



**ADDIS ABABA UNIVERSITY COLLEGE
OF HEALTH SCIENCES
SCHOOL OF PUBLIC HEALTH**

**PARENTS' AND TEACHERS' PERSPECTIVE TOWARDS INCLUSIVE EDUCATION
FOR CHILDREN WITH AUTISM IN PRE-PRIMARY AND PRIMARY SCHOOLS OF
ADDIS ABABA, ETHIOPIA: A QUALITATIVE STUDY.**

BY- HANA HABTU (BSC)

ADVISORS:

- 1. ADUGNAW BERHANE (PHD, ASSISTANT PROFESSOR)**
- 2. KALKIDAN SOLOMON (MPH, ASSISTANT PROFESSOR)**

**A RESEARCH THESIS SUBMITTED TO ADDIS ABABA UNIVERSITY, COLLEGE OF
HEALTH SCIENCES, SCHOOL OF PUBLIC HEALTH IN PARTIAL FULFILLMENT OF
THE REQUIREMENTS FOR MASTER OF PUBLIC HEALTH IN HEALTH
PROMOTION AND HEALTH EDUCATION.**

JUNE 24, 2024

ADDIS ABABA, ETHIOPIA.

ADDIS ABABA UNIVERSITY
COLLEGE OF HEALTH SCIENCES
SCHOOL OF PUBLIC HEALTH

Name of investigator	Hana Habtu
Name of Advisor(s)	Dr. Adugnaw Berhane Mrs. Kalkidan Solomon
Full title of the research project	Parents' and teachers' perspective towards inclusive education for children with autism in pre-primary and primary schools of Addis Ababa: A Qualitative Study.
Duration of project	From February 2024-June 2024
Study Area	Addis Ababa, Ethiopia
Source of budget	Addis Ababa University
Address of investigator	Phone No: +251-913-21-23-96 Email: hanahabtu8@gmail.com

DECLARATION

I undersigned, declared that this thesis is my original work and has never been presented in this or any other university, and that all the resources and materials used for the thesis development are recognized and cited, and people who are involved are acknowledged.

Name: Hana Habtu Signature: _____ Date of submission: _____

Advisor

This thesis work has been submitted with my approval as university primary advisor.

Dr. Adugnaw Berhane (PhD, Associate Professor) Signature: _____

Date: _____

External Examiner:

Name: _____ Signature: _____ Date: _____

Internal Examiner:

Name: _____ Signature: _____ Date: _____

Chairman, Department Graduate Committee:

Name: _____ Signature: _____ Date: _____

Acknowledgement

I begin with a profound sense of gratitude to the Divine, whose boundless strength has been my pillar throughout the journey of my academic pursuits. My sincere thanks are extended to my distinguished advisors, Dr. Adugnaw and Ms. Kalkidan, whose mentorship was marked by encouragement and unlimited guidance. I am indebted to Addis Ababa University, and more specifically, the School of Public Health, for endowing me with a remarkable educational experience as well as for the respondents who generously allocated time to engage with my research inquiries.

In closing, my heartfelt acknowledgment goes to my family, whose unwavering support has been the cornerstone of my endeavors. A special note of gratitude is reserved for my nephew, whose presence has been a beacon of inspiration for this thesis.

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List of acronyms

ASD	Autism Spectrum Disorder
ADDM	Autism and Developmental Disabilities Monitoring
CDC	Center for Disease Control and Prevention
EFA	Education for All
FDRE	Federal Democratic Republic of Ethiopia
GE	General Education
IDI	In-depth Interview
IE	Inclusive Education
KII	Key Informant Interview
LSEN	Learners with Special Education Need
MOE	Ministry of Education
PWDs	Persons with Disabilities
SNE	Special Need education
UNESCO	United Nation Educational, Scientific and Cultural Organization
WHO	World Health Organization

Abstract

Background: Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges. Despite the Salamanca Statement's advocacy for inclusive education as a human right, the reality in Ethiopia shows a stark contrast, with only a small fraction of schools equipped with inclusive education.

Objective: To explore the perspective of parents' and teachers' towards inclusive education for children with autism in pre-primary and primary schools of Addis Ababa, Ethiopia.

Methods: The study was conducted in Akaki Kaliti and Arada sub city pre-primary and primary schools, government and private schools. A qualitative content analysis study approach using mixed sampling method was used to select participants. Content analysis was carried out using Atlas Ti software.

Result: The study indicated that the concept of inclusive education is not widely recognized by most parents of typical children, it is well-understood and supported by nearly all parents of children with autism. While most typical child parents and teachers support inclusion and recognize its benefits for autistic children, concerns are raised about academic value and disruptions of learning process; some typical child parents and teachers preferring segregated learning. Barriers to IE are multifaceted and categorized as child with autism behavior related factor, parent and teacher related factor, systemic and institutional factor. Among the factors that facilitate IE are typical students and teachers support, parents' positive beliefs on their child with autism, awareness creation programs in schools, and collaboration with different organizations.

Conclusion and recommendation: parents' and teachers' perspective towards inclusive education have mixed views most supporting and highlight the social skill benefit children with autism get. However both participants are concerned about the implementation of IE due to many existing barriers. Therefore, for a better inclusion of children with autism, strategies that best fit our country and laws that mandate schools to implement IE should be setted. In addition capacity building for teachers, human and material resources, special need teachers, and categorizing autistic children according to their level and supping them as per their need is required.

Keywords: Inclusive education, autism spectrum disorder, parents' and teachers' perspective

1. Introduction

1.1 Background

Autism spectrum disorder (ASD) is a developmental disability that can cause significant social, communication and behavioral challenges. It is one of the most common severe and challenging neurodevelopmental disorders in children that accompanies throughout their life. Heredity, environmental factors such as the exposure to chemicals (lead), eating habits of mother during pregnancy until preterm birth, maternal age at conception, maternal smoking during pregnancy, and possibly specific vaccines given to children are stated as possible etiologies of ASD (1–4).

The prevalence of autism is associated with the factors like diagnostic criteria; age of children screened and geographical location. From a systematic review update the global estimate of ASD prevalence revealed a median of 65/10,000 in 2022. ASD prevalence is five times more in male than females with the figure of 1 in 42 among male and 1 in 189 among females. Over the past 40 years ASD diagnosis has increased dramatically, affecting roughly 1:60 children (2,5,6).

Deficits in communication and social interaction, as well as the presence of repetitive and restrictive behaviors are common characteristics of ASD. Symptoms of ASD vary, ranging from mild impairment to being completely unable to interact or communicate (7).

The onset of ASD is before 3 years of age but there is evidence that clinicians can reliably identify autism in children as young as 2 years of age(8).The diagnosis of autism spectrum disorder is done by the observation of behavior and on an assessment of dysfunctioning using DSM-5, or the International Classification of Diseases-11th revision. Both the current diagnostic criteria and the descriptions of modern Autism researchers follow Wing's "Trinity of Social Interaction Disorders": a) Social Relationship Disorders - Incomplete Social Interaction, Emotional Deficits, b) Communication Disruption- incomplete communication and c) Disruption of social understanding and imagination - lack of social understanding and imagination. These three categories, with the revised version 5 of the DSM (DSM V), were replaced by 2 groups: a) social communication and b) stereotyped, repetitive behaviors, activities, and interests (4).

Based on the Salamanca Statement (1994), children with special educational needs and disabilities (SEND) should have access to inclusive education in general schools that are

adapted to meet a diverse range of educational needs(9).The idea of inclusive education for all children with disabilities is seen as an inalienable human right and accepted as an integral part of education theory and policy for the past two decades(10).Inclusive education is an approach that addresses the learning needs of all children that allows children with special needs to withstand and receive education, training, schooling or learning in any form in mainstream classes(11).

1.2 Statement of the problem

Among child-onset psychiatric disorders, autism is perhaps the most serious, intractable and challenging to address. It is associated with a diversity of functional qualities; some children with autism are verbal and others are nonverbal, some have a high IQ and others have a low IQ. It is considered a lifelong condition, affecting communication, relationships, adaptive skills, academic and vocational attainment (12,13).

According to the Autism and Developmental Disabilities Monitoring (ADDM) ASD prevalence is estimated as 1 in 54 children suffer from deficits and according to WHO globally 1 in 100 are living with ASD. The precise prevalence of ASD in Africa as well in our country Ethiopia is unknown (13, 14).

Individuals with ASD face significant challenges, including social stigma, isolation, and discrimination. In low-resource contexts, children and families often lack access to appropriate support and services, leading many to become housewives. The economic cost of autism is also rising, with annual costs more than tripled to USD 126 billion in the US since 2006. Individuals with intellectual disabilities face the highest lifetime care costs, with USD 2.3 million (15).

Given the long history in most countries of exclusion of children with autism from formal education, the assumed path to justice in many countries today leans heavily toward inclusion, where the principle of equality is sometimes interpreted to mean that children with autism should be treated as if they actually weren't different, and in need of a different kind of education (16). For many autism children, injustice already begins with school administrations and staff lacking the basic awareness, let alone preparedness. Lack of general education teachers' training and concerns about the potential impact of integration on their children makes parents of children with autism hesitant to place their children in inclusive settings (16,17).

Ethiopia's Inclusive Education Strategy indicated that providing an appropriate education for learners with special needs is a responsibility that is shared among a range of stakeholders. Nevertheless, there is no collaborative effort from federal to Woreda level to promote inclusive education. In Ethiopia out of 40,063 regular schools only (2.9%) of them have established inclusive education resource centers in their compound and enrolment of learners with disabilities at the pre-primary level is 0.6%; at the primary level is 9.8%; and at the secondary level is 2.8% (18).

Even if almost 30 years have passed since the Salamanca Statement, it has been difficult to develop inclusive educational settings meeting the needs of autistic students. Comprehensive perspective including parents on inclusion programs for children with ASD is not well expressed. This study will address this gap, as the inclusion model has become the predominant model for students with disabilities and as both parents and teachers in mainstream schools have a significant role to play when it comes to having an ASD child and wanting to place them in inclusive settings.

1.3 Significance of the study

The finding of this study offered a comprehensive and deeper insight into the perception, benefits, concerns, barriers, facilitators and areas needing improvement within inclusive education, thus facilitating the implementation of the IE model for autistic children. Understanding their perspective will serve as reference for governmental organizations, non-governmental organizations, researchers, program developers, policy makers, special and regular schools to facilitate more effective supportive strategies, ultimately fostering an inclusive environment for autistic children. Since intervention and support for autistic children at an early age enhances long term outcomes in social skills, communication, behavior, academic success and reduces stigma. It promotes families' well being by reducing their stress, financial and emotional burden and enhancing their mental health.

2. Literature Review

2.1 Definition of Autism

Consideration of autism as a spectrum disorder can be traced back to the careful and detailed clinical observations by Kanner and Asperger, who described children with a broad range of atypical behaviors and intellectual abilities. Understanding and describing this heterogeneity in autism spectrum disorder (ASD) is critical to the work of both clinicians and researchers, and to achieving a full understanding of individuals with this diagnosis (19).

ASD refers to complex neurobehavioral and neurodevelopment conditions characterized by impaired social interaction and communication, restricted and repetitive patterns of behavior with increasing prevalence in the last two decades from two to five per 10,000 children to 1:59 children (one in 37 boys and one in 151 girls), and the prevalence in males is four times greater than females (20).

Autism is often comorbid with other neurological and psychiatric disorders, such as global development delay and cognitive deficits, epilepsy or electroencephalographic (EEG) anomalies, sleep disorders, developmental coordination disorder, neuropathies, Tourette syndrome, anxiety, oppositional defiant disorder, conduct disorder, attention deficit hyperactivity disorder (ADHD), mood disorders, psychosis, personality disorder, post-traumatic stress disorder, eating disorders, gender dysphoria, and substance abuse. Moreover, there are several medical conditions comorbid to autism such as immunological disorders, gastrointestinal diseases, sleep-related breathing disorders, and there are several genetic syndromes commonly associated with autism fragile X syndrome, Rett syndrome, Angelman syndrome, tuberous sclerosis complex, Phelan McDermid syndrome, Timothy syndrome, neurofibromatosis type 1, etc(21).

The Diagnostic Statistical Manual (DSM) is considered the standard classification of mental disorders in the US. It references corresponding codes from the World Health Organization International Classification of Diseases (ICD-10) which is the most recent version. For each disorder listed, the DSM presents a set of diagnostic criteria which specifies what symptoms must be present and what other conditions must hold for the disorder to be diagnosed (22).

The most recent version of the DSM, the 5th edition (DSM-5), treats ASD as a single diagnostic category that may differ in severity and associated features. It also reduced the number of core domains underlying ASD from three domains in the DSM-IV (impaired social interaction, impaired social communication, and restricted behavior patterns) to two, by combining impaired social interaction and communication into a single core deficit. The severity levels include requiring support, requiring substantial support, requiring very substantial support (19,22).

2.2 Burden of autism

Globally studies have shown that ASD is the leading cause of disability among all mental disorders in children. There were estimated 28.3 million prevalent cases of autism spectrum disorders and 603,790 incident cases globally, in 2019. In addition, ASD accounted for 4.3 million DALYs in 2019 (23).

In Ethiopia, around 600,000 individuals are living with autism. Developmental disorders such as autism are sometimes regarded as an evil-spirit or as a punishment from the supernatural/divine power in this country. The level of awareness, acceptance, and support for Autism Spectrum Disorder (ASD) in Ethiopia is very low (14).

2.3 Inclusive education

The most authoritative definitions come from United Nations agencies and from treaties such as the Convention on the Rights of Persons with Disabilities and the Incheon Declaration. The major impetus for inclusive education was given at the World Conference on Special Needs Education: Access and Quality, held in Salamanca, Spain, June 1994. More than 300 participants representing 92 governments and 25 international organizations considered the fundamental policy shifts required to promote the approach of inclusive education, thereby enabling schools to serve all children, particularly those with special educational needs (24).

According to the Committee on the Rights of Persons with Disabilities (UN 2016), inclusive education means a fundamental right to education, a principle that values students' well being, dignity, autonomy, and contribution to society; and a continuing process to eliminate barriers to education and promote reform in the culture, policy, and practice in schools to include all students. It means students with disabilities and other disadvantages are taught with their peers in a mainstream classroom for a majority of the school day (25)

Inclusive education strengthens the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve education for all (EFA). As

an overall principle, it should guide all education policies and practices, starting from the fact that education is a basic human right and the foundation for a more just and equal society (24).

