student 1 Journalism student and 1 Afan Oromo students	1 MA students 3 fourth year students 1 third year student 1 freshman student	2 students with hearing impairment 2 students with motor impairment and 2 Students with visual impairment	4 of the students are students with congenital disability and 2 students with acquired disability

Six students, each with a unique disability, participated in the study, as indicated on table three. They were chosen from three categories of disability, which include students who are visually impaired, students who are hearing impaired, and students who have motor impairment.

There are 2 (33.3%) female participants and 4 (66.6%) male participants. As seen in the above table, participants come from a variety of academic disciplines, such as special needs and inclusive education, political science and international relations, law, social work, journalism, and Afan Oromo.

According to their level of education, 1 (16.6%) MA student, 3 (50%) are fourth-year students, 1 (16.6%) third year students and 1 (16.6%) is a freshman student.

4.2 The Understanding and Awareness of the Students with Disability About the Response of University's Communities Toward the Inclusion of Students with Disability

In this part of the analysis, the responses of 6 students with disability participants were analyzed. And based on the collected data by using the interview and focus group discussion the awareness of the Addis Ababa University communities towards the inclusiveness of students with disability presented as follow;

Accordingly, the participants observe in the student's day-to-day activity they look different understanding and also misunderstanding of the university's communities regarding the concept, meaning, and way of practicing the inclusion and other related issues. Based on this, they assert that, "there is different thinking about inclusion. Some consider it as conducting teaching learning activities in sense of involving all children, regarding their sex in general classroom". (P6). In addition, the participant state that, "though there are individual who have awareness about inclusiveness, unlike; the others are uninformed of the issue. Even some are reluctant for awareness regarding the issue of inclusion". (P4). Also, one of participant claimed that, "inclusiveness sometimes considered as only educational system that are all about children with special educational needs. That means it is a way of encouraging and inviting them to education program". (P3).

In addition another participant, indicates that, " in most of the university's communities though it isn't satisfied, the concept of inclusion is well-known, however, it isn't executed properly. Moreover the students who have the impairment are challenged because, their expectation is not relate with the response that are turning into the students in the university's communities".(P1).

According to the other participant, "unlike, the natural students even the lecturers, the social students and lecturers have more exposure for students with disability because, most of the students with disability are involved in social classes in consequence they have more understanding".(P5).

Concerning with the understanding of the inclusion of students with disability of the university's the other participant disclose that, most of the University's communities consider only the enrollment of the students with disability to the university as inclusion and they don't understand the concept and way practicing the inclusion". (P3)

In addition, in an effort to investigate the understanding of the Addis Ababa University communities about inclusion, the participants also said, “some of the University’s communities have well-improved awareness about inclusiveness; even sometimes they built social interaction with students with disabilities in classroom, as well as in dorm and cafe. In addition, some students without disability are interested to create healthier interaction and to make aware of the braille reading/writing and sign language communication”.

The other participant added, "When compared to other universities, there is much better awareness regarding the inclusion of students with disabilities in all aspects at this university; this is primarily due to the fact that there is a responsible body (disability center) for students with disabilities on campus. A variety of awareness programs are also prepared by the center. Even occasionally, there is a program for inviting official people to attend various trainings focused on inclusivity and disability as well as awareness trainings about disabilities. Additionally, there are efforts to improve the inclusion of university students with disabilities in both academic and extracurricular activities. (P1).

In general, they withhold various forms of understanding and misunderstanding regarding the university community's good understanding and awareness of the inclusion of students with disabilities. Comparatively speaking to other universities, this university has a much better method of inclusion practice. The inclusion of all children in teaching and learning activities, regardless of gender, is just one of these. Other examples include viewing the enrollment of students with disabilities in universities as an example of inclusion, even though these students don't understand the idea or how inclusion is put into practice. On the other hand, some people have significantly improved knowledge of inclusivity; occasionally, they have even developed social interactions with students with disabilities in the classroom, as well as in the dorm and café. Additionally, some children without disabilities exhibit interest in fostering healthy interactions and increasing self-awareness. discusses communicating using sign language and Braille.

4.3 The Opportunities of inclusiveness

The participants also were asked to reflect their views on the opportunities of inclusiveness at Addis Ababa University. Accordingly, most of the participants indicated that inclusiveness has as a good opportunity if it is implemented appropriately. In addition they state that “it helps not only students but also the whole community. That means, when the students with disability

leading an independent and successful life, in the long run they will be productive citizen and alleviate their family from economic challenges”. In addition, they pose that, “the inclusiveness promotes the interpersonal relationships or socialization with students with non-disabled persons”.

One of the participants also added that, “inclusiveness will be good opportunity for students with disability when it is implemented in the right way. Because, sometimes the mere enrollment of students in the University is considered as inclusiveness. In addition, often because of the inappropriate execution of the individuals the inclusion will lead to discrimination.” (P3). Another, participant said that, “the well-implemented inclusion is important for both students with and without disability. Because, mostly they have different life experience and because of the exposure for different challenges the students with disability they are mentally strong than the other non-disabled students that help them to share and exchange their experience”. (P4). In addition, she added that, “it helps them to develop interpersonal relationships among students”. Above all, when there is inclusive education system it creating chances for students with disability to gain the education opportunity in their familiar environment”. (P4).