The Federal Democratic Republic of Ethiopia (FDRE) has been committed to make education accessible to all citizens irrespective of their gender, disability, language, socio economic status, religion, etc. differences. Accordingly, the Government has given due attention to the education of Persons with Disabilities (PwDs) and has put in place important legal and policy frameworks. In line with this, the Ethiopian Constitution establishes the universal right to education, and emphasizes the need to allocate resources and provide assistance to disadvantaged groups (26).

2.3 School organization in Ethiopia

Looking at the development of inclusive education in Ethiopia in comparison with the global world in terms of the phases of separation, integration, and inclusion; it has almost followed the same pattern. There are three types of school organizations in Ethiopia to consider for people with disabilities in education. These are special schools, special units, and regular schools. Special schools are specialized schools on one particular disability which are very few in the country and the teachers usually receive additional skills related to training. Also, they are based in the town and admit a few children with disabilities (18).

Special units refer to some classrooms in regular schools reserved for learners with disabilities. Most teachers in these units are general education teachers. Special units are not found in all regular schools in the country but their number is greater than special schools and serves learners from grade 1 to 8. Regular schools refer to schools where learners with and without disabilities learn together in the same classrooms with some assistance teachers (27).

As an implementation strategy for inclusive education, inclusive education resource centers have been established based on the existing cluster system in Ethiopia. The cluster system has been formally applied to all public primary schools in Ethiopia. All schools are categorized as either core schools or satellite schools. A group of three to 35 satellite schools belongs to one core school. In core schools, educational materials are prepared, which the satellite schools can then borrow. Teacher training and teacher meetings for experience sharing are also held in the core schools for teachers teaching at both the core and satellite schools (28).

2.4 Overview of parents perspective

Even though some parents believe that the current trend of inclusive education has more advantages as compared to disadvantages; many parents routinely express deep frustration and anger with the inefficiency/absence of educational facilities in the schools, the education system, poor class management due to a lack of teachers' professional skills, a lack of teacher training, understanding and acceptance of children with disabilities, lack of teachers' skills to deal with these autism children their schools (should) provide. Parents felt that training and knowledge of the teachers are moderate and these need to be updated. Even in the American context, where legal entitlements are robust, many parents report how infuriating and exhausting it is to fight the school in order to get even the most basic services for their child (5, 16,28, 29).

On the other side of typically developing children's parents are not happy with having children with special needs seating near their child. They say that their child might learn strange behaviors that these children show and they blame children with special needs for all their child's misbehavior (30).

Although parents/guardians understand the advantage of inclusive education, they perceive that learning in regular school is not necessarily the best path for children with disabilities. The current "inclusive education" for children with disabilities in Addis Ababa faces difficulties in terms of offering education that meets the needs of each child with disabilities, as agreed upon by the Salamanca Statement adopted at the World Conference on Special Needs Education in 1994 (28).

2.5 Overview of teachers perspective

Educators are at the forefront of every child's educational journey. It is imperative that in order for true inclusion to take place; it is believed that teachers can give insights into the comprehensive task of teaching children with additional needs within mainstream classrooms, and the information they provide would be valuable to support autistic children, parents and fellow teachers training.

Teacher attitudes towards inclusion be it positive, negative or indifferent, can determine the success of an inclusive classroom and how it influences students with special educational needs and their school life. Positive teacher attitudes towards inclusion are essential to the successful implementation of an inclusive classroom (31).

Several studies indicated that an overwhelming number of teachers are concerned regarding their lack of training and professional development in inclusive teaching practices, and this subsequently impacted their perceived ability in successfully providing an inclusive learning environment (32–34).

Many teachers regarded inclusion as only the physical placement with no mention of adapting the environment or accommodating their learning needs of a student with SEN in the inclusive class. Another study on teachers found that teachers perceive inclusive education as a “one size fits all” approach primarily because of the negative attitudes towards the education of PWDs (32, 35).

A study done in our country in primary government schools teachers commented that there needs to be training about different disabilities. If teachers have not been adequately trained, then they will not feel confident enough to teach all students. And there needs to be periodic training, workshops, and seminars to relay information to teachers on inclusive education. Policy makers will have to make certain that proper tools are in place for the success of inclusive education. On other hand, class sizes would have to be reduced to allow the teacher sufficient time to accommodate all the students (35).

3. Objectives

3.1 General objective

- ◆ To explore the perspective of parents' and teachers' towards inclusive education for autistic children in pre-primary and primary schools of Addis Ababa, Ethiopia.

3.2 Specific objectives

- ◆ To explore perception of parents' and teachers' towards inclusive education for children with autism in pre-primary and primary schools of Addis Ababa, Ethiopia.
- ◆ To describe the benefits of inclusive education for children with autism in pre-primary and primary schools of Addis Ababa, Ethiopia.
- ◆ To explore barriers and facilitators of inclusive education for children with autism in pre-primary and primary schools of Addis Ababa, Ethiopia.
- ◆ To understand the area of improvements on inclusive education for children with autism in pre-primary and primary schools of Addis Ababa, Ethiopia.

4. Methods

4.1 Study area and period

The study was conducted in pre-primary and primary schools of Addis Ababa, Ethiopia from February to June 2024 in Addis Ababa. Addis Ababa is the capital and largest city of Ethiopia with an estimated population of 5,704,000 as of 2024 G.C (36). According to Addis Ababa educational bureau 2015 E.C data, in total pre-primary and primary schools in Addis Ababa are 1411 private and 557 public. There are 32, 087 special needs students in government schools and 986 in private schools. Out of these 291 in public schools and 10 in private schools are autistic children according to 2016 E.C data from Addis Ababa educational bureau.

Higher proportions of disabled children are enrolled at the primary level than at any level. Even though they are often concentrated at the lower primary level (grades 1-4) many drop out by the time they reach upper primary level (grades 5-8) (37). Focusing on primary schools when working on inclusive learning for autism children holds particular significance by laying the ground for establishing crucial developmental and foundational learning skills. At the primary level, ASD children benefit from targeted interventions, early support services to meet their unique needs, setting the tone for their future learning experiences (38).

For this study Akaki Kality and Arada sub cities were selected because resource center schools that are well implementing IE are found in these sub cities which is recommended by the Addis Ababa education bureau special needs director. In Akaki Kality and Arada in each sub-city there are 7 resource center schools and 30 and 40 satellite schools respectively in each sub-city. From the sub cities, four government and four private pre-primary and primary schools were selected. Two government schools from each sub-city and three private schools from Akaki Kality and one from Arada sub-city were included.

4.2 Study approach

A qualitative content analysis approach was conducted. Qualitative content analysis is a method for systematically describing the meaning of qualitative data. It allows some degree of interpretation and enables one to focus on relevant aspects of a material(39). The data from the interviews is analyzed using content analysis. It involves the identification of themes through careful reading and re-reading of the transcribed data to produce insightful and trustworthy findings (39).

4.3 Study participants

To recruit participants, firstly Addis Ababa education bureau was contacted to gather information, to select sub cities and to have letters of request to the selected two sub cities after the purpose of the study was explained. Then each sub-city educational offices were contacted to select private and government pre-primary and primary schools that have best practice of inclusive education and to get letters of permission to access schools. School administrators and coordinators from each school were contacted to facilitate access to parents and teachers. At the beginning of each interview, the researcher presented a brief introduction and asked interviewees to introduce themselves and sign the informed consent.

This study involved parents of autistic children, parents of typically growing children, general teachers and school directors from government and private pre-primary and primary schools. Mixed sampling technique was used to select participants. The study included 7 autistic child parents, 8 typical child parents, 16 general teachers for an in-depth interview and 6 school administrators and 1 special needs director for KII. To select parents criteria sampling and snowball sampling was used and purposive sampling was used to select general teachers who teach children with autism in mainstream classroom and school directors working in inclusive schools.

Table 1: Number of IDI and KIIs conducted in the respective study area, Addis Ababa, Ethiopia, 2024.

Sub cities	IDI	KII	No of male participants	No of female participants
Akaki Kality	15	4	4	15
Arada	16	3	5	14
Total	31	7	9	29

4.4 Inclusion criteria

For this study, parents of children with autism (who had medical diagnosis, accept their child is autistic, currently enrolled in IE), typical children parents (schooling their children in IE), general teachers (teaching autistic children) who were voluntary were included.

4.5 Operational definitions

Autism Spectrum Disorder-Autism spectrum disorders (ASD) is defined on the basis of social and communication problems and repetitive and restrictive behaviors that can vary in individuals along a continuum of severity (6).

Typical children- children whose development align with the expected range of milestone for their age group

Inclusive Education- inclusive education (IE) for children with ASD is an instructional practice in which children with ASD are in the same classrooms as others without disability (40).

Parents' perspective- explores parents' perception, benefit & concerns, experiences, barriers and facilitators and expectations regarding the inclusion of autistic children (26,29,41,42)

Teachers' perspective- explores teachers' perception, benefit & concerns, experiences, barriers and facilitators and expectations regarding the inclusion of autistic children (26, 29, 43).

Parent perception towards IE- understanding and opinion of autistic child and typical child parents' towards IE

Teacher perception towards IE- understanding and opinion of general teachers towards IE

Benefits of IE- The benefit and concerns of inclusive education as seen from parents' and teachers' perspective

Child behavior related factor- child with autism, behavior related barriers for IE.

Parent related factor- parent related barriers for IE for autistic children.

Teacher related factor- teacher related barriers for IE for autistic children.

Systemic factors- barriers to inclusive education related to government, insufficient resources, curriculum and lack of professional development.

Institutional factor- barriers related to regular and special schools.

Individual level- facilitators for IE emanating from students, parents and teachers

Organizational level- facilitators of IE from school and other organization collaboration

Employment of staff- suggestion by parents' and teachers' on the need of employing staff in school

Enhance engagement- suggestion by parents' and teachers' on the need for shared responsibility and support from family up to government level.

Capacity building and awareness creation- suggestion by parents' and teachers' on the need of training for teachers and creating awareness

Creating an enabling environment- suggestion by parents' and teachers' on the need of creating a suitable environment for children with autism to enroll in schools

4.6 Data collection and procedures

4.6.1 Interview guide

The data for this study was collected through in-depth interviews to explore the perspective of parents and teachers towards inclusive education for children with autism. Key informant interviews with school directors were conducted to get insight on perspective from institution level and triangulate the data obtained from IDI. Interview guide questions were developed based on the objectives and literature reviews to identify key topics to be addressed. The guide starts with general inquiries to explore their understanding and incorporates probing prompts to elaborate responses. IDI and KII, an interview guide was prepared in English and translated to the local language Amharic with interviews lasting 30 minutes to an hour. Before the actual data collection, a pretest was conducted in one school. Based on the lessons learned from the pretest, necessary adjustment was done on interview guide and recorder placement.

4.6.2 Data collection procedure

The IDIs and KIIs were organized and conducted by the researcher. Before interviewing the participants there were conversations with participants to determine the most convenient time and place to conduct an interview. The researcher explained the objective of the study and obtained consent from the participants. All interviews took place in participants' location of choice. A quiet place such as home, church, empty classrooms were chosen as much as possible to avoid the nuisance and to be focused and feel comfortable. The conversations were conducted in Amharic and began with informal dialogue and by sharing my life experience of having an autistic child in my family to create a rapport and gain the participants' trust so that they can explain their ideas freely in detail. All interviews were audio recorded through a data collection process. Saturation was maintained when the same information repeatedly was observed.

4.7 Trustworthiness

To enhance the data's quality, the researcher involved in every phase of the study, from crafting the interview guides to the final stages of data analysis and interpretation. A preliminary test was conducted in a school to refine the process and interview guides. Data collection took place in a carefully chosen setting conducive to gathering good quality information. Advisors reviewed sample transcript and translation and according to their feedback and suggestion improvements were made.

The researcher established credibility by thoroughly acquainting with the study environment and participants and fostering open communication. The interview guides underwent review and refinement by the researcher and advisors to ensure clarity and comprehensiveness for the participants. The researcher dedicated full school days for two weeks, to fieldwork, immersing in the data collection process. A broad spectrum of viewpoints was sought, including those of parents of children with autism, typical children parents, general teachers and school directors. This rich variety of perspectives is combined with triangulation in person and place. The researcher's experience in data collection ensures credibility by providing a nuanced understanding of the data, which enhances trustworthiness of the study's findings. Moreover, the concept of data saturation was pursued, with the subject matter being examined until no new information emerged.

In pursuit of dependability, the researcher diligently reviewed and annotated the transcriptions, assigning codes to participants and revisiting the data multiple times to identify any inconsistencies. Notes from data collection and transcription were instrumental in verifying the consistency of the results.

To safeguard transferability, the sampling process involved selecting a diverse group of well-informed individuals, as facilitated by school administrators and head teachers. The interview guides were initially drafted in English and then translated into Amharic, ensuring linguistic accuracy. The data was meticulously documented, including audio recordings, transcripts and translations to provide a thorough account.

Confirmability was established using the Audit Trail method, which entailed a comprehensive documentation of the data collection, analysis, and interpretation processes. Discussions with academic advisors while in data collection were integral to the study, as they provided critical feedback that informed the research. Peer input was also sought, adding another layer of scrutiny. The study's narrative was enriched with participant quotes that

genuinely reflected their sentiments, accompanied by thoughtful interpretation, thereby supporting the study's trustworthiness.

4.8 Data analysis and management

The tape recorded interviews were transcribed verbatim in Amharic and translated into English. The transcripts and translations were cross-checked for consistency. Translated notes were read and re-read to define categories and themes. Data was coded inductively since it allowed themes to emerge directly from the data itself. Content analysis was used to describe perspectives of parents' and teachers' using Atlas ti version 9 software to facilitate coding and analysis. This type of analysis is used to analyze content by structuring it to get meaning out of it in a brief way by coding and generating themes to address research objective (39).