Finally, the findings obtained about the opportunities of inclusiveness at Addis Ababa University reveal that if it is implemented appropriately among others it:

- i) helps the students to live independent life,
- ii) improves social relationships with students without disabilities ,
- iii) Encourages students to share and exchange their idea and experience to others,
and
- iv) gives the opportunity for students to gain education in their surroundings.

On the other hand, it also has negative consequence if it isn't implemented properly like unintentional discrimination.

4.4 The Academic and Non-Academic Challenges of Inclusiveness

Under this theme different interrelated issues were raised. The following constitute the main issues.

- I. The physical accessibility of the classroom
- II. The supply of the assistive device for students with disability
- III. The availability of braille educational materials for students with visual impairment
- IV. Sign language translator in the class for students with hearing impairment

- V. Make up class for students with hearing impairment
- VI. Treatments for students with disability by their teachers
- VII. Major academic problems for students with disability
- VIII. Measurements to improve the quality of the learning-teaching process

Based on these points the participants raised the following different issues.

The questions asked were; what are the academic and non-academic challenges of inclusiveness at Addis Ababa University? The participant student with visual impairment was gave different response as follow;

A. Students with visual impairment

As the participants with visual impairment said, “in the University there is accessible physical environment in order to attend the class properly and most of the time the classrooms are assigned permanently for one section students. However, sometimes when the class programs clashes with other section students, students with visual impairment are challenged to gain and to attend their class. In addition, they stated that, during the rainy season it is difficult to go and to attend the class because of the rain water on the way”. The participants also said, “in some places there is the cliffs and holes it is not bounded for safety that is challenging the students’ mobility”.

According to one of the participant “amongst different way of including the students for example, there is monthly pocket money, different teaching aids like braille paper, audio recorder, assistive device, and white cane”. (P4). In addition, the other participant claims that “in the previous time, there were improved services from the Center. However, from time to time there is shortage of braille materials, white cane, and audio recorder it makes more difficult the teaching learning process. Because, the students cannot to take note in braille and through recording the lecturer”. (P3).

As the participants with visual impairment, “the support of the lecturers for students with visual impairment is important. However, most of the lecturers are ignorant regarding the disability. For example, in the class when they take note through audio recording but some lecturers are unwilling to be recorded. Because of this, they obliged to beg the notebook from other students”.

In addition, the participants said that, “though it isn’t updated, only in law school there is some braille educational materials. Whereas the other students prepare braille material by themselves”.

In addition, the participants with visual impairment conclude that, “the major academic problem that they face in the university are teaching aid materials like braille paper and also they challenged by lecturers and students ill-attitude. In teaching learning process they challenged to participate in different group works. Sometimes Even though the students with visual impairment that they have better potential in the class also challenged to join and to participate in classroom works). Also, some lecturers have not awareness on the issue of disability and inclusions in such most students are challenged in class”. The participants also pointed out that, “in the university in the non-academic life of the students a number of challenges are faced. Most of the students with disability are isolated from students with disabilities whereas most of their contact is with the same disability. There is no exposure to build social relationship with the others because, a number of service like library, cafe and dorm services are given for students with disability separately”.

Besides that, the participants added that, “in the university there a number of failures and success even for students without disability. However, mostly the failure of students with impairment is not because of their disability rather they fail caused by ill-attitude of the individuals and also the physical inaccessibility of the university for movement. On the other hand, the physical environment limit from moving from one to another office to resolve different matters”.

B. Students with hearing impairment:

In this study the students with hearing impairment also raised different points on the issue of the academic and non-academic challenges of inclusiveness at Addis Ababa University. Accordingly, participants with hearing impairment said, “in the university because of the student’s hearing problem they only able to join to limited departments. However, these departments are also challenging for them regarding the sign language interpreter because, after all, there is lack of interpreter in the University. In addition to that, the assigned interpreters are also not available on time. On the other hand, some interpreters even some students with hearing impairment themselves are also not well-trained the sign language this makes difficult to communicate ”. Besides that, the participants said that, “make up class is a basic question for

students with hearing impairment because, when there is hearing problem the students are influenced to collect and comprehend the vocabularies just like other non-disabled students so additional class and treatments are needed. However, this is not under the University's consideration". In addition, the participants added that, "though different assistive devices are needed like amplifier, hearing aid and other devices in order to make fruitful the teaching learning and also the social life of the students the University has not made the available".

It is also noted by the participants that, "some lecturers are willing to understand and they aware of that the students with hearing impairment may challenge to understand the vocabularies and the others are not responsive on the issue of students with hearing impairment. Sometimes, though the assigned interpreters miss the class, the teaching learning process will continue without concerning the problem of students with hearing impairment". In addition, one of the participant stated that, "most of the students with hearing impairment because lack of sign language interpreter they are obliged to join only to Special Needs and Inclusive Education Department specially for social science students however, as a Special Need professionals the lecturers are not skillful in sign language rather they wait the interpreters to communicate with the students". (P6).