Immersing in the data was the first step, meticulously reading and re-reading the material to become intimately familiar with its content. Then initial codes were generated by salient features relevant to the research question. These codes were grouped into potential subcategories and categories, which were reviewed and refined to ensure they accurately reflect the data set. Then potential themes were developed. The final step involves defining and naming the themes, constructing a coherent narrative that encapsulates the essence of the data in relation to the research objectives. Quotes that best explained the participants' view both in agreement and disagreement have been used to support the finding.

Table 2: Categories, subcategories, codes to explore parents' and teachers' perspective towards inclusive education for children with autism in pre-primary and primary schools of Addis Ababa,

Categories	Sub categories	Summary codes
Parent perception towards IE	Parents understanding of inclusion, parents' opinion towards inclusion	knowledge of family about inclusion, typical child parents not knowing about autism children, Family attitude towards inclusion, attitude of typical child parents for inclusion
Teacher perception towards IE	Teacher understanding of inclusion, teachers' opinion towards inclusion	teachers knowledge on inclusion, opinion of teachers toward inclusion, school directors opinion
Benefits of IE	benefit for autistic child, benefit for typical child, benefit for autistic child parent, outcome of inclusion	Communication, Copying behavior, feeling included, improve writing, just spend the day, learn calmness, learn socializing, learning routines, typical children learn caring, typical children become aware
Child behavior related factors	Autistic child behavior	Learning skill, poor adaptation to new environment, autistic child speech pattern, behaviour of autistic child in school
Parent related factor	parent denial, awareness on autism	hiding autism children, family denial of child case, fear of dismissal, knowing about autism, lack of awareness, society awareness about autism, source of knowledge about autism, stereotyping based on physical appearance, typical child parent autism knowledge
Teacher factor	Teachers awareness about autism, teachers neglectance	poor teachers knowledge on students' background, poor teachers knowledge, teachers knowledge on autism, poor teachers attitude, poor teachers attention
Systemic factor	government related barriers, insufficient resource, curriculum, lack of professional development	lack of resource, lack of assistant teachers, many children in a class, no special teacher for child with autism, untrained teachers, no M&E for autism child, not flexible curriculum, teachers with unrelated academic background, no training, no autism center at government level
Institutional factor	school related, limited autism support services	no parent discussions, hard to get special need teachers, lack of experience of gov't school, lack of experience of private school, lack of willingness, poor parent-teacher communication, students bullying ASD child, unsafe government school environment, access for autism foundation center

Individual level	Parent related, students support, Teacher support	typical child parent attitude for child with autism , attitude of family to ASD child, parents knowledge on ASD, positive students' attitude, professional teacher, attitude of teachers toward autism child, professional support, teachers informing students about autism
Organizational level	school initiatives, NGOs support	parent discussions, use of mini media, collaboration, safe school environment, transition from special to inclusive, compassionate autism centers
Employment of staff	assistance teachers, specialized teachers	Re-assistance teachers, re-professional teacher, re-need of special need teachers, re-psychiatrist in school
Enhance engagement	government involvement, support from family and others	re- government attention, re-shared responsibility, re-family support
Capacity building and awareness creation	training, awareness creation	re-creating awareness, re-parent-teacher discussions, re-teachers training, re-teach them skills
Creating enabling environment	understanding and acceptance, individualized support, safe and suitable environment	re-schools should accept ASD children, re-accepting the child case, re- believe in autism child capability, re-stop discriminating, re-stop hiding, re-categorization, re-initial training, re-need of teaching aids, re-safe environment, re-need students support

4.9 Ethical consideration

Ethical approval and a permission letter has been obtained from the Research Ethics Committee (REC) of School of Public Health, College of Health Sciences, Addis Ababa University. A letter of support has been obtained from the school of public health for Addis Ababa education bureau then permission letter was obtained from selected sub cities education offices for the schools. After explaining the purpose of the study to each school administration and participants, informed consent and detailed information outlining the purpose, procedures and potential risks and benefits was obtained before starting the interview. Participation was voluntary and respondents were allowed to refuse or discontinue participation at any time they wanted. They were assured that they have the autonomy to express their perspective freely, and their contributions will be valued irrespective of their position and viewpoint. To keep confidentiality codes were assigned throughout the process for each study participant to ensure anonymity in the transcriptions and translations. Throughout the research process, the investigator conducted the study ethically with necessary qualification. Any attempt to cause participants psychological or emotional harm was avoided at all times.

4.10 Dissemination of Findings

After completion of the research, the final result will be submitted to School of Public Health, College of Health Sciences, Addis Ababa University. The findings of the study will be presented during the thesis defense and after approval of the study; the final result document will be disseminated to different stakeholders such as Addis Ababa education bureau that will contribute to improving the implementation of inclusive education for autistic children and effort will be made for publication in national or international journals.

5. Findings

5.1 Socio-demographic characteristics

A total of 31 IDI parents of child with autism, typical child parents and general teachers and 7 KII with school directors and a special need specialist in two sub cities of Addis Ababa in four private and four government primary schools (19 participants from Akaki Kality and 19 participants from Arada sub city) for two consecutive weeks were conducted and included in the analysis of this study. Almost all participants were females with 9 male participants. The age of participants ranges from 22-65 years with median age of 34 years. Most of the participants were from government primary schools.

The study findings are presented in five themes, namely: (1) perception towards inclusive education for autistic children, which include understanding and belief towards IE (2) benefits of inclusive education, which includes the benefits and outcome of IE (3) barriers to implement inclusive education for autistic children, which includes child behavior related factors, teachers factor, parent factor, systemic factors and institutional factor barriers (4) facilitators for inclusive education, which includes individual and organizational level enablers (5) suggestions of parents' and teachers' for future inclusive education intervention.

Table 3: Socio—demographic characteristics of IDI and KII participants in Addis Ababa, Ethiopia 2024.

Respondent categories		Autistic child parents	Typical child parents	General teachers	School directors
Primary school type	Government	5	5	10	3
	Private	2	3	6	4
Age range		29- 65	27-47	23-40	27-39
Sex	Male	1	3	1	4
	Female	6	5	15	3
Education	Primary	1	1	-	-
	Secondary	1	2	-	-
	Diploma	2	2	13	1
	Under-graduate	1	3	3	4
	Post-graduate	2	-	-	2

5.2 Perception towards inclusive education for autistic children

Parents’ perception on inclusive education for autistic children

In the realm of inclusive education for autistic children, understanding and attitude among parents vary significantly. Almost all typical child parents are unfamiliar with the term and concept of inclusive education, while parents of child with autism have a basic understanding that it involves teaching children with disabilities alongside with neuro-typical peers. But few autistic parents first thought inclusive education is only for children with physical disabilities, such as those who are blind or deaf, and not for children with autism. Most parents of autistic children learned about inclusive education through interactions with other parents and when they were turned away by private schools due to unwillingness and directed to government schools that offer inclusive education.

Almost all parents of child with autism have a positive belief and recognize the benefits of regular schooling for their children because they emulate the behaviors of typical children and medical professionals support inclusive learning. But they are uncertain if inclusive education suits all autism levels, particularly those with exceptional needs or severe

challenges. Concerns persist about academic rigor with some noting their children are graded without thorough evaluation. Regarding typical child parents some worry it may stress autistic children and also their typical child, suggesting separate education would be better. However, most support inclusive education, believing it fosters equality and acceptance. Despite these issues, there's cautious optimism, with parents of child with autism thankful for inclusion yet mindful of its limitations.

“I have never seen it here; I didn't think it was possible like this. Even if there is, I don't think it's good because children with autism need special attention. Typical children will also be disturbed. Autistic children are restless by their behavior. So I think it is not good to include them in one class. I would like them to study separately.”(30 years old female typical child parent)

General teachers' perception on inclusive education for autistic children

The general teachers' understanding of inclusive education varies. Almost all teachers recognize it as a system designed to educate students with and without disabilities together, emphasizing equality and mutual support. However, there is a lack of awareness in some private general teachers, admitting they have not heard the term or do not fully understand it.

“Is it the new education policy? I think Inclusive education means providing education physically, mentally and including arts for children. It is teaching through play.”(24 years old female general teacher)

Almost all general teachers view inclusive education for children with autism positively, acknowledging its benefits in fostering acceptance and understanding. They believe with the right support, autistic children can progress well. However, some general teachers in private schools prefer separate learning environments for children with autism due to the above concerns and the unprofitable nature of inclusive education which is stated by school directors.

“I think it is good if they are treated separately and studied separately. It will have some side effects. They won't be perfect. When we see it positively autistic children may feel they are equal and same as others but I prefer if they learn alone not included. Their inclusion has an effect better if they are alone. I am sorry for saying it. In a school with many students like ours, it is difficult to include them better to treat them separately.”(29 years old female private teacher)

5.3 Benefits of Inclusive education for autistic children

Almost all children with autism, typical child parents and general teachers appreciate the social learning opportunities it provides, as children with autism emulate the behaviors and manners of their typical peers, which can lead to improvements in their own behavior and social skills. Both types of parents and general teachers have stated that the presence of children with autism in regular classrooms fosters empathy and understanding among neuro-typical students, who learn to support and assist their classmates with special needs.

“When he was in special class he copied others behavior like putting his hands in his mouth, hitting himself when angry. But here I don't know how I will thank the children. They are very supportive and better than the teachers and show healthy behaviors that he copies. He sees their care and love.”(40 years old female autistic child parent)

Almost all parents of child with autism expressed joy in seeing their children eagerness to attend school, carrying their bags and spending the day like other kids even though they don't get academic value. In few children with autism the supportive environment created by inclusive setting fostered improvement in writing, communication and to have routine adherence. And for parents of child with autism it has given them time to spend alone.

“The boy is making a difference now. When he first came, he didn't want to be around children. He would also cry. But now children also take care of him. He has begun to speak in a certain way. He also tries to write. He tries to say his name. He does not write clear text, but he writes.”(32 years old female teacher)

Despite the benefit inclusive education provides almost all parents of children with autism have stated that the inclusive education setup is serving them more like daycare, lacking academic value. Parent of child with autism stated that since nothing is done in school, the therapy we give him at home is ruined when he goes to school. Most general teachers also

expressed children with autism are in school just to spend the day with no interventions being done.

“Inclusive education is only the name; it is not inclusive education...they do not give therapy rather they destroy the therapy that me and my husband did at home for our child. Nothing is done for him at school level. We use it as a children's daycare. My son will spend time in school.”(35 years old female autistic child parent)

Another parent of child with autism stated that emotional distress experienced by her son who is aware of his differences but struggles to perform academically, felt inferior.

“He is frequently upset, have inferiority complex due to his grade level. He says I'm in the same class at this age every year because am stupid. He is aware of things but can't perform what he wants.”(40 years old female autistic child parent)

5.4 Barriers to inclusive education for autistic children

Child behavior related factors

The behaviors associated with autism, as observed by almost all parents and educators hinder inclusive education implementation for children with autism. These were distinct learning and communication profiles, which includes delayed speech and a need for repetitive learning linked to actions, communication difficulties and high sensitivity to environmental changes. Consistency is crucial for them, often showing a preference for familiar objects and settings. Transitions to a new environment are stressful, leading to anxiety or even physical outbursts as a form of expressing discomfort as both parents and teachers stated. Most general teachers also stated that behaviors such as restlessness, hyperactivity, and self-harm are common in most of children with autism, and some children consume non-food items like soil or chalk while in school. Due to the behaviors children with autism show; teachers stated that the learning process is disrupted and need constant supervision and a tailored educational approach, often thriving under the care of specialized teachers who understand their unique needs as all general teachers stated.

“His behavior in the classroom disturbs the other typical children. He puts any choke or other object he finds in his mouth. I keep an eye on him because there is a possibility of falling. I focus on him more than other students because he does not recognize good and bad things. If he finds an opening door, he will run away...” (23 years old female teacher)

Parent related factor

Parents face challenges in recognizing and accepting autism in their children. Initially, there was a lack of awareness and denial, as almost all mothers struggled to accept their son's diagnosis due to their normal physical appearance because they assumed disabilities must have a physical manifestation.

This misunderstanding extends to public interactions, where children with autism are often assumed to be typical based on their appearance due to lack of awareness. The invisible nature of autism challenges parents in gaining recognition and understanding from others. They feel detached from their communities and struggle with judgment and lack support from others. This caused emotional strain on parents of child with autism grappling with feelings of helplessness and questioning God for what has happened to their child.

"I don't want this to happen to anyone. Even my brothers are not helpful. She cries...I am getting older, what will happen to my child when I die. My family says why do you school him? What is the use? Even my child says I am a useless mom. I always ask my creator, what have I done? What sin had I done? I said to God don't punish me with my child, instead punish me."(40 years old female autistic child parent)

Some parents were unaware of autism until it was suggested by others that their child's behavior warranted medical attention. Some relatives of autistic child parents' misattribute delayed speech of children to familial traits or race, leading to further delays in seeking help. Most parents initially dismiss early signs of autism, attributing them to other factors or hoping for natural improvement over time. Almost all of the parents' understanding about autism deepens significantly after it directly affects their own child. For some, the understanding was prompted by external advice from friends familiar with autism, leading to a diagnosis and subsequent learning. And some parents, after noticing atypical behaviors in their children that contradicted their expectations of typical child development, began to read books, stories, and fetch information from the internet to realize and accept their child's condition.

"She didn't start to talk quickly first; she was late for the speech. Her father's relatives said that her father was also like this. At this point I ignored her saying that she would slowly start to talk. But after that she started being restless and hurting herself. When I consulted

people, they told me to go to the hospital. She started follow-up at the hospital and she is now doing well.” (29 years old female autistic child parent)

Reluctance in parents to acknowledge differences in their child is stated by most general teachers and school directors. They stated that the denial stems from fear of stigma, fear of dismissal and lack of understanding about autism. Registration forms designed to identify children's needs at the beginning of academic year are frequently met with denial from parents, who do not acknowledge their child's condition or the necessity for special support.

“...when the parents are asked, while they fill out the form, on whether the child needs special support so that we can facilitate the support, they will tell us that the child has nothing, and they will not accept it. When you explain to them that it’s his right to learn and he won't be dismissed, they will still tell you that he has no difficulty.”(36 years old female teacher)

Teacher related Factor

The statements from parents of children with autism and general teachers reveal a concerning lack of understanding about autism often associating it with Down syndrome or to children who lack attention and are restless.

“I don't have a deep understanding and knowledge, somehow when we learn during the course of teaching we just don't understand deeply about autism...” (36 years old female teacher)

General teachers also lack detailed information of a student's background and specific needs, which lead to inappropriate disciplinary actions and a failure to provide the necessary support. Almost all parents observe that their children do not receive the necessary focus and are left to rely on external support from a personal nanny rather than any special needs teacher. In school, autistic children are frequently left out of classroom activities, leading to isolation and a sense of neglect as their parents stated.

“...even the special needs teachers here focus on those who are blind and deaf. I don't see any support and guidance for autistic children. It is good if there is something different, but now our focus is on the typical children and there is nothing for them. Nothing is given to us to do for them.”(35 years old female teacher)

In addition, few parents of children with autism expressed a fear of communicating with teachers, worried that any perceived nagging could lead to their child's expulsion. This fear came from lack of willingness from the teachers to engage in dialogue. Some parents of children with autism reflect the negative attitude of teachers to support their special need child. Some teachers say that the child's nanny should not accompany them to school, which places parents in a difficult position affecting their career.

“I want to talk to them but I fear them plus they are not willing. I fear them b/c they will say she is nagging us when we tried to help her by getting her child here. They may expel her for this reason. For whom would I accuse them if they do like that? So it is very hard. So in fear of this I don't communicate with my child teachers.” (39 years old female autistic child parent)

Systemic factors

Lack of government attention

Almost all parents' of children with autism statements convey a sense of frustration and concern regarding the government's attention. The sentiment is that while the government is focused on expanding education broadly, there is a perceived lack of targeted support for those with autism. The government is credited with handling other health crises effectively, but when it comes to autism, there is a feeling of neglect and disregard as almost all parents stated. Most parents stated that different individuals dedicated their lives to working on autism, indicating a deep personal commitment to autism rather than the government.

“ ... the government is doing massification, it is simply called spreading education, like spraying holy water... what you always see is the goodwill of people.”(65 years old male autistic child parent)

Insufficient resources

Human resources are scarce in both government and private settings, highlighting the need for specialized teachers for children with autism. Shortage of assistant teachers, which is significantly impacting the quality of instruction and care provided to both autistic and typical students, especially in large kindergarten classes with 60-70 students is stated by most government general teachers. The current staffing, typically one teacher and one babysitter per class, is insufficient, leading to situations where children with autism do not receive the necessary supervision. In addition most government general teachers find themselves

improvising cartoons or using their own cell phone to make children with autism calm and be happy due to the absence of dedicated material resources.

“... I mean he eats soil...we have a lot of students in KG. We have 60-70 students in one class. For one class there is only one teacher and one baby setter, which is not adequate. If one of us is absent and the other can't control the whole class. When you are engaged on one task, you can't always look at him, so at that time he might eat soil or something. He got sick repeated, his dad was so terrified.”(36 years old female teacher)

Lack of professional development

Lack of professional training is a major concern stated by almost all general teachers, which left them unprepared to meet the needs of children with autism. The sporadic training sessions that do occur failed to provide a systematic approach to knowledge transfer, and the infrequent orientations offered are inadequate, lacking the practical skills necessary for supporting autistic children. The high turnover of trained teachers aggravates the situation, resulting in a persistent gap in expertise. Moreover, teachers from non-educational backgrounds lacking pedagogical training hinder the ability to deliver educational content effectively and cater to the varied learning requirements of different types of students as a general teacher stated.

“...so by seeing the signs that children show; I speculate a problem and try to talk to the parents. But the government does not provide adequate training to teachers, they say to teach inclusively with no guidance. There is no training or course that says you will do it like this when there are children who are studying inclusively.” (30 years old female general teacher)

Curriculum inflexibility

The curriculum used appears to be a source of significant concern for most parents of children with autism and almost all general teachers. They described it as being designed for neuro-typical students, without modifications for those with autism, leading to disconnect between the students' abilities and the expectations set by the educational materials. The situation is compounded by assessment practices that do not reflect the true capabilities of these students, often leaving them with low scores that do not capture their potential or progress. According to the insights shared by most general teachers, the implementation of a free promotion policy ensures the seamless advancement of children with autism from one

academic level to the next. However, few students are found anchored in the same grade, experiencing the same class repeatedly for many years.

“There is no form to evaluate them. There is no form or criteria that I can use to measure how children with autism have changed since they started. At present they come, stay here and go home. So, it is a daycare for the children and they don't get any special support.”(27 years old female teacher)

Institutional factor

School related

To enroll their child with autism in regular schools parents faced challenges. Some government and private schools expressed their inexperience in dealing with such cases. They state that they previously only worked with children with Down syndrome. Due to their lack of experience with autism, they have not employed a teacher equipped to handle the specific needs of an autistic child.

Almost all school directors stated that there is a gap in schools willingness, preparedness and resources to support children with autism. They acknowledge that their schools are not actively providing awareness on the subject regarding awareness about autism and inclusive education. With regard to this, to secure educational opportunities for their child with autism, parents reveal a disheartening struggle. They recount frequent rejections from private schools often coupled with high fees and a lack of responsibility for the child's well-being and requirement to hire a nanny. Finding suitable caregiver was also challenging for them. Some parents in a private school were also forced to find and hire a special need therapist in the school for their child's benefit and support. Most parents also described that they plead government schools for acceptance, facing outright rejections.

“I started to ask nearby schools, they told me they don't accept autistic children b/c they don't have teachers for them to look after. Then I went to Addis Ababa education bureau, and reported that I couldn't get my child to school. They told me to pick any school I wanted and that they will facilitate getting my child to school. I also went to sub city education bureau and reported they told me we will tell them through phone “(40 years old female autistic child parent)

The statements from parents and teachers also reveal significant concerns about the physical environment and safety measures in government schools for children with autism. Safety concerns are paramount, with open doors and unsupervised environments posing risks of children getting lost or injured.

“We went to the government school. The doors are open and the environment is very unsafe for my child. What if he is lost, who will take the responsibility?” (65 years old male autistic child parent)

Beyond the care of their child almost all parents stated the financial strain placing a heavy burden on families. The search for adequate support in schools, searching for personal nanny and special need teachers leads some parents to leave their jobs to become full-time caregivers and also relocate their residence.

“They said we don't have a nanny for your child but would like to work on autistic kids. So I stopped my work and went with him to classes for a week to sit with him till I got a nanny. Because when I searched for a nanny they asked me for 10,000-15,000 birr. I don't even get paid this much. Then I got a nanny that I can afford. I pay her half of my salary b/c I don't want my child to stay at home.”(40 years old female autistic child parent)

The statements from parents and teachers paint a distressing picture of the experiences faced by children with autism in inclusive educational settings. They describe instances where children with autism were subjected to teasing, mockery, and physical aggression by their peers. This mistreatment often stems from a lack of understanding and the perpetuation of negative stereotypes about mental health issues, which are sometimes brought from home to the school environment as teachers stated.

“Sometimes physically and by age these children don't match. We took a child from our center into inclusive learning and the typical children teased him and called him "ababa". Then the child began to hit them back. So we decided to get him back to special center to work more on him.”(36 years old female school director)

Limited Autism Support services

Almost all parents of children with autism express the scarcity and inaccessibility of specialized schools. These schools are too few, located far away, and prohibitively expensive. The lack of government support and budget for specialized schools along with the difficulties

of managing older children with autism, as most centers are unwilling to accept these children is challenging. Parents stated that the educational system is unprepared to provide for the educational needs of their autistic child, forcing many to either stay at home or attend regular schools, which are not equipped to support them adequately. Currently, there are only a handful of specialized autism centers, which is insufficient given the prevalence of autism and the need for specialized care and education.

“I didn’t get the chance for special school. They are very far, few and very expensive for us. It would have been better if they had branches and were affordable.” (40 years old female autistic child parent)

Parents also faced significant barriers in accessing autism-related services. The lack of local capacity and access to better treatment and school prompted some families to relocate for their child's therapy and education. A family stated that despite the recommendations from doctors to start therapy, financial constraints and long waiting lists hindered immediate access to treatment and the scarcity of knowledgeable professionals in the field for children with autism exacerbated the situation.

We were told to start therapy by doctors. Since we did not have money at the time, we stayed longer than one month. When we asked to start therapy, they said there is a long waiting list and we waited for more than 3 months. We searched different places for treatment. Although we asked in most places, we could not afford it. (35 years old female autistic child parent)

5.5 Facilitators of Inclusive Education for autistic children

Individual Level

All parent's have hope and recognition of potential towards their child with autism. They view their child as a blessing and believe that with the right support, children with autism can thrive and develop new skills. The family acknowledges the unique challenges but emphasizes the importance of love, care, and patience. They are realistic about the child's limitations but remain focused on the child's well-being and self-care abilities. Most parents acknowledge the need for specialized support and love, emphasizing that autism is not a disease but a condition requiring tailored care.

“With care and support, autistic children can become better people. They have potential like any other kid. They are smart.”(35 years old female autistic child parent)

Most general teachers' and school directors' statements reflect a nuanced understanding of the educational needs of children with autism. They recognize the potential for significant change with the right support, including dedicated special needs teachers and appropriate teaching materials. The teachers observe that children with autism can learn and adapt. They emphasize the importance of individualized attention and the value of non-academic achievements. Almost all teachers have a strong interest in supporting children with autism. They provide love, support and patience recognizing that each child has unique needs. Few parents of children with autism also stated the support they got from professionals in inclusive education. They appreciate the special needs teachers who are described as good, willing, and caring, creating a positive environment for the child.

“Teachers are better, when the child disturb they try to handle them; they make him to sit in the office.”(35 years old female autistic child parent)

Typical students mostly in kindergarten level offer a heartwarming perspective towards their peers with autism. The empathy, care, and support these children offer, often surpasses the assistance provided by general teachers. Initially, there was a stigma attached to children with autism for behaviors that were misunderstood. However, through careful explanation and education about children with autism condition, teachers were able to foster a safer and more empathetic environment. Parents of children with autism and teachers describe the students as being understandable and accepting, engaging in acts of kindness such as helping with personal care, ensuring safety, and including their peers with autism in activities.

“Children with similar ages usually understand her. They have a good attitude towards her, they approach her well. When they go home, we assign one student who would go with her to the school bus so that she won't fall down.” (35 years old male teacher)

Organizational level

Some parents of children with autism expressed the impact of autism centers on their lives. After enrolling in autism centers, their child learned essential self-care skills and began to communicate. Parents also received training, which empowered them to support their child better and share their knowledge with other parents of children with autism. The compassion within the community of autistic child parents and the role of individuals who are founders of autism centers in raising awareness and support is cherished by some parents. Some typical parents also expressed joy in seeing children with autism showcase their abilities on

television, indicating the positive outcomes of specialized training in autism centers and the importance of external support for both children and parents in the autism community.

“When he was 6 yrs old I got a chance to get him into special class. There he was trained how to use toilet and how to wear clothes. I become strong through time and my child started to show changes. He used to pee and touch by his hands, eat raw pasta, eat his food with mud, cried a lot and I couldn’t rest after work. But now he has a lot of changes thanks to God, he can speak now, tells me what he wants. The autism center was very helpful, I got trained myself and thanks to my nanny things changed.”(40 years old female autistic child parent)

In some government schools the school directors indicate the proactive approach they implement to raise awareness about inclusive education not to hide children with disabilities at home and encourage community members to bring such children into the educational system. In these schools awareness sessions are conducted regularly—three times a year—to inform parents about the services offered and the benefits of inclusive education. They also share progress reports on students' development, helping to reduce parental concerns in these sessions.

“We give awareness three times a year in the beginning of the year, mid semester, and final. Since our school has also special center we give them the information and we advocate to bring their child to learn in inclusive education with typical children” (36 years old female school director)

The school directors in some of the government schools actively seek support from the education bureau and plan to collaborate with non-governmental organizations that specialize in special needs education. Previously they have received assistance from non-governmental organizations for experience sharing, for awareness creation programs for students and teachers in school compounds and collaborated with universities for material support to create a supportive and adaptive educational environment to facilitate learning for children with autism. The directors are also planning to conduct training sessions for parents and teachers to foster a better understanding of inclusive education and its benefits. This initiative comes in response to concerns raised by teachers and typical child parents about having children with autism in their classes. Although most of the schools did not previously have children with autism and had not anticipated doing so, there is now recognition of the importance of including these children as part of the community.

“We are planning to give training for all parents collaborating with education bureau on pre primary school level on the general concept of inclusive education and its benefits to change their way of thinking. And for the teachers we had given training once so after evaluating its effectiveness we are planning to continue the training.”(26 years old male school director)

The school structure organization which is organized as a resource center and satellite center has also an effect on inclusive education for autistic children. As few school directors stated, being a resource center school has enabled them to emphasize on quarterly monitoring of the children's progress, and get support from special needs teachers from the special need center easily. In these schools teachers are also capable of transitioning autistic children into inclusive classrooms from special need centers and vice versa if a child has unimproved condition not able to maintain in mainstream classes.

“We monitor their progress quarterly; these children are able to change. When they come, some children can't write or speak; therefore we monitor their writing skill and speech and bring them into inclusive learning when they show improvement.” (36 years old female school director)

5.6 Suggested solutions for future intervention

Employment of staff

The necessity for assistant teachers and specialized teachers in inclusive education settings is highly mentioned by almost all general teachers and also by most parents. They stated that dedicated personnel are essential to effectively monitor and support children with autism. The current staffing levels make it challenging to provide the individualized attention required by students with autism, which leads to difficulties in managing their needs and behaviors.

“There should be at least one teacher who specialized with this profession; so that she would help them in understanding and also she would team them separately for a specific period. Second she would also guide other teachers on the way of teaching such children. If there was such a thing it would have been better.” (36 years old female teacher)

Enhance engagement

Increased government attention and action is stated by almost all parents and teachers to support children with autism. Parents of children with autism express the need for accessible and inclusive schools within their communities, as well as for government initiatives to

provide assistance and alleviate the stress associated with raising children with autism. The collective responsibility of society, including the government, individuals, and investors, is emphasized for fostering change and supporting children with autism. Almost all parents wanted a unified approach where every member of the community views these children as their own and contributes to their care and education. The integration of health and education sectors is also mentioned by few school directors, with health professionals to train teachers and raise awareness. They stated empathy, while inherent in the community, needs to be supplemented with informed awareness to address the growing needs of children with various health conditions in addition to autism.