Likewise, the students added that, "in the academic activity of the University the students with hearing impairment are more challenged to gain the skilled sign language interpreter in all student's activities it can be in both academic and non-academic". Besides, one of the participants stated that, "the students' and the lecturers' negative attitude interrupt the academic life of the students with hearing impairment indirectly". (P5). Finally, the participants added that, "as a student with hearing impairment they are also influenced in non-academic activities. They are challenged to communicate and to build friendship with their classmates, dorm mates and with waiters in the cafe".

C. Students with motor impairment:

The students with motor impairment also raised different issues regarding the academic and non-academic challenges of inclusiveness At Addis Ababa University. According to one of the participant "in the university there are different buildings that give dorm service, teaching learning service, library and different offices. However, we cannot to use beyond the ground

floor from all of these buildings because, there is no lift service on the buildings even the ramps only serve only to ground floor. Because of this, we miss several service and different notice from notice boards”. (P2). Besides that, the participants added that, “in previous time different efforts were made to arrange the ramps on the buildings but all of the ramps still only serve for ground floor. in such cases the students are challenged to attend class and library and to access other services”. The students also stated that, “recently, the students are on request to the responsible body to begin the lift service on all buildings”. In addition, the participants disclosed that, “most of the University’s students with motor impairment relate with the lower limbs are not supplied by assistive device for mobility rather the disability center communicate through letter with different NGOs to secure the students the assistive device like wheelchair, crutches...”.

The participants also added that, “off course! sometimes the lecturers and the students ill-attitude disturb the students with disability in teaching learning process beyond that the students are not challenged by academic problem. However, in non-academic activities of the university the students with motor impairment are challenged to use libraries beyond the ground floor; in café the taps are not seemly specially for wheelchair users and also in the dorm the students with motor impairment specially the wheelchairs users challenged to take shower in bathrooms and to use toilets. Because, the taps are set beyond the height of the wheelchair and the floor of the shower is highly smooth in such it is not safe to move with crutch”.

In general, in this theme the students raised as number of important points for the issue of the academic and non-academic challenges of inclusiveness At Addis Ababa University which are summarized in the following paragraphs based on students with different impairments. In the theme, the main issues raised; The physical accessibility of the classroom for students with motor and visual impairment; the supply of the assistive devices, the availability of Braille, materials, sign language interpreter ; make up class for students with disabilities, and special treatments for students from their teachers. Furthermore, issues of major academic problems for students with disability; interventions to improve the quality of the learning-teaching process were explored by disability type. The following are the highlights of the findings of the study by disability type.

Students with visual impairment

As the participants with visual impairment said, in the university there is accessible physical environment in order to attend the class properly and most of the time the classrooms are assigned permanently for one section students. However, sometimes when the class programs clashes with other section students the class have been changed at this time the students with visual impairment challenged to gain and to attend their class. Additionally during the rainy season it is difficult to go and to attend the class because of the rain water on the way. Also, they set that in some places there is the cliffs and holes it is not bounded for safety that is challenging the students for mobility. In addition, the students described that in the previous time the University support them by giving monthly pocket money, different teaching aids like braille paper, audio recorder, assistive device, (white cane.) however, recently, there is shortage of braille materials, white kane, and audio recorder it makes more difficult the teaching learning process. Because, the students cannot to take note in braille and through recording the lecturer. As well, the students describe that most of the lecturers are ignorant regarding on the issue of disability. As the students described the major academic problems that they face in the university are shortage of teaching aid materials and also lecturers and students ill-attitude challenge their academic activities. Sometimes, the students discriminated from group works in the class even they have better potential. The students also pointed out non-academic problems that they face because of their disability like they are isolated in all service from non-disabled students; they have not exposure to build social relationship with their non-disabled peers and mobility problems because of some physical environment inaccessibility.

Students with hearing impairment

As the whole participants with hearing impairment described because of the student's hearing problem they only able to join to limited departments. In the university there is lack of translator. In addition to that, the assigned translators are also not available on time. On the other hand, some translators even some students with hearing impairment themselves are also not well-trained the language this makes difficult to communicate through sign language. In order to compensate the vocabulary problems make up class should be prepare however, in the university it is not under consideration. In addition, the students have not gain any type of assistive device in the university. Besides that, some lecturers have awareness on the issue of hearing problem

and its effect and they are willing to support them and the remaining are the novice on the issue hearing impairment. Sometimes, though the assigned translator miss the class, the teaching learning process will continue without concerning the problem of students with hearing impairment. Also, in their academic activity the students more challenged by skilled sign language translator and the lecturers are also not skillful in sign language to communicate with the students. Besides that, the student's and the lecturer's negative attitude interrupt the academic life of the students with hearing impairment indirectly. Similarly, in addition to a number of academic problems the students also face problems in their non-academic activities among these they challenged to communicate and to build friendship with their classmates, dorm mates and with waiters in cafe.