“And the main responsibility is the government. We don’t bring these kinds of kids by will. There must be a big organization built by the government. We need to work to live. But having twin autistic kids we can’t do that. My husband works b/c I am with the children. He works at least with consciousness but doesn’t mean he is not stressed. With this inflation rate it is very much difficult if only one person works. Autism is very hard. You cannot even beg and eat having autistic child.” (28 years old female autistic children parent)

Creating enabling environment

Implementing inclusive education in developing nations presents significant challenges due to the high demand for various resources as most teachers, parents and school directors stated. Human resources and teaching materials are essential to provide the specialized support needed for inclusive learning to cater to the diverse needs of all students. Moreover, they stated that schools need to be prepared to welcome children with autism, which involves not only having the right educational materials and an accommodating environment but also fostering an inclusive culture among staff and typical students. Some parents of autistic children also needed clear information about their child's activities and progress. They wanted regular discussions, possibly bi-weekly. In addition they wanted private schools to join this inclusive movement and for all educational institutions to create environments that are conducive to the learning and growth of children with autism.

Most autistic child parents and general teachers said that it's not feasible to adopt a one-size-fits-all model; tailored interventions and categorization based on severity level are necessary.

“Now, for example, the girl with us has mild autism compared to others. She shouldn't be with those who have severe autism. Because she is better than those, if she is with them she

will be like them. It will not be good for her. Being with normal children is good for her. It is better if they go to the same school based on their autism severity levels.”(30 years old female teacher)

Almost all general teachers and parents of children with autism stated that the Ministry of Education should prioritize the development of curriculum segments that cater to their unique needs and also incorporate hand-on activities. Providing such resources directly from the Ministry of Education would ensure that all children with autism have the opportunity to learn in a way that resonates with them and support their educational growth. In addition, most general teachers and parents said that it is important to establish regular assessments to track progress and adjust goals accordingly for children with autism like any typical children which have benefits both for the child's growth and for providing a sense of direction and accomplishment for the teacher.

“If attention is given at the level of the Minister of Education, in terms of curriculum; b/c they are not considered at all. There must be portions prepared for them.”(37 years old female teacher)

Before integration, children with autism should be trained on basic life skills and behaviors to thrive in a regular school environment as almost all general teachers and some typical parents suggested. The establishment of dedicated autism centers is advocated as a starting point, where children can receive focused attention to improve their functional abilities. Once progress is made, these children could transition to regular schools. Teachers stated that while some children with autism may be able to attend mainstream schools directly, others with more severe conditions benefit significantly from the structured environment and specialized programs offered by autism centers.

“Children with autism from autism center come to regular schools after prior work is done on their behavior. There are students who directly come to our school but we have understood that before directly coming to regular schools engaging in autism centers is crucial. If a student comes with severe autism we recommend the parents to take them to autism centers. Then when they are able to be included they will join here.”(39 years old male special education director)

A typical child parent stated that ensuring that children with autism have access to transportation for school is a collaborative effort that involves parents, schools, and the

community. It's crucial to establish reliable and safe transportation options to support the educational needs of these children.

Capacity building and awareness creation

All general teachers, school directors and parents' emphasis on educating the community to foster a supportive environment for those with autism to ensure that autism is understood not as a fault but as a condition that requires empathy and support. They stated the first step is to cultivate a mindset that embraces diversity and recognizes the potential within every child. Parents of children with autism stated that acceptance and support from families, relatives, and community are crucial for them. They said transparency can lead to better support systems and resources for them. Awareness programs to be prepared at the school were also recommended by some typical parents as they mentioned their lack of awareness about inclusive education.

"We should sensitize our community about autism, the government won't knock the doors and say bring your children. We should first start from creating awareness then children will come to public from where they had been hidden."(40 years old female autistic child parent)

Almost all general teachers emphasized specialized training to better understand and support children with autism. They recognize the need for professional development to learn about the behaviors and care requirements of these children. Such training would not only help teachers within the classroom but also equip them to support children with autism in broader social contexts. Teachers express a desire for courses that would enable them to identify and nurture the unique talents of each child, whether it is in communication, art, or other areas. In addition, a teacher suggested that individuals who have not graduated with a teaching degree to pursue pedagogy courses to better support all kinds of students.

"It is to learn the character and behavior of autistic children so that they can benefit from it. I would say that the professionals should train us. Children with autism and other children with special needs differ in many ways. Therefore, it is good if we understand the needs of children with autism. As we become teachers, it is our duty to know about autism."(27 years old female teacher)

6. Discussion

This study explores the perspective of parents' and teachers' towards inclusive education for children with autism. It describes perception of parents' and general teachers', benefits of IE, barriers & facilitators for IE and suggestions on areas of improvement for IE.

This study showed that while almost all parents of typical children are not aware of the inclusive education concept, almost all parents of children with autism are aware and support inclusion. This indicates that parents of children with autism tend to be more aware and supportive of inclusive education, likely due to their necessity to engage with different educational settings, parents of neuro-typical children did not have the same level of awareness or involvement. Lack of awareness of inclusive education by typical children's parents has an impact in fostering a supportive environment benefiting all children. Their awareness is crucial to create understanding, acceptance and encourages advocacy. This finding is similar to a study done in 40 typical parents in Greece indicating that most of the participant parents did not feel informed about; they were not aware of the notion of 'inclusion' or approached inclusion from an integrationist point of view (44).

While almost all parents of children with autism and most typical children parents support inclusive education, resistance persists in some typical child parents. These may be explained by their lack of inclusive education concept even though they teach their child in inclusive schools. This was due to the fact that most private schools don't want typical child parents to know that there are children with autism in the school since most complain fear of disruptions and harm their typical child might experience. This is similar to a study done in Iran to study perspective on inclusive education of preschool Children with Autism Spectrum Disorders and Other Developmental Disabilities stating some parents of typically developing children raised objections when they heard that there are special need children in the school and are afraid of the negative impact on their own children (29).

Additionally, some private school teachers prefer segregated learning which may be explained by the challenges it poses to the learning process, lack of skills and understanding about autism. This is similar to a study done on teachers' attitudes towards the inclusion of students with autism and emotional and behavioral disorders that stated many teachers expressed concerns about their ability to meet the diverse needs of students with autism in mainstream classrooms (45). Almost all parents of children with autism recognize the social emulation benefit it offers for their child and also typical child parents stated that their

children will get awareness and have empathy which is similar to a study done in the USA stating children with autism as well as typical children will benefit from an inclusive environment (17).

General teachers, on the front lines of implementing inclusive education, acknowledge inclusive education and almost all are aware of it except for a few private school general teachers. This may be due to limited acceptance of children with autism in private schools' contributing to unfamiliarity of IE concepts. But almost all teachers have a positive attitude that is similar to a study in London, based on Greek teachers' perception regarding IE (46).

Inclusive education for children with autism has several barriers. One of the barriers is child factor, which is the behavior of autistic children and their diverse needs. These include difficulty in social interaction and communication, preference of routine, hypo or hyper reactivity that can be distracting, anxiety-provoking in a typical classroom environment, hindering the ability of autistic children to engage effectively with peers and teachers and impacting the learning process. This finding is similar to study in facilitators and barriers to inclusion of students with ASD done in Australia as perceived by parents and teachers. In the study the major barrier perceived overall and by each group of interviewees were student specific characteristics (47). This shows the need for tailored approaches to education that accommodate these diverse needs and behaviors to ensure that inclusive education is truly inclusive for all students.

Regarding the parents' factor, denial of their child's case was a barrier. This is due to parents' fear that their child will be isolated and dismissed from school. Because of this some teachers are unable to understand and help children with autism. This is supported in a scoping review study of parent perspectives of autism spectrum disorder diagnosis that emphasized the detrimental effects of parental denial, in the child's ability to integrate into schools and society later in life (48). Teacher factor barriers were lack of awareness about autism and lack of attention for children with autism were mentioned. This is similar to study in the United States done on elementary school teachers stating lack of knowledge is a barrier general educator's face in inclusive education (49).

Another barrier is schools unpreparedness and lack of experience in enrolling children with autism as stated by almost all parents of children with autism. Parents stated their frustration to find schools for their child. There is unwillingness and concerns in the impact of inclusive education in schools. Most private schools are not interested due to the high amount of funds

required to implement inclusive education and there is no law that forces private schools to enroll children with autism. This is similar to study done in sub Saharan on challenges of inclusive education stating schools unpreparedness to enroll children with disabilities (50).

From the systemic factor, lack of training is mainly stated by almost all participants. General teachers do not have the skills to teach autistic children. Even though professional development is necessary, all stated they lack skills. Teachers reported the feelings of frustration and guilt over the amount of time required to accommodate the lessons for students with autism. Additionally, teachers state they feel it takes time away from the majority of their students who do not have disabilities. This may be due to few student enrollments which led to lack of attention to prepare training for teachers. In addition this can also be explained by lack of pre-service training in the field of autism for GE with only few special need courses given. The finding also has similarity to study done in USA elementary schools mainly stating teachers' lack of training consistently showing that ineffective professional development is a barrier to successful implementation of interventions for students with ASD (49).

Facilitators of inclusive education for students with autism, as identified by parents and teachers, include supportive teacher practices, which are the most commonly mentioned positive influence. They show them love and care even though almost all general teachers don't have the skills. They also play a good role in creating awareness for typical kids how they can support special needs students. Teachers' positive attitudes towards inclusion are crucial for fostering an inclusive environment. The other is typical students' positive attitude which is very empathetic, loving and caring. Additionally, understanding the support needed for children with autism and creating collaboration between school and organizations significantly aids the educational inclusion of students with autism. These facilitators are essential in ensuring that students with autism have the opportunity to learn and participate fully in a classroom setting alongside their peers. The facilitators commonly referred as positive attitude and good practices by teachers is similarly reported in a study in Australia that parents identified a range of helpful teacher practices making IE possible (47)

7. Strength and limitations

In this study, the employment of a qualitative method is identified as a significant strength. This method enables for most effective means to delve into the intricacies of individual perspectives thereby facilitating the collection of a substantial volume of data on perception, challenges and attitudes that is best captured through qualitative methods. Furthermore, the study's strength is enhanced through the implementation of data triangulation. By soliciting and incorporating responses from a diverse array of respondents across various school types. This triangulation strategy not only enriches the data set but also enables cross-validation, thereby bolstering the credibility and reliability of the findings. The study ensures that the conclusions drawn are not merely reflective of a singular viewpoint but are instead supported by a convergence of evidence from multiple sources for comprehensive understanding of the subject matter. Lack of parents of typical children who are informed about inclusive education and lack of autism awareness is a limitation of the study.

8. Conclusion

This study has allowed for a deeper understanding of the perspective of parents' and teachers' towards inclusive education for children with autism. Parents of autistic children have a basic understanding of inclusive education and recognize its benefits having a positive belief. They see regular schooling as a positive influence, allowing their children to emulate the behaviors of neuro-typical children. However, there is a palpable uncertainty regarding the suitability of inclusive education for all levels of autism, especially for those with severe challenges. Concerns about the academic rigor and the effectiveness of grading systems indicate that inclusive education is still perceived as lacking in therapeutic and academic value by many parents of children with autism and considered as a daycare. Regarding typical child parents most are unaware of the concept of IE but most have a positive belief for children with autism to be included in regular schools.

Most teachers' belief towards inclusive education is positive, with recognition of its role in promoting equality and mutual support. Even though some teachers, particularly in private schools, advocate for separate learning environments and few are unfamiliar with inclusive education term concepts.

Despite the positive belief by parents and teachers for inclusive education there are concerns with general teachers and school directors feeling the pressure to manage disruptions and maintain the learning environment for all students.

The barrier to inclusive education for children with autism encompasses behaviors of children with autism, inflexible curriculum, neglect and isolation by teachers, shortage of specialized teachers and scarcity of resources. Societal misconceptions and stigma around autism exacerbate the issue, with autistic child parents' denial and fear hindering the acceptance and support of children with autism. The government's broad educational focus has resulted in a lack of targeted support for autism, leaving schools to manage as best they can without adequate preparation. This has led to a pragmatic, but ineffective approach to inclusive education.

Factors acting as facilitators are parents of children with autism embracing their child's condition with acceptance and hope, viewing their child as a blessing and recognizing their potential for growth and skill development is one enabler for IE that enhances the support children with autism needs in school. The other is students demonstrate empathy and support

towards their peers with autism especially seen in kindergarten contributing to a nurturing environment. Autism centers also have a significant impact, providing essential skills to children with autism and empowering parents through training. Another is government schools taking proactive steps to raise awareness about inclusive education, conducting regular sessions to inform parents and seeking collaborations to improve support for autistic children. From the structural aspect prepared by MoE which organizes schools into resource and satellite centers, the presence of special need centers in resource schools facilitated the monitoring of progress and support for autistic children, allowing for flexibility in their inclusion in mainstream classrooms.

Lastly, parents, general teachers, and school directors suggested that inclusive education for children with autism necessitates different things. This includes the employment of assistant and specialized teachers to provide individualized support, increased government involvement to create accessible educational settings, and the integration of health and education sectors for comprehensive training and awareness. The need for teaching materials and an inclusive culture within schools to cater to the diverse needs of students with autism, regular assessments and the development of specialized curriculum segments for the educational growth of children with autism, establishment of dedicated autism centers for children requiring more structured support before transitioning to regular schools is recommended by both participants. Additionally, the provision of safe transportation and the creation of a supportive community environment are emphasized.

9. Recommendations

Based on the study findings the following recommendations are put in place for specific stakeholders to take action:

- Policy and administration (MoE)
 - Establish Support Systems: Set up support systems within schools by engaging special need teachers to give therapy services and counseling to assist children with autism in their educational journey and also assist general teachers.
 - Curriculum Adaptation: develop curriculum that are flexible and inclusive that cater to the diverse learning styles of autistic students.
 - Community Awareness: Initiate awareness campaigns about autism and the importance of inclusion, reducing stigma and fostering acceptance
 - Implement Monitoring and Evaluation: Create mechanisms for regular monitoring and evaluation of inclusive education practices in children with autism so that their progress will be known.
 - Assessment and evaluation: prepare an outline to conduct an assessment to determine the child's needs, strength and areas of support. Based on these schools will categorize students according to their autism level.
 - Facilitate Inclusive Infrastructure: Guide schools in creating accessible, safe and sensory-friendly learning environments that accommodate the needs of children with autism.
 - Expand support for special need centers: the government should support special need centers since they highly work on autistic children's life skill learning which will make the future inclusion of the children easier/ for successful transition services.

- Education and Training Authority
 - Standard Setting: The agency should set standards and benchmarks for private educational institutions to follow inclusive education policy.
 - Monitoring and Evaluation: Establish robust monitoring and evaluation mechanisms to assess the effectiveness of inclusive education programs and make data-driven improvements.
 - Capacity Building: Invest in training programs for teachers and school administrators to equip them with the necessary skills to implement inclusive education effectively.

➤ For schools

- Awareness programs: prepare awareness creation programs in parents' day and school mini media programs to ensure all parents, school staffs, students are awareness on autism and IE
- School environment: Create sensory-friendly classrooms to help autistic students feel comfortable and focused
- Curriculum and Instruction: Adapt teaching methods and materials to meet the individual needs of autistic students and incorporate students' interests into the curriculum to increase engagement of autistic children
- Allocate Adequate Resources: Ensure sufficient funding, human and material resources to alleviate the burden of general teachers and to support inclusive education
- Provide Professional Development: Offer ongoing training and professional development opportunities for general teachers on autism spectrum disorders and inclusive teaching strategies. Schools should be sensitive with teachers of non teaching background and give them the appropriate pedagogy skills when they hire
- Promote Collaboration: collaborate with community based organizations and nongovernmental organizations to create a supportive network for inclusive education to provide additional resources and support to students and families

➤ Research Recommendations

- Further Research: further studies considering how to bridge the gap of non verbal and behavioral students in IE classrooms and which strategies could be used in IE based on the needs of ASD children for effectiveness by including the perspective of autistic children needs to be explored since there is no single model of IE that suits all countries. Finally, the perspective of typical students should also be explored b/c their attitudes are related and important in inclusive education school culture.

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Annexes

Annex 1: codebook

Table 2: Theme, categories, subcategories to explore parents and teacher's perspective towards inclusive education for autistic children in primary schools of Addis Ababa, Ethiopia, 2024

Autistic child speech pattern- the way an autistic child tries to communicate	Re-need of teaching aids- suggestion that there is need of teaching aids in schools to implement inclusive education
Attitude of typical child parent for IE- typical child parent feeling/views towards inclusion	Just spend the day- parents, teachers expressing the day of child with autism in regular school
Access for ASD foundation center- accessibility of autism centers for parents of child with autism	Collaboration- schools working with other organizations for different types of support
Access to ASD service- accessibility of autism related services for children with autism	Copying behavior- children with autism imitating typical children behaviour
Admission in private school- the process in admitting child with autism in private schools	Communication- child with autism learning to communicate with other
Admission to gov't school- the process in admitting child with autism in government schools	Learn calmness- child with autism learning to be calm
Attitude of family to ASD child- how parents feel towards their child with autism	Learn socializing- child with autism learning social interaction
Attitude of teachers toward ASD- how teachers feel about children with autism	Learning routines- child with autism learning daily activities
Decrease mother burden- child with autism mother's burden will be reduced	Parent happiness- child with autism parents being happy seeing their child go to school
Behavior of ASD child- different behaviors autistic child shows	Re-need students support- suggestion that typical students should support autistic children
Behaviour of autistic child in school- autistic child behavior expressed in school environment	Re-one to one teaching- suggestion that autistic children are educated in one to one teaching method
Family denial of child case- parents of autistic child denying their child is autistic to teachers	Re-repetition lessons- suggestion that autistic children need repetitive lessons to grasp

Fear of dismissal- parents fear their child will be dismissed if they tell their child is autistic and also parents fear to ask teachers about their child's progress	Re-safe environment- suggestion that schools are made safe and secured for the safety of autistic children
Government attention- the way the government is giving attention to autism sector	Re-schools should accept ASD children- suggestion that schools accept and enroll autistic children in regular schools
Hiding ASD children- society hide autistic child in their home	Re-special attention and care- suggestion that autistic children need special care and attention
Lack of experience of gov't school- government schools lacking exposure in working with autistic child	Re-special class- suggestion that autistic children are learned in special class
Lack of experience of private school- private schools lacking exposure in working with autistic child	Re-stop discriminating- suggestion that society need to stop discriminating autistic children
Lack of willingness- schools lack the willingness to accept and educate autistic child	Re-stop hiding ASD children- suggestion that society should stop hiding autistic children at home
Learning skill- the skill autistic children have in teaching process	Re-teachers should assess students background- suggestion that teachers need to know about their students profile
Opening autism centers/ foundations- the struggle to open autism centers	Re-transportation for ASD- suggestion that there need to be a transportation for autism children to go to school
Poor adaptation to new environment- autism children find it hard to get used to new environment	Re-willingness- suggestion that willingness is needed to teach autistic children
Poor teachers attention- teachers not giving attention to autistic child in classroom	Re-need of special need teachers in schools- suggestion that special need teachers are hired in schools
Poor teachers attitude- bad attitude of teachers for autistic children in school	Re- assistant teacher- suggestion that assistant teachers are needed in schools to help main teachers in teaching autism children
Poor teachers knowledge- lack of teachers knowledge on how to help autism children	Re-professional teacher- suggestion that teachers with teaching background are better to be in schools
Poor teachers knowledge on students' background- teachers lacking students profile/ what problems or difficulties they have	Re-psychiatry in school- suggestion that psychiatrists are needed in schools
Disrupting the learning process- some behaviors of children with autism cause destruction to the learning process	Positive students' attitude- typical students good attitude and support for autistic children

Students bullying ASD child- typical children bullying autistic children in school	Good curriculum for KG- the curriculum for KG students is suitable; therefore good for autistic children a KG level
Teachers knowledge of ASD- what teachers know about autism	Safe private school environment- private regular schools are safe for autistic children
Typical parent ASD knowledge- what typical parents know about autism	Teachers informing students about ASD- teachers inform typical students about the case of autistic children and the way they must approach them
Typical parents not knowing ASD children- typical parents don't know there is autistic child in school they educate their child	Transition from special to inclusive- in government school where there is special need center they transit autistic children who had improved to be included in regular classes and vice versa
Benefit of IE- the benefits of inclusive education stated by parents and teachers	Re-family support- suggestion that family need to support autism child parents
Improved writing- child with autism improved his writing skills	Re- government attention- recommending that the government should give attention to autism
Re-parent teacher discussions- recommended suggestion by parents to have parent-teacher meetings	Re-shared responsibility- suggesting that all the society should think as if autistic children are theirs and support in every ways they could
Re-creating awareness- recommended suggestion by participants to create awareness about autism to the society	Compassionate autism centers- autism centers are very supportive in many ways for the improvement of autistic child and the parents
Re-teach them skills- recommendation mostly by parents to teach autistic children different skills rather than only education	Attitude of family to ASD child- attitude of autism parents for autistic child
Re-teachers training- recommendation of the need of teachers training on autism	Kii-organization support- school directors getting support from different organization to practice inclusive education
Re-unprofessional teachers to take courses- suggestion of the need of courses for teachers with no teaching background	Kii- knowledge on ASD- school directors knowledge on autism
Re-believe in ASD capability- suggestion that the society needs to believe in the ability of autistic children	Kii- parent discussions- school directors expressed that they prepare parent discussion programs to create awareness on autism
Kii-use mini-media- school director facilitated use of mini media to disseminate information about autism	Kii-future plan- school directors plan for the future to work in order to practice inclusive education for autism children

Attitude towards gov't special class- parents and teachers attitude towards government special need centers	Professional teacher- teachers with teaching background
Attitude towards private school- parents and teachers attitude for private regular schools	Professional support- support autism children get from psychiatrists
Employed a baby sitter- parents are required to hire a nanny for their autistic child	Teachers support- teachers support for autistic children in schools
Employed a special teacher/therapist- parents are required to hire a therapists for their autistic child	Typical parent attitude for ASD child- typical parents attitude for autistic children
Experience of family- experience of parents with autism throughout their life	Impact of IE- the impact of inclusive education on teachers, students..
Experience with people around- what parents with autism child had experienced with the peoples surrounding them like neighbor, relatives..	Family attitude towards IE- parents of autism child attitude towards inclusive education
Hard to get special need teachers- schools find it hard to find and hire a special need teacher	Attitude of teachers toward IE- teachers attitude for inclusive education
Knowing about ASD- how parents of autistic child get to know about autism	Attitude of typical parent for IE- typical child parents attitude for inclusive education
Lack of awareness- lack of awareness about autism in the society	Kii-attitude for IE- school directors attitude for inclusive education
No autism center at government level- lack of autism centers owned by government	Knowledge of family about IE- parents knowledge on inclusive education for autism children
Poor parent-teacher communication- parents and teachers lack communication about progress of autistic child in school due to different problems	Positive belief of health professionals- health professionals good belief on inclusive education for autism children and suggesting parents of autism to enroll their children in inclusive education
Prior knowledge towards ASD- parents of autistic child prior awareness of autism before having it happened to them	Teachers knowledge on IE- teachers knowledge about inclusive education
Society awareness about ASD- society awareness and understanding about autism	Lack of resource- lack of different materials in schools to implement inclusive education for autism children
Source of knowledge about ASD- parents source of knowledge about autism	Kii- no parent discussions- school directors expressing lack of parent discussions programs

Stereotyping based on physical appearance- believing physically well appearing children are not autistic	Kii-work done- school directors expressing the school had worked on autism
Re-categorization of ASD children- recommendation that autism child should be categorized based on their severity level before enrolling them to regular class	Lack of assistant teachers- lack of assistant teachers in inclusive education setup
Re- need resources- recommendation of the need of different materials to implement inclusive education for autistic children	Lack of teachers training- lack of teacher training who are working with autism child in inclusive setup
Re- long class period- recommendation of a teacher that if there could be longer class periods to work on autism children in classrooms	Many children in a class- number of students in a class are too much to implement inclusive education
Re-accepting the child case- recommendation that parents of autistic child must accept their child's case	No M&E of ASD child- lack of monitoring autistic child progress and evaluation form prepared for schools
Re-consider our setup- suggestion that Ethiopia's current education set up should be considered to implement inclusive education	No special teacher for ASD child- lack of special need teachers that help autistic children in schools
Re-curriculum involving ASD- suggestion that there should be a curriculum that includes activities for autistic children	No training center for instructors- lack of centers where teachers can be trained on autism
Re-gov't to open autism center- suggesting that the government should open autism centers	Not flexible curriculum- existing curriculum not being suitable, not inclusive of autistic children
Re-initial training- suggestion that prior training should be given for autistic child before enrolling to mainstream classes	Special teachers support- the support which is made by special need teachers for main teachers working with autistic child in inclusive education
Re-lesson plan- suggestion that a lesson plan should be prepared for involving autistic children	Teachers with unrelated academic background- teachers who are graduated in different field of studies other than teaching
Re-long class period- suggestion that the class time period could be longer b/c the time is not enough to teach autistic child	Unsafe government school environment- government schools are insecure for autistic children
School directors opinion- opinion on inclusive education for child with autism	Untrained teachers- untrained teachers handle autistic children in schools

Annex 2: Information sheet for interviews

(Autism child parent, Teachers, typical child parent and School administrative)

My name is, I am a student at Addis Ababa University and I am conducting research on parents' and teachers' perspective towards inclusive education for children with autism spectrum disorder in pre-primary and primary schools of Addis Ababa in two selected sub-cities for the partial fulfillment of master's in health education and promotion at Addis Ababa University. The objective of the study is to explore the perception, benefits, barriers and facilitators and areas of improvement of inclusive education for autistic children.

Study site and period; - the study will be conducted in selected government and private pre-primary and primary schools of Addis Ababa, Ethiopia from October-June 2024 GC.

What is the purpose of the study? The aim of this study is to explore the perspective of parents and teachers towards inclusive education for autistic children. By identifying perception, benefit, barriers and facilitators faced by parents, teachers and school administration various means and options will be employed to encourage parents and professionals to come together to work on the gaps and insufficiency that they have.

Why have I been asked to take part? You have been invited to participate in this study because you are autistic child parent and typically growing child parent schooling your children in an inclusive setup, you are a teacher working with autistic children and you are school administrator.

Do I have to take part? Can I change my mind about taking part? You are free to decide to take part or not. Again, you are free to stop participating in this study at any time for any reason. If you decide not to participate in this research, it will not influence your career/ your child from accessing school services now or in the future. If you withdraw from the study, we will destroy all your tape-recorded interviews, but we will use the data collected on you up to your withdrawal.

What will I have to do and what will happen to me if I take part? We are inviting you to participate in an interview. The interview will take a minimum of 30 minutes and for some people a bit longer, up to a maximum of 60 minutes of your time. We will ask questions about your perception, barriers and facilitators on inclusive education for autism children. In this interview, there will be one researcher asking the questions and taking notes. The

interview will be audio recorded and then the words will be transcribed. The audio recording will not be shared and your name and job details will not be associated with the transcription.

Possible risks and disadvantages: All interviews will be completely confidential and all identifying information will be removed from transcripts to protect the identity of the participants and their associated institutions.

Possible benefits: I cannot promise you that taking part in these interviews will benefit you directly, but the information you provide will help us to conduct this research and the results of the study will be disseminated to concerned bodies working on this area to take action on the gaps identified at improving educational placement of autism children.

Confidentiality: All information collected about you will be kept private. Only the study staff will be allowed to look at information about you. The information will include your contact details, village of residence etc. We will keep all information about you safe and secure. Your personal details, meaning any identifiable information, will be kept in a different safe place to the other study information. If the report of results is published, only information about the entire group will be presented.

What will happen to the results of this study? The study results will be submitted to Addis Ababa University, School of Public Health, Department of Preventive Medicine. The findings will also be shared to different stakeholders who are interested and are working in the area. Your personal information will not be included in the study report and there is no way that you can be identified from it.

Your rights as a Participant: All research involving human participants is looked at by an independent group of people, called a Research Ethics Committee, to protect your interests. This study has been reviewed and approved by the Institutional Review Board (IRB) of the Addis Ababa University and has agreed that it is okay to ask people to take part.