Students with motor impairment:

In an effort to investigate the challenges that the students face in the University in their academic and non-academic life, the students' different challenging factors include that all of the buildings in the university have not lift service but in some place there is ramp however, it does not serve beyond the ground floor for students with motor impairment. Also, they have not access for assistive device in the University rather, the Disability Center communicates through letter with different NGOs to gain the students the assistive device. In addition, the students are not challenged by academic problems rather they are confronted by negative attitude of the lecturers and students. However, in non-academic activities of the students with motor impairments are challenged not to use libraries beyond the ground floor; in the cafés the taps are not seemly especially for wheelchair users and also in the dorm .The students with motor impairment specially the wheelchairs users are challenged to take showers in the bathrooms and to use toilets. Because, the taps are set beyond the height of the wheelchair and the floor of the shower is highly smooth in such it is not safe to move with crutch.

4.5 The Way of Improving the Academic and Non-Academic Life of Students

Different data are collected on the issue of the way of improving the academic and non-academic life of the students at Addis Ababa University. Whereas, the students described a number of challenges that they face in their academic and non-academic activities as mentioned earlier. These among others include: physical inaccessibility, lack of skilled sign language interpreter, lack of assistive device and teaching aids, no elevator and ramp service, attitudinal barriers and

inability to build social relationships. Based on these challenging factors the students presented different interventions to be taken as a way of improving the academic and non-academic life of students at Addis Ababa University.

According to one of the participants, “the most important intervention that should be taken to address the challenges that face the students with disability in the University is preparing different training and awareness programs for the community of the University including lecturers, students and for other staff members”. (P1). Another participant added that, “in Ethiopia a number of domestic and international proclamations and conventions are ratified in which in order to implement these conventions and proclamations a number of stakeholders must be collaborate and the students with disability also have to be take the responsibility to create awareness and to solve the building related problems like elevators and ramps”. (P3).

Also, all the participants disclosed that “all the stakeholders should work together including the schools, religious institutions, governmental organizations, and different charity organizations, media and the community, the organization of people with different disabilities all are the responsible bodies in the implementation of inclusiveness”.

The participants also stated that, “in order to exercise the full inclusion at Addis Ababa University should supply the necessary assistive devices for students like hearing aids, spectacles, crutches, wheel chairs, cane , braille papers etc.”

Besides that, the students added that, “in the University there is a responsible body that should be sensitive on the issue of disability and it should train the sign language and other disability related issues for the University community and should give the attention that in the university all the buildings, toilets, taps, showers should be kept clean and accessible to all students with disability.”

In general, on the issue of the Way of Improving the Academic and Non-Academic Life of Students At Addis Ababa University the participants raised different challenging factors and the interventions and underlined that the following issues.

All participants pinpointed that the main problems that they face in the University include inaccessibility, lack of trained sign language interpreter, lack of assistive device and teaching aids, there is no elevators and ramp services, attitudinal barriers and inability to build social

relationships. In addition, the informants mentioned the following intervention to be undertaken to overcome obstacles and improve the quality of services at the University:

- conduct awareness program,
- promote the collaboration of relevant stakeholders,
- provide assistive devices and learning materials
- conduct training sign language interprets,
- make all facilities accessible to students with disabilities,
- implement domestic polices and proclamations and international conventions and
 - involve the participation of students with disability at the University.

Chapter 5: Discussion

Introduction

This research had the purpose of investigating the practice of inclusiveness of students with disability at Addis Ababa University. The finding pointed out that inclusion is not well practice and implemented at Addis Ababa University. Even though there are some individuals who are an aware of inclusion, the remaining are novice to the inclusion. Students are challenged by problems include inaccessibility, lack of trained sign language interpreter, lack of assistive device and teaching aids, elevators and ramp services, attitudinal barriers and inability to build social relationships. Also, the finding show the intervention to be undertaken to overcome obstacles and improve the quality of services at the University that include conduct awareness program, promote the collaboration of relevant stakeholders, provide assistive devices and learning materials, conduct training sign language interpreters, make all facilities accessible to students with disabilities, implement domestic policies and proclamations and international conventions and involve the participation of students with disability at the University. In addition, the findings obtained about the opportunities of inclusiveness at Addis Ababa University reveal that if the inclusions implemented appropriately it have the following advantages for students with disability it include that it helps the students to live independent life, improves social relationships with students without disabilities, encourages students to share and exchange their idea and experience to others, and gives the opportunity for students to gain education in their surroundings. On the other hand, it also has negative consequence if it is not implemented properly like unintentional discrimination.

The data collection instruments were two types including interview guide and focus group discussion and in the study 6 students with different disability types and educational background and batch were included. 2 students with hearing impairment, 2 students with visual impairment and 2 students with motor impairment were participated in the study. Based on this, the analysis of the study framed in the following four themes.

1. The understanding and awareness of the students with disability about the understanding of university's communities toward the inclusion of students with disability

The finding of this study indicated that for comparatively speaking to other universities, this university has a much better method of inclusion practice. The inclusion of all children in teaching and learning activities, regardless of gender, is just one of these. Other examples include viewing the enrollment of students with disabilities in universities as an example of inclusion, even though these students don't understand the idea or how inclusion is put into practice. Also, the findings of Ali M. (2023) revealed that the attitudes of teachers and the absence of social support at the University are crucial challenges experienced by students with disabilities in Jordanian universities. The perceptions of students with disabilities towards teachers' negative attitudes and their agreement with peers' positive attitudes reflect the structure of social relations in Jordanian universities. In addition, Williamson concluded that the students without disability have awareness towards people with special needs at low level. Students know who people with special needs is, have communication with them, but do not know how behave or help them in a right way. However, people haven't got the learning media to learn about how to behave or help people with special needs which fit with the daily activity. The students wants a learning media that can help students learn people with special needs effectively, namely through a smartphone application that is close with students' life.

2. The students consideration of the opportunities of inclusiveness at Addis Ababa University,

The findings obtained about the opportunities of inclusiveness at Addis Ababa University revealed that if the inclusion is impemented appropriately it helps the students to live independent life, improves social relationships with students without disabilities, encourages students to share and exchange their idea and experience to others, and gives the opportunity for students to gain education in their surroundings. In contrast, it also has negative consequence if it isn't implemented properly like unintentional discrimination. The study conducted by Benson Zemba & Ferdinand M. Chipindi (2020), on the Challenges Faced by Peoples with Disabilities in Accessing Primary Education in two Selected Inclusive Education Piloting Schools in Livingstone District. The advantages of inclusion and the disadvantages of exclusion of all children in education are well known. Inclusive education provides an opportunity of increased quality education for all through systematic changes in the way learning experience is planned, implemented, and evaluated. Excluding children with disabilities from educational harms

economies and societies. Additionally, exclusion from education and the occupational opportunities that schooling provides for individuals often lead to poverty.

3. The academic and non-academic challenges of students with disability at Addis Ababa University

The participant students pointed that there are a number of challenges that they face in the university based on their impairment types. As the participants with disability explained physical inaccessibility in cafe, class and dorm, lack of skilled sign language interpreter, lack of assistive device and teaching materials, no elevator and ramp service, attitudinal barriers and inability to build social relationships are the main challenging factors in the university. Also, the findings of Benson Zemba & Ferdinand M. Chipindi (2020) showed that in Zambia, children with disabilities are still at a disadvantage in school enrollment, educational attainment, and learning. Many never enroll in school or drop out prematurely. Their learning outcomes are also often learned less while in school because of their disabilities and the lack of inclusive education policies and programs. Challenges in inclusive education remain unresolved. Children with disability face exclusionary barriers that can be described as either demand-side or supply-side obstacles. These impediments to inclusive education are an outcome of prejudicial socio-cultural perceptions, national policies and strategies on inclusive education, financing, the robustness of disability prevalence data, school accessibility issues, availability of teaching materials, teacher preparedness, curriculum provisions and poor inter-ministerial coordination to disability inclusion.

4. The way of Improving the academic and non-academic challenges of the students with disability at Addis Ababa University.

The finding revealed that the conduct awareness program, promote the collaboration of relevant stakeholders, provide assistive devices and learning materials, conduct training sign language interpreters, make all facilities accessible to students with disabilities, implement domestic policies and proclamations and international conventions and involve the participation of students with disability at the University are a measurements that should be undertaken to overcome the challenges and to improve the quality of services at the University. Also, a study on the practices and challenges of inclusive education in four selected primary schools of Mareka Woreda, Dawro zone, SNNPR, by Damene Matsana (2016), pointed out that implementing inclusive

education in the selected schools can only be possible if all stakeholders are aware of these challenges and working together. It is also very important that the whole society should be prepared to accept the inclusive policies. Teachers should get training on inclusive education. There should be organizational culture that promotes inclusive education. There should also be supportive resource systems that promote inclusive education in the schools. The national policies that promote inclusive education also should be deep rooted and understood by all parts of the school society. Also, the earlier study findings of Williams Emeka Obiozor, Ed.D. (2010). Indicated that in order to improve college student retention, every higher institution should work further with special education faculty and staff to provide specially designed instruction, to meet the unique needs of eligible exceptional students includes the specially designed instruction conducted in the classroom, and in other settings on campus; etc. The specially designed instruction will assist the individuals in taking advantage of, or responding to, educational programs and opportunities on campus.

Chapter 6: Summary, Conclusion, Recommendation and Implication

This part of the study includes the summary, conclusions of the study, recommendations which are considered to be important to improve the practices of inclusiveness at Addis Ababa University for the case of students with disability and the implications are included.

6.1 Summary

The purpose of this study was to examine the practice of inclusiveness at Addis Ababa University regarding students with disability. Whereas to achieve the basic purpose of the study the following research questions were formulated.

1. What type of understanding and awareness have the students with disability about the communities of Addis Ababa University's understanding regarding the inclusion of students with disability?
2. What do students with a disability consider opportunities of inclusiveness at Addis Ababa University?
3. What are the academic and non-academic challenges of students with disability at Addis Ababa University?
4. What should be done to improve the academic and non-academic life of students at Addis Ababa University?