Additional cost: You will not receive any cash or other incentives for participating in this study. Since the interview will be at your preferable time and work place, we do not anticipate that you will incur any additional expenditure or loss of wages by participation.

Contacts for additional information

Thank you for taking time to read this information sheet. If you think you will take part in the study, please read and sign the consent form. If you have any questions you may ask now or later. If you wish to ask questions, concerns or you would like any further information, please contact me for any questions you may have about the study. Contact details:

Investigator	Title	Institution	Telephone Contact
Ms. Hana Habtu	MPH Fellow	School of Public Health, Addis Ababa University, Addis Ababa, Ethiopia	+251913212396

Annex 3: Informed consent form for In-depth Interview

I confirmed that I understand the objectives and conditions of the study that I give my consent to be part of the study. I have been given the necessary information about the research; the risks and benefits have been explained to me. I understand that the information regarding my personal identity will be kept confidential. I have understood that it is my right to terminate the interview at any time. The purpose has been explained to me in the language I understand.

Informed consent Certified by:-

Participant

Signature _____ Date _____

Date of interview _____ Time started _____ Time completed _____

Annex 4: Study tool

Annex 4a: In-depth interview guide with autism child parents'

Date	
Place of the interview	
Interview leader	
Duration of the interview	

ID:	Education level:	Sub city:
Age:	Marital status:	School type:
Sex:	Occupation:	

1. What does autism mean for you?

Probe:

- What are the symptoms?
- What do you think the cause is?
- What kind of treatment do you think we can give for these children?

2. What experiences did you have regarding your autism child?

Probe:

- What experience did you have with your family?
- What experience did you have with society?
- What experience did you have to diagnose your child?
- What experience did you have to get your child to school?

3. What is inclusive education?

- Have you heard about it? Where?
- What do you understand about inclusive education?
- What is your opinion regarding inclusive education?
- What is your opinion regarding inclusive education for autistic children?

4. What impact do you think inclusive education will have for autistic children?

Probe:

- Do you think it is beneficial?
- In what particular way do you feel supported within inclusive settings?

5. What is your experience in an inclusive setting?

Probe- What experience do you have with teachers?

- What experience do you have with other parents'?
- What experience do you have with other typical children?
- Are you satisfied?
- What are some of your concerns?

6. Do you feel comfortable placing your child in an inclusive setting?

Probe:

- What challenge do you face in an inclusive education?
- What do you say about the environment? Is it safe for your child?

7. What kind of support do you get within an inclusive education?

Probe – Is there academic and therapeutic support?

- Is it effective?

8. What do you say about the teachers in an inclusive school?

Probe: do you think the teachers are skilled to teach your child?

- Are you comfortable by the way your child is taught?

9. What are the unmet needs and expectations you feel unaddressed within inclusive education for children with autism?

10. What do you recommend for promoting best practice for inclusive education for children with autism?

- What are the areas of improvement?
- How do you want improvement? In what way?

11. Tell me anything you considered important but not raised in this discussion (if you want to add anything)?

Annex 4b: In-depth interview guide with typical child parents

General information

Date	
Place of the interview	
Interview leader	
Duration of the interview	

ID:	Education level:	Sub city:
Age:	Marital status:	School Type:
Sex:	Occupation:	

1. What does autism mean for you?

Probe:

- What are the symptoms?
- What do you think the cause is?
- What kind of treatment do you think we can give for these children?

1. What experiences did you have with autistic children?

Probe:

- What experience did you have within society?

2. What is inclusive education?

Probe:

- Have you heard about it? Where?
- What do you understand about inclusive education?
- What is your opinion regarding inclusive education?
- What is your opinion regarding inclusive education for autistic children?

3. What impact do you think inclusive education will have for autistic children?

Probe:

- Do you think it is beneficial for autistic children?
- Do you think it is beneficial for your child?
- What experience did you have in school? Is there any concern your child has told you?

4. Do you feel comfortable placing your child in an inclusive setting?
Probe: have you faced any challenge in this setting?
5. What do you say about the teachers in an inclusive school?
Probe: do you think the teachers are skilled to teach autistic children?
6. What do you recommend for promoting best practice for inclusive education for children with autism?
 - What are the areas of improvement?
 - How do you want it to improve? In what way?
7. Tell me anything you considered important but not raised in this discussion (if you want to add anything)?

Annex 4c: In-depth Interview guide with General Teachers

Date	
Place of the interview	
Interview leader	
Duration of the interview	

ID:	Education level:	Sub city:
Age:	Marital status:	School type:
Sex:	Occupation:	

1. What does autism mean for you?

Probe:

- What are the symptoms?
- What do you think the cause is?
- What kind of treatment do you think we can give for these children?

2. What is inclusive education?

Probe:

- Have you heard about it? Where?
- What do you understand about inclusive education?
- What is your opinion regarding inclusive education?

- What is your insight regarding inclusive education for autism children?
3. What impact do you think inclusive education will have for autistic children?
- Probe
- Do you think it is beneficial for autistic children?
4. What challenges and concerns do you encounter in practicing inclusive education for children with autism in mainstream classrooms?
- Probe:
- Could you share experiences you've had with inclusive education for children with autism?
5. Have you taken any professional development that will help you in addressing the needs of children with autism in inclusive education?
- Probe- What do you say on the adequacy?
6. What available things are there that help you to implement inclusive education for autism children?
- Probe:
- Are you supported by professionals?
 - Are teaching aids available? Is it adequate?
 - Is the curriculum flexible for autism children to be engaged in the learning process?
7. Tell me anything you considered important but not raised in this discussion (if you want to add anything)?

Annex 4d: Key Informant Interview guide with school Administrative

General information

Date	
Place of the interview	
Interview leader	
Duration of the interview	

ID:	Education level:	Sub city:
Age:	Marital status:	School type:
Sex:	Occupation:	

1. What does autism mean to you?

Probe:

- What are the symptoms?
- What do you think the cause is?
- What kind of treatment do you think we can give for these children?

2. What is inclusive education?

Probe:

- What do you understand about inclusive education?
- What is your opinion regarding inclusive education?
- What is your opinion regarding inclusive education for autistic children?

3. What impact do you think inclusive education will have for autistic children?

Probe:

- Do you think it is beneficial for autistic children?

4. What initiatives has your school implemented for children with autism to be included?

Probe-

- Regarding curriculum,
- Regarding educational materials,
- Is there professional development training for teachers?
- Are there parent discussion sessions?

5. What are the challenges to implement inclusive education for children with autism?

Probe:

- In what ways do you think challenges be addressed?
6. How do you envision promoting collaboration between parents, teachers, support staff, external professionals to create a supportive network for children with autism in an inclusive setting?

THANK YOU VERY MUCH FOR YOUR TIME!

Annex 5: Amharic Version of subject information sheet

የመረጃ መስጫ ሰነድ

ስሜ.....ይባላል። የአዲስ አበባ ዩንቨርሲቲ ተማሪ ነኝ። በኢትዮጵያ ስፔክትራል ዲስኮርድ ለተያዙ ህጻናት በወላጆች እና በመምህራን አመለካከት ዙሪያ በአዲስአበባ የመጀመሪያ ደረጃ ትምህርት ቤቶች በተመረጡ ሁለት ክፍለ ከተሞች ላይ ጥናት እያደረግኩ ነው። ይህ ጥናት ለመመረቂያ ጽሁፍነት ለአዲስአበባ ዩንቨርሲቲ እሚውል ይሆናል ። የጥናቱ ዓላማ የኢትዮጵያ ልጆችን አካታች ትምህርት ግንዛቤን፣ እንቅፋቶችን እና አስተባባሪዎችን መመርመር ነው።

የጥናት ቦታ እና ጊዜ - ጥናቱ በአዲስ አበባ፣ ኢትዮጵያ በተመረጡ የመጀመሪያ ደረጃ ትምህርት ቤቶች ከጥቅምት - ግንቦት 2016 ዓ.ም ይካሄዳል።

የጥናቱ ዓላማ ምንድን ነው። የዚህ ጥናት አላማ የወላጆች እና አስተማሪዎች የኢትዮጵያ ልጆችን አካታች ትምህርት በተመለከተ ያላቸውን አመለካከት ማሰስ ነው። ግንዛቤን በመለየት፣ በወላጆች፣ በመምህራንና በትምህርት ቤት አስተዳዳሪዎች ልዩ ልዩ መንገዶች እና አማራጮች የሚያጋጥሟቸውን መሰናክሎች እና አስተባባሪዎች ወላጆችና ባለሙያዎች ባሉባቸው ክፍተቶችና ጉድለቶች ላይ በጋራ እንዲሰሩ ለማበረታታት ይሰራል።

ለምን እንድሳተፍ ተጠየቅኩ። እርስዎ በዚህ ጥናት እንዲሳተፉ ተጋብዞታ ምክንያቱም ልጅዎን በአካታች ትምህርት ቤት የሚያስተምሩ ወላጅ ስለሆኑ፣ እርስዎ በአካታች ትምህርት ቤት ውስጥ የሚሰሩ አስተማሪ ስለሆኑ እና የት/ቤት አስተዳደር ስለሆኑ።

መሳተፍ አለብኝ? ሀሳቤን መለወጥ እችላለሁን? ለመሳተፍ ወይም ላለመሳተፍ የመወሰን ነፃነት አለዎት። በድጋሚ፣ በማንኛውም ምክንያት በዚህ ጥናት ውስጥ መሳተፍ ለማቆም ነፃነትዎን። በዚህ ጥናት ላይ ላለመሳተፍ ከወሰኑ፣ በሙያዎ /በልጅዎ የትምህርት ቤት አገልግሎት አሁን ወይም ወደፊት ላይ ተጽዕኖ አይኖረውም። ከጥናቱ ከወጡ፣ በቴፕ የተቀዳቸውን ቃለመጠይቆች በሙሉ እናጠፋለን፣ ነገርግን እስክትወጣ ድረስ በአንተላይ የተሰበሰበውን መረጃ እንጠቀማለን።

ምንም ደረጃ አለብኝ እና ብሳተፍ ምን ይደርስብኛል። ቃለ-መጠይቁ ቢያንስ 30 ደቂቃዎችን እስከ ከፍተኛው 60 ደቂቃ ይወስዳል። ስለኢትዮጵያ ልጆች አካታች ትምህርት ላይ የእርስዎን ግንዛቤ፣ እንቅፋቶች እና አስተባባሪዎች ጥያቄዎችን እንጠይቃለን። በዚህ ቃለ መጠይቅ አንድ ተመራማሪ ጥያቄዎቹን ይጠይቃል እና ማስታወሻ ይይዛል። ቃለ-መጠይቁ በድምጽ ይቀረጻል ከዚያም ቃላቶቹ ወደ ጽሁፍ ይገለበጣሉ። የድምጽ ቅጂው አይጋራም እና የእርስዎ ስም እና የስራ ዝርዝሮች ከቅጂው ጋር አይገናኙም።

ሊሆኑ የሚችሉ አደጋዎች እና ጉዳዮች። ሁሉም ቃለመጠይቆች ሙሉ በሙሉ ሚስጥራዊ ይሆናሉ እና ሁሉም መለያ መረጃዎች ከግልባጭ ወረቀቱ ላይ የተሳታፊዎችን እና ተያያዥ ተቋሞቻቸውን ማንነት ለመጠበቅ ይወስዳሉ።

ሊሆኑ የሚችሉ ጥቅሞች። በእነዚህ ቃለ መጠይቆች ላይ መሳተፍ በቀጥታ እንደሚጠቅማችሁ ቃል ልገባላችሁ አልችልም ነገር ግን የምታቀርቡት መረጃ ይህንን ጥናት ለማድረግ ይጠቅመናል። በጥናቱ ውጤትም የኢትዮጵያ ልጆችን የትምህርት ምደባ በማሻሻል ላይ ለሚገለጹ ክፍተቶች፣ በዚህ አካባቢ ለሚሰሩ አካላት እርምጃ እንዲወስድ ይሰራል።።

ሚስጥራዊነት። ስለእርስዎ የሚሰበሰቡ መረጃዎች በሙሉ በሚስጥር ይያዛሉ። ስለእርስዎ መረጃ ከመርማሪው በስተቀር ማንም መረጃውን ማግኘት አይችልም። ስለእርስዎ ሁሉንም መረጃዎች ደህንነቱ የተጠበቀ እናደርገዋለን። የውጤቶች ሪፖርት ከታተመ ስለአጠቃላይ ቡድኑ መረጃ ብቻ ይቀርባል።

የዚህ ጥናት ውጤት ምን ይሆናል: የጥናቱ ውጤት ለአዲስ አበባ ዩኒቨርሲቲ ይቀርባል። ግኝቶቹም ፍላጎት ላላቸው እና በአካባቢው ለሚሰሩ የተለያዩ ባለድርሻ አካላት ይጋራሉ። የግል መረጃዎ በጥናት ሪፖርቱ ውስጥ አይካተትም እና ከእሱ ሊለዩ የሚችሉበት ምንም መንገድ የለም።

እንደተሳታፊ ያለዎት መብቶች: የሰውን ተሳታፊዎች የሚያካትቱ ሁሉም ጥናቶች ፍላጎታቸውን ለመጠበቅ የጥናት ስነምግባር ኮሚቴ በሚባል ገለልተኛ የሰዎች ቡድን ይገመገማል። ይህ ጥናት በአዲስ አበባ ዩኒቨርሲቲ ተቋማዊ ግምገማ ቦርድ ታይቶና ጸድቆ ሰዎች እንዲሳተፉ መጠየቁ ምንም ችግር እንደሌለው ተስማምቷል።

ተጨማሪ ወጪ: በዚህ ጥናት ውስጥ ለመሳተፍ ምንም አይነት ገንዘብ ወይም ሌላ ማበረታቻ አያገኙም። ተመራማሪው የመኖሪያ መንደርዎን ወይም የስራ ቦታዎን ስለሚጎበኝ፣ እርስዎ በመሳተፍ ተጨማሪ ወጪ ወይም የደመወዝ ኪሳራ እንደሚደርስዎት አንገምትም።