The study used a phenomenological study design in order to understand the participant's perception, perspectives, experiences, and understandings of the practice of inclusiveness at Addis Ababa University. The participants of this study were purposively drawn to research sample from three different groups of students with disability. They were selected from the Sidist Kilo Campus of Addis Ababa University. The participants were six students with hearing, motor, and visual impairments. Two informants from each disability group participated in the study. The data were collected by using a semi-structured interview guide and Focus Group Discussion.

During the process of data analysis, the following four different themes emerged.

- i) The understanding and awareness of the students with disability about the understanding of university's communities toward the inclusion of students with disability.
- ii) The opportunity for inclusiveness at Addis Ababa University
- iii) The academic and non-academic challenges of students with disability at Addis Ababa University.

iv)The way of improving the academic and non-academic life of students at Addis Ababa University.

Regarding the understanding and awareness of the students with disability about the understanding of university's communities toward the inclusion of students with disability. the participant students reflected their idea as there is different understanding and thinking about the inclusiveness of the students with disability in the University community. Some considered inclusiveness as conducting teaching-learning activities in the sense of involving all children as well as regarding their sex in the general classroom. Inclusiveness is also as it only exists in the educational system. Unlike, natural science students and lecturers, social science students and lecturers have more exposure to students with a disability because most of the students with disability are involved in social science programs. In addition, most of the University community considers only the enrollment of students with a disability as inclusion and they don't understand the concept and way of practicing inclusion. On the other hand, some of the University's community have well-improved awareness about inclusiveness; even sometimes they built social interaction with students with disabilities in the classroom, as well as in the dorm and cafe. In addition, some students without a disability are interested to create healthier interactions and to make themselves aware of braille reading/writing and sign language communication.

Concerning the student's consideration of the opportunity of inclusiveness at Addis Ababa University most of the participants viewed inclusiveness as a good opportunity for all if it is implemented appropriately. It helps the students to live independent life; it develops social relationships with students with disability; it helps the students to share and exchange their idea and experience with others and also it allows students to gain education in their surroundings. On the other hand, it also has negative consequences if it is not implemented properly like unintentional discrimination.

Relating the academic and non-academic challenges of students with disability at Addis Ababa University, the participant students with visual impairment set their ideas based on their experience that includes that Sometimes when the class programs clash with other sections students the classes have been changed at this time the students with visual impairment challenged to gain and to attend their class. Additionally, during the rainy season, it is difficult to go and attend class because of the rainwater on the way. Also, they set that in some places there

is the cliffs and holes it is not bounded for safety that is challenging the students for mobility. In addition, recently, there is a shortage of braille materials, white cane, and audio recorders which makes more difficult the teaching-learning process. As well, the students describe that most of the lecturers are ignorant regarding the issue of disability. As the students described the major academic problems that they face in the university are shortage of teaching aid materials and also lecturers and students ill-attitude challenge their academic activities. The students also pointed out non-academic problems that they face because of their disability like they are isolated in all services on the campus; they have no exposure to build social relationships with their students without disability and they are limited to move from one to another place because of some physical environment inaccessibility.

As the whole participants with hearing impairment described because of the student hearing problem, they were only able to join limited departments. However, these departments are also challenging them regarding the sign language translator because, before all, there is a lack of translators in the university. To compensate for the vocabulary problems because of hearing problems make-up classes should be prepared however, in the university it is not under consideration. In addition, the students have not gained any type of assistive device at the university. In their academic activity, the students are more challenged by skilled sign language translators and the lecturers are also not skillful in sign language to communicate with the students. Besides that, the students and the lecturer's negative attitude interrupt the academic life of the students with hearing impairment indirectly. Similarly, in addition to several academic problems the students also face problems in their non-academic activities among these they are challenged to communicate and build friendships with their classmates, dorm mates, and with waiters in the cafe).

To investigate the challenging factors that the students with motor impairment face in the university in their academic and non-academic life include that all of the buildings in the university have no lift service but in some places, there is a ramp however, it is not serve beyond the ground floor. Also, the buildings have no access to assistive devices in the university. In addition, the students were interrupted by the negative attitude of the lecturers and students without disability. However, in non-academic activities of the university, the students with motor impairment are challenged to use libraries beyond the ground floor; in café, the taps are not

seemly especially for wheelchair users, and also in the dorm the students with motor impairment especially the wheelchair users challenged to take shower in bathrooms and to use toilets.

Finally, concerning the way of improving an academic and non-academic life of Students at Addis Ababa University the participants state different types of challenging factors that include physical environment inaccessibility, lack of skilled sign language translator, lack of assistive device and teaching aids, lift and ramp service inaccessibility's, attitudinal barriers and inability to build social relationships. After that, they reflect different interventions for the above challenging factors these include the awareness creation programs for the community of the university; the collaboration of the stakeholders to implement several domestic and international proclamations and conventions. In addition, to exercise full inclusion the University should supply the assistive device for students with disability. also, in the University there is a responsible body that should be sensitive to the issue of disability. These all are the interventions that should be taken to address the challenges that face students with disability in the university.

6.2 Conclusion

Based on the finding of the study, the following conclusions were developed.