ጥያቄ ካልዎት እና ተጨማሪ ማብራሪያ ከፈለጉ ከስር በሚገኘው አድራሻ ላይ የተጠቀሰውን ሰው ማግኘት ይችላሉ።
ስም- ሃናሃብቱ

ስልክ- +251913212396 ኢ-ሜል: hanahabtu8@gmail.com

Annex 6: Amharic version of Informed consent for interview

የፍቃደኝነት ማረጋገጫ ሰነድ

የጥናቱን አላማ እና ስለጥናቱ የተደረገልኝን ገለጻየተረዳሁ ሲሆን በጥናቱ ላይ ለመሳተፍ መስማማቴን እገልጻለሁ። ቃለ መጠይቁንም በማንኛውም ሰዓት የማቋርጥ መብት እንዳለኝ ተረድቻለሁ። የጥናቱም ገለጻ በሚገባኝ ቋንቋ ተብራርቶልኛል። መስማማቴንም በፊርማዬ አረጋግጣለሁ።

የፍቃደኝነት ሰነዱን ያረጋገጡት የተሳታፊው ስም፡

ፊርማ _____ ቀን _____

የቃለ መጠይቁ አቅራቢ፡

ስም _____ ፊርማ _____ ቀን _____

የተጀመረበት ሰዓት _____ የተጠናቀቀበት ሰዓት _____

Annex 7: Amharic version of Study tool

Annex 7a: Amharic version of topic guide for In-depth interview with autism child parents’

ከኦቲዝም ወላጆች ጋር ቃለ ምልልስ የርዕስ መመሪያ

አጠቃላይ መረጃ

ቀን	
ቦታ	
የቃለመጠይቅመሪ	
የቃለ መጠይቁቆይታ	

መታወቂያ:	ዕድሜ:	ጾታ
የትምህርት ደረጃ:	የጋብቻ ሁኔታ:	ስራ:
ክፍ ለከተማ:	ትምህርት ቤት:	

1. ኦቲዝም ለእርስዎ ምን ማለት ነው?
 ምርመራ:- ምልክቶቹ ምንድን ናቸው?
 ምክንያቱ ምን ይመስልሃል?
 ለእነዚህ ልጆች ምን ዓይነት ሕክምና ልንሰጥዎ እንችላለን ብለው ያስባሉ?
2. የኦቲዝም ልጅዎን በተመለከተ ምን ተሞክሮዎች አጋጥመውዎታል?
 ምርመራ:-
 ከቤተሰብዎ ጋር ምን ልምድ አላችሁ?
 ከህብረተሰቡ ጋር ምን ልምድ አላችሁ?
 ልጅዎን ለመመርመር ምን ልምድ ነበረዎት?
 ልጅዎን ወደ ትምህርት ቤት ለማምጣት ምን ልምድ ነበረዎት?
3. አካታች ትምህርት ምንድን ነው?
 ስለሱ ሰምተሃል? የት ነው?
 ስለ አካታች ትምህርት ምን ተረዱ?
 አካታች ትምህርትን በተመለከተ የእርስዎ አስተያየት ምንድን ነው?
 ለኦቲዝም ልጆች አካታች ትምህርትን በተመለከተ የእርስዎ አስተያየት ምንድን ነው?

4. አካታች ትምህርት በኦቲዝም ልጆች ላይ ምን ተጽእኖ ይኖረዋል ብለው ያስባሉ?
ምርመራ:-ጠቃሚ ነው ብለው ያስባሉ?
በማንኛውም መንገድ በአካታታ ቅንጅቶች ውስጥ መደገፍ አለብህ?
5. በአካታች ቅንብር ውስጥ ያለዎት ልምድ ምንድነው?
ምርመራ - ከአስተማሪዎች ጋር ምን ልምድ አለህ?
ከሌሎች ወላጆች ጋር ምን ልምድ አለህ?
ከሌሎች የተለመዱ ልጆች ጋር ምን ልምድ አለህ?
አንዳንድ ስጋቶችህ ምንድን ናቸው?
6. ልጅዎን በሚያጠቃልል ሁኔታ ውስጥ ማስቀመጥ ምችት ይሰማዎታል?
ምርመራ:-በአካታች ትምህርት ውስጥ ምን ፈተና አጋጥሞታል?
ስለ አካባቢው ምን ይላሉ? ለልጅዎ ደህንነቱ የተጠበቀ ነው?
7. በአካታች ትምህርት ውስጥ ምን አይነት ድጋፍ ያገኛሉ?
ምርመራ - የአካዳሚክ እና የሕክምና ድጋፍ አለ?
- ውጤታማ ነው?
8. አካታች ትምህርት ቤት ስላሉት መምህራን ምን ይላሉ?
ምርመራ: መምህራኑ ልጅዎን ለማስተማር የተካኑ ይመስላችኋል?
ልጅዎ በሚያስተምርበት መንገድ ተመችቶታል?
9. ኦቲዝም ላለባቸው ልጆች ባካተተ ትምህርት ውስጥ ያልተሟሉ ፍላጎቶች እና ተስፋዎች ምን ምን ናቸው?
10. ኦቲዝም ላለባቸው ልጆች ሁሉን አቀፍ ትምህርት ምርጥ ተሞክሮን ለማስተዋወቅ ምን ይመክራሉ?
የማሻሻያ ዘርፎች ምንድን ናቸው?
እንዴት ማሻሻል ይፈልጋሉ? በምን መንገድ?
11. ጠቃሚ ነው ብለው ያስቡትን ነገር ግን በዚህ ውይይት ውስጥ ያልተነሱትን (ምንም ማከል ከፈለጉ) ንገሩኝ?

Annex 7b: Amharic version of topic guide interview with typical child parents'

ጥልቅ የቃለመጠይቅ መመሪያ (የተለመደ የልጅ ወላጆች)

አጠቃላይ መረጃ

ቀን	
ቦታ	
የቃለመጠይቅመሪ	
የቃለ መጠይቁቆይታ	

መታወቂያ:	ዕድሜ:	ጾታ
የትምህርት ደረጃ:	የጋብቻ ሁኔታ:	ስራ:
ክፍ ለከተማ:	ትምህርት ቤት:	

1. አቴዝም ለእርስዎ ምን ማለት ነው?

ምርመራ:-

- ምልክቶቹ ምንድን ናቸው?
- ምክንያቱ ምን ይመስልሃል?
- ለእነዚህ ልጆች ምን ዓይነት ሕክምና ልንሰጥዎ እንችላለን ብለው ያስባሉ?

2. አካታች ትምህርት ምንድን ነው?

ምርመራ:-

- ስለሱ ስምተሃል? የት ነው?
- ስለ አካታች ትምህርት ምን ተረዳ?
- አካታች ትምህርትን በተመለከተ የእርስዎ አስተያየት ምንድን ነው?
- ለአቴዝም ልጆች አካታች ትምህርትን በተመለከተ የእርስዎ አስተያየት ምንድን ነው?

3. አካታች ትምህርት በአቴዝም ልጅ ላይ ምን ተጽእኖ ይኖረዋል ብለው ያስባሉ?

ምርመራ:-

- ለአቴስቴክ ልጅ ጠቃሚ ነው ብለው ያስባሉ?
- ለልጅዎ ጠቃሚ ነው ብለው ያስባሉ?
- በትምህርት ቤቶች ውስጥ ምን ልምድ አላችሁ?
- ልጅዎ የነገረዎት ስጋት አለ?

4. ልጅዎን በሚያጠቃልል ሁኔታ ውስጥ ማስቀመጥ ምችት ይሰማዎታል?

ምርመራ: በዚህ ቅንብር ውስጥ ምንም አይነት ፈተና አጋጥሞዎቻል?

5. አካታች ትምህርት ቤት ስላሉት አስተማሪዎች ምን ይላሉ?

ምርመራ: መምህራኑ ኦቲዝም ልጅን በማስተማር የተካኑ ይመስላችኋል?

6. ለአካታች ትምህርት ምርጥ ተሞክሮን ለማስተዋወቅ ምን ትመክራለህ?

ኦቲዝም ያለባቸው ልጆች?

- የማሻሻያ ቦታዎች ምንድን ናቸው?

- እንዴት እንዲሻሻል ይፈልጋሉ? በምን መንገድ?

7. ጠቃሚ ነው ብለው ያሰቡትን ነገር ግን በዚህ ውይይት ያልተነሱትን ማንኛውንም ነገር ንገሩኝ (ከፈለጉ ማንኛውንም ነገር ለመጨመር)?

Annex 7c: Amharic version of topic guide for In-depth Interview with Teachers

የርዕስ መመሪያ ለቁልፍ መረጃ ሰጪ ቃለመጠይቅ (መምህራን)

ቀን	
ቦታ	
የቃለመጠይቅመሪ	
የቃለ መጠይቁቆይታ	

መታወቂያ:	ዕድሜ:	ጾታ
የትምህርትደረጃ:	የጋብቻሁኔታ:	ስራ:
ክፍለከተማ:	ትምህርትቤት:	

1. ኦቲዝም ለእርስዎ ምን ማለት ነው?

ምርመራ:-- ምልክቶቹ ምንድን ናቸው?

- ምክንያቱ ምን ይመስልሃል?

- ለእነዚህ ልጆች ምን ዓይነት ሕክምና ልንሰጥዎ እንችላለን ብለው ያስባሉ?

2. አካታች ትምህርት ምንድን ነው?

ምርመራ:-- ስለሱ ስምተሃል? የት ነው?

- ስለ አካታች ትምህርት ምን ተረዳ?

- አካታች ትምህርትን በተመለከተ የእርስዎ አስተያየት ምንድነው?

- ለአቲዝም ልጆች አካታች ትምህርትን በተመለከተ የእርስዎ ግንዛቤ ምንድነው?

3. አካታች ትምህርት በአቲዝም ልጅ ላይ ምን ተጽእኖ ይኖረዋል ብለው ያስባሉ?

መርማሪ - ለአቲስቲክ ልጅ ጠቃሚ ነው ብለው ያስባሉ?

4. አካታች ትምህርትን በመለማመድ ምን ችግሮች እና ስጋቶች ያጋጥሙዎታል

በዋና ዋና ክፍሎች ውስጥ አቲዝም ያለባቸው ልጆች?

ምርመራ:- - ከልጆች ጋር አካታች ትምህርትን በተመለከተ ያጋጠሙዎትን ልምዶች ማካፈል ይችላሉ።

አቲዝም?

5. ፍላጎቶቹን ለመፍታት የሚረዳዎትን ማንኛውንም ሙያዊ እድገት ወስደዋል

አቲዝም ያለባቸው ልጆች በአካታች ትምህርት?

መርማሪ - በቂ ስለመሆኑ ምን ይላሉ?

6. ለአቲዝም አካታች ትምህርትን ተግባራዊ ለማድረግ የሚረዳህ ነገር አለ።

ልጆች?

ምርመራ:- በባለሙያዎች ይደገፋሉ?

- የማስተማሪያ መሳሪያዎች አሉ? በቂ ነው?

- የአቲዝም ልጆች በመማር ሂደት ውስጥ እንዲሳተፉ ሥርዓተ ትምህርቱ ተለዋዋጭ ነው?

7. ጠቃሚ ነው ብለው ያሰቡትን ነገር ግን በዚህ ውይይት ውስጥ ያልተነሱትን ማንኛውንም ነገር ንገሩኝ (ከፈለጉ

ማንኛውንም ነገር ይጨምሩ)?

Annex 7d: Amharic version of Key Informant Interview with school Administrative

የርዕስ መመሪያ ለቁልፍ መረጃ ሰጪ ቃለመጠይቅ (የትምህርት ቤት አስተዳደር)

ቀን	
ቦታ	
የቃለመጠይቅመሪ	
የቃለ መጠይቁቆይታ	

መታወቂያ:	ዕድሜ:	ጾታ
የትምህርትደረጃ:	የጋብቻሁኔታ:	ስራ:
ክፍለከተማ:	ትምህርትቤት:	

1. አሁንም ለእርስዎ ምን ማለት ነው?

ምርመራ:-

- ምልክቶቹ ምንድን ናቸው?
- ምክንያቱ ምን ይመስልሃል?
- ለእነዚህ ልጆች ምን ዓይነት ሕክምና ልንሰጥዎ እንችላለን ብለው ያስባሉ?

2. አካታች ትምህርት ምንድን ነው?

ምርመራ:-

- ስለ አካታች ትምህርት ምን ተረዱ?
- አካታች ትምህርትን በተመለከተ የእርስዎ አስተያየት ምንድን ነው?
- ለአሁንም ልጆች አካታች ትምህርትን በተመለከተ የእርስዎ አስተያየት ምንድን ነው?

3. አካታች ትምህርት በአሁንም ልጅ ላይ ምን ተጽእኖ ይኖረዋል ብለው ያስባሉ?

ምርመራ:-

- ለአሁንም ልጅ ጠቃሚ ነው ብለው ያስባሉ?

4. አሁንም ያለባቸው ልጆች እንዲካተቱ ትምህርት ቤት ምን ዓይነት ውጥኖች ተግባራዊ አድርጓል?

ምርመራ -

- ሥርዓተ ትምህርትን በተመለከተ;
- የትምህርት ቁሳቁሶችን በተመለከተ;
- ለመምህራን የሙያ ማሻሻያ ስልጠናዎችን ይሰጣሉ?
- መምህራንን የሚረዱ አስተባባሪዎች/ባለሙያዎች አሉት?
- መሠረተ ልማት ለአሁንም ልጆች ተስማሚ ነው?

- የወላጅ ውይይት ክፍለ ጊዜዎችን ያዘጋጃሉ?

5. ኦቲዝም ላለባቸው ልጆች አካታች ትምህርትን ተግባራዊ ለማድረግ ምን ተግዳሮቶች አሉ?

ምርመራ፡-

- ተግዳሮቶች የሚፈቱት በምን ይመስላችኋል?

6. በወላጆች ፣ በአስተማሪዎች ፣ በድጋፍ ሰጪ ሰራተኞች መካከል ትብብርን እንዴት እንደሚያሳድጉ

የውጭ ባለሙያዎች ኦቲዝም ላለባቸው ልጆች ሁሉን አቀፍ ድጋፍ ሰጪ መረብ መፍጠር

ቅንብር?

ለጊዜዎ በጣም እናመሰግናለን!