Regarding the understanding and awareness of the students with disability about the understanding of university's communities toward the inclusion of students with disability. different types of understanding and misunderstanding were identified by the participants. Their reflections on inclusiveness include conducting teaching-learning activities in the sense of involving all children, regarding their sex in the general classroom. Also, inclusiveness was perceived to be practiced only educational system. Unlike, the natural students even the lecturers, the social students and lecturers have more exposure to students with a disability because most of the students with disability are involved in social classes in consequence they have more understanding. In addition, most of the University's communities consider only the enrollment of students with disability to the university as inclusion and they don't understand the concept and way of practicing inclusion. on the other hand, some of the University's communities have well-improved awareness about inclusiveness; even sometimes they built social interaction with students with disabilities in the classroom, as well as in dorms and cafes. In addition, some non-disabled students are interested to create healthier interactions and to make aware of braille reading/writing and sign language communication.

Concerning the student's consideration of the opportunity of inclusiveness at Addis Ababa University AAU several opportunities are gained indicated that include that it helps the students to live independent life; it develop the social relationships with non-disabled students; it helps the students to share and exchange their idea and experience for others and also it allows students to gain education in their surroundings. On the other hand, it also has negative consequences if it isn't implemented properly like unintentional discrimination.

Relating the academic and non-academic challenges of students with disability At Addis Ababa University. In this issue, the challenges are different based on the student's disability type, students with visual impairment experience that there is physical environment inaccessibility; lack of assistive devices and teaching aids; the lecturers and students ill-attitude; discrimination from group work in the class and inability to build social relationships. In addition, the students described that in the previous time, the University support them by fulfilling different teaching aids, and assistive device and monthly pocket money. however, recently, there is a shortage of braille materials, white cane, and audio recorder it makes more difficult the teaching-learning process of the students. Also, students with hearing impairment are experience that there is lack of assistive devices; lack of skilled sign language translators; the lecturers and student's ill-attitude; discrimination from group work in the class; limited choice of department because of their hearing impairment; and inability to communicate and build friendships with their classmates, dorm mates, and with waiters in the café. Besides that, some lecturers have awareness of the issue of hearing problems and its effect and they are willing to support them while the remaining are a novice on the issue of hearing impairment. Sometimes, though the assigned translator misses the class, the teaching-learning process will continue without concerning the problem of students with hearing impairment. Similarly, the students with motor impairment are challenged by physical environment inaccessibility; lack of assistive devices; the lecturers and student's ill-attitude; inaccessible lift and ramp service in café, library, dorm and in the class. Also, in café the taps are not seemly especially for wheelchair users, and also in the dorm these students especially the wheelchairs users challenged to take shower in bathrooms and to use toilets because, the taps are set beyond the height of the wheelchair and the floor of the shower is highly smooth in such it is not safe to move with a crutch.

Finally, concerning the way of improving The academic and non-academic challenges of students at Addis Ababa University, the students recommended several measurements. Based on this for the awareness creation programs for the community of the university; the collaboration of the stakeholders is needed including the schools, religious institutions, governmental organizations, different charity organizations, media, and the community to implement several domestic and international proclamations and conventions and the students with disability also have to take the responsibility to create awareness and to solve the building related problems like lift and ramps. In addition, to exercise full inclusion the University should supply assistive devices for students like hearing aids, spectacles, crutches, wheelchairs, cane, braille papers ETC. also, in the University there is a responsible body that should be sensitive to the issue of disability and it should train the sign language and other disability-related issues for the non-disabled community of the University this body should give the attention that in the university all the buildings, toilets, taps, showers should be all centered that means it should be reduced size and it should be kept clean.

6.3 Recommendations

Based on the problems that are gained from the study the following recommendations are made.

- The responsible body in the University should provide training for lecturers and improve their skills on how to handle and support students with disability in inclusive settings.
- The University should make accessible all facilities and physical environment of the campus for students with disability.
- The environment of the University should be ready to well come to all students in inclusive settings and develop inclusive culture.
- The University should strengthen the Center for Students with Special Needs to support the inclusion of students in academic and non-academic areas.
- The whole community of the university should get different training by concerned body like sign language, way of guiding students with visual impairment, and way of supporting the students with crutch/wheelchair users.
- The national and international policies, proclamations, and conventions that are ratified in Ethiopia and promote inclusiveness should be understood by all parts of the community of the university.
- In the university, the disability centers should work to develop the interpersonal relationships of the students with disability by preparing different training and awareness programs.
- It is suggested that the University should work with different stakeholders to implement the inclusion appropriately.
- Finally, the government should manage the stakeholders and the other governmental and non-governmental organizations to include and to be sensitive on the issue of disability and to be aware of different policies, conventions, and proclamations concerning disability.

6.4 Implication

The following research implications are forwarded to future researchs and practices based on the result of the study:

Implication for future research

The main purpose of this study was to examine the practice of inclusiveness at Addis Ababa university regarding students with disability. Based on this the findings of this study have importance for the future researchers in order to carried out rigorous research into the needs of the large number of students with disability in the university and provide information for researchers to develop their data in education sectors to take necessary steps for ensuring inclusiveness practices. Also, it is helpful to modify the findings of the study practices of inclusiveness of students with disability by regarded persons to students with disability because this research was unable to fully investigate about the issue. Besides that, it is supportive for future researchers to examine the inclusiveness of students with disability in both of the academic and non-academic areas because mostly the researchers have been focused only on the inclusion of students in the area of education. Finally, it used as source of information for researchers who may want to conduct study on topics relating on the issue of the practice of inclusiveness of students with disability and to support the higher education students with disability to take part equally in both academic and in other extracurricular activities.

Implication for practice

The findings of this study showed that there are several academic and non-academic challenges that the research has shown to be improved in the exercising of inclusiveness of students with disability. Successful inclusiveness practice cannot be possible unless there is clear understanding about the implementation of inclusion. Also, this study raise different interventions that are helpful to improve the challenges that the students with disability face in the university in such this study advance the awareness and understanding of the university's communities and the stakeholders about the practice of inclusiveness toward students with disability. Relying on this the study is playing the important role in shaping the awareness of lecturers and students without disability toward the implementation of the inclusion programs. It also important the university's community to be aware of concerning the academic and non-academic challenges of the students with disability that they face in the university and the interventions to resolve the challenging factors for students with disability in their academic and in other extracurricular activities.

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Appendix I
Department of Special Needs and Inclusive Education
College of Education and Behavioral Studies
Addis Ababa University

Interview

The main purpose of this interview is to collect necessary data for the study on the topic entitled “The Practice of inclusiveness at Addis Ababa University: in case of students with disability”. The outcome of this study highly depend upon your responsible, sincere and timely response. Therefore, you are kindly requested to respond the interview honestly and with great responsibility as per the instruction. Your responses will be read only by the researcher and used only for academic purpose. Moreover, your identity will be kept strictly confidential. Please indicate your response.

I. Background information of the participants

Name _____

Sex _____

Department _____

Year (batch) _____

Disability type _____

Onset of disability _____

II. Interview Items

1. What is the understanding of Addis Ababa University community about inclusiveness?
2. What are the efforts done to promote inclusiveness at Addis Ababa University?
3. Is there visible progress on the inclusiveness of students with disability from time to time at Addis Ababa University? If yes discuss
4. What are the services given for students with disability to include them in all aspects of the University?
5. What are the challenges that students with disability face in their academic endeavor?
 - 5.1 Students with visual impairment

- 5.1.1 Is physical environment accessible for students with visual impairment to attend the class properly? If no, discuss how you access the classroom.
- 5.1.2 Is there any attempt to make accessible the physical environment by the University for you? If yes, discuss
- 5.1.3 Is there any supply of the assistive device for you that help them in teaching learning process?
- 5.1.4 Does the University provide brail or other educational to facilitate your learning? If yes discuss
- 5.1.4 Do the students with visual impairment gain appropriate treatments from their classroom teachers?
- 5.1.5 What are your major academic problems in the University?
- 5.1.6 What should be done to improve the quality of the learning-teaching process?

5.2 Students with hearing impairment

- 5.2.1 Do you have sign language interpreter to follow up the teaching learning process in the class?
- 5.2.2 Is there any make up class to compensate missed class because of hearing problem?
- 5.2.3 Is there any supply of the assistive device for students with hearing impairment?
- 5.2.4 Do students with hearing impairment gain appropriate treatments from their classroom teachers?
- 5.1.5 What are your major academic problems in the University?
- 5.1.6 What should be done to improve the quality of the learning-teaching process?

5.3 Students motor impairment

- 5.3.1 Is physical environment accessible for students with motor impairment to attend class? If no, discuss how you access the classroom.
- 5.3.2 Is there any attempt to make the physical environment accessible for you to attend class? If yes, discuss what has been done?

5.3.3 Is there any supply of the assistive device for you to facilitate the teaching learning process? If yes, discuss what has been done.

5.3.4 Do students with motor impairment gain appropriate treatments from their classroom teachers?

5.1.5 What are your major academic problems in the University?

5.1.6 What should be done to improve the quality of the learning-teaching process?

6. What are the major challenges you have faced so far in campus life (like in the dormitory, cafeteria, pathway, students organizations and entertainment etc,

6.1 Students with visual impairment

6.2 Students with visual impairment

6.3 Students with motor impairment

Appendix II

I. Background information of the participants

Department of Special Needs and Inclusive Education

College of Education and Behavioral Studies

Addis Ababa University

- I. Name _____
- II. Sex _____
- III. Department _____
- IV. Year (batch) _____
- V. Disability type _____
- VI. Onset of disability _____

II. Issues for Focus Group Discussion

- 1. How do you see the practice of inclusiveness at Addis Ababa University?
- 2. Can you cite good practice of inclusivity at Addis Ababa University?
- 3. What do you think are the major academic challenges of inclusiveness?
- 4. What should be done to improve the academic challenges of students with disability?
- 5. What are the major non-academic campus life challenges of students with disability at Addis Ababa University?
- 6. What should be done to improve the quality of campus life of students with disabilities at Addis Ababa University?
- 7. Do you have any other suggestion to add?

Thank you for your cooperation!