

ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL STUDIES
SCHOOL OF PSYCHOLOGY



PRACTICES AND CHALLENGES OF INCLUSION OF CHILDREN
WITH DISABILITIES:
THE CASE OF DAGIMAWE BIRHAN GOVERNEMENT PRIMARY
SCHOOL IN ADDIS ABABA

BY
ZEWDU DENEKE

NOVEMBER, 2020
ADDIS ABABA, ETHIOPIA

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**A THESIS SUBMITTED TO ADDIS ABEBA UNIVERISTY SCHOOL
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DECLARATION

I Zewdu Deneke hereby declare that the thesis with the title of “The Practices and Challenges of Inclusion of Children with Disabilities the case of Dagmawi Birhan government Primary School” is my original work and has not been used by others for any requirements in other places and sources of materials used in this project have been acknowledged.

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The study has been submitted for examination with my appropriate approval as an advisor.

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ACRONYMS AND ABBRIVATIONS

ADA:- Americans with Disabilities Act

CRPD: - Convention on the Right of People with Disabilities

DPOs : - Disabled persons organizations

EAHCA:-Eduaction for All Handicapped Children Act

EASNIE: - European Agency for Special Needs and Inclusive Education

ESNEPA:-Ethiopia Special Needs Eduaction Profeessional Association

EFA: - Education for All

ETP:-Education & Training Policy

NGOs:-Non-governmental organizations

IDEA:-Individuals with Disabilities Education Act

IE: - Inclusive Education

IEP: - Individualized education plan

PTS:-Parent, Teacher and Student committee

PwDs: - Persons with Disabilities

SENs:-Special Educational Needs

UNGA:-United Nation Global Assembly

UN:- United Nations

UNESCO:-United Nations Education Scientific and Cultural Organization

WHO:-World Health Organization

ABSTRACT

The main purpose of this study was to investigate the practices and challenges of inclusive education in Dagmawi Birhan government Primary School in Addis Ababa. In order to attain the objectives of the study, 10 special need teachers were selected through purposive sampling and 33 regular teachers were selected through simple random sampling methods and filled the questionnaires. In addition, 1 school principal, 1 wereda special needs expert and 5 parents of special needs students were selected by purposive sampling and interviewed. As a result, the data obtained from different sources were analyzed using both quantitative and qualitative methods. Findings revealed that the level of motivation to teach students with disabilities among the teachers, proficiency of teachers in teaching students with disabilities, support of teachers to students with disabilities to carry out practical activities, school achievement of students with disabilities, on job training for teachers, administrative support from school, teachers adequate awareness about inclusive education and learners with disabilities and allocation of sufficient time to support learners with disabilities at the school are very low. The availability of instructional materials and equipment to implement inclusive education in the school are also very low. Negative attitude towards students with disabilities, lack of teachers motivation & commitment to treat learners with disabilities, insufficient teaching-learning materials, stationeries and assistive devices, rigid curriculum, lack of trained teachers, parents & communities awareness about children with disabilities, inaccessible facility and unsafe school environment are among the major challenges encountered to practice inclusive education in the school. Based on the findings obtained some recommendations are suggested such as strengthen school management, create conducive educational settings, provide capacity building trainings, promote inclusive curriculum in the school, establish functional support system, strengthen partnership among stakeholders, continuous monitoring and evaluation on the implementation of inclusive education at School level and Conduct research on the overall outcomes and challenges of inclusive education in the school in order to alleviate barriers to learning.

Key words: - Inclusive education, practices, challenges and recommendations

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND OF THE STUDY

Education is a universally recognized fundamental human right that should be accessible to all citizens. It plays a pivotal role in eradicating poverty and promoting socio economic development in any society (MoE, 2015). Thus, government has a duty to give quality educational services to each of its citizen without any exception, including those having any different disability, so children with different disability have been provided with special education facilities adjusted with their disability level and type, called Special School. Unconsciously, the education system of special school has created an exclusion wall for the child with special needs (Syamul, Alansigit & Inta, 2017).

So far, this exclusion wall has unconsciously inhibited the process of knowing each other between children with disability and non-disability children. As a result, in the social interaction in the society, the different group becomes a community alienated from the social dynamics in society. Society becomes unfamiliar with disability group life. Whereas, disability group itself feels that their presence is not an integral part of society life around them. Along with the developing demand of disability group in expressing their rights, a concept of inclusive education arises. Thus, inclusive school can be a bridge for the children with special needs to be developed and to access education as high as possible. Additionally, children will be accustomed to be tolerant, empathic, and to interact directly between normal students and students with special needs appropriately, and the children with special needs will not be inferior or feel not being accepted in their environment, so that it will create social justice (Syamul, Alansigit and Inta, 2017).

Historically, children with disability often experience stigma from birth and are more prone to exclusion, concealment, abandonment, institutionalization and abuse (UNESCO, 2009). Stofile,

(2008) discussed two key movements that simulate the origin and development of inclusive education. These are disability movement and disabilities studies that urged refocused to education system and drew attention on discrimination and the barriers to participation experienced by children with disabilities. Second is the social model of disability that played a great role, which finally led continuous debate on education reform. This reform debate has established the foundation of development of inclusive education. Like disability and educational reform movement, UN international conventions on education also played pivotal role in the development of inclusive education. Any discussion about the definition of inclusive education needs to use the Salamanca statement and framework for action as a reference point. The statement re-affirms the right to education of every individual, as enshrined in the 1948-universal declaration of Human rights and renews the pledge made by the world community at the 1990, world conference of education for all to ensure that right is for all, regardless of individual differences (Wondwosen, Yitayal and Semahegn, 2017).

UNESCO (2006) describes inclusive education as “a process of addressing and responding to the diversity of needs of all children through inclusive practices in learning, cultures and communities and reducing exclusion within and from education. It involves changes and modifications in content, approaches, structures and strategies, with a common vision which covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children”.

Inclusive Education: is a shift of emphasis on the task of persons providing educational services to make sure that the educational settings were adjusted to accommodate the special educational needs rather than trying to make the children with disabilities fit into the given educational settings (ESNEPA, 2015).

Inclusive education means welcoming all children, without discrimination into regular or general schools. By the change of attitude against differential treatment of education differences in people will likely be seen in a positive perspective. It calls for a respect of difference and celebration of diversity (Tirusew, 2005).

Antenhe in his research work explains inclusive education as to a system that is open to all learners, regardless of social status, gender, ethnic background, language, disabilities and impairments. Inclusion emphasizes that all learners and students can learn together (Antenhe, 2014). A more recent approach to the education of children with disabilities that increasingly made its appearance in the stock of educational language in Ethiopia is inclusive education. This is an approach of addressing the learning needs of all children in regular school, with a specific focus on those who are vulnerable to marginalization, exclusion and isolation. The inclusive education movement initially focused primarily on people with disabilities and learning difficulties. Gradually, however, the concept of inclusive education in Ethiopia appears broadened at least conceptually, legally, and policy-wise to an education system that attempts to meet the needs of all learners regardless of economic status, gender, ethnic backgrounds, language, learning difficulties and impairments (MoE, 2007).

One of International agreements supporting the realization of inclusive education system is Convention on the Rights of person with Disabilities and Optional Protocol, ratified on March 2007. The article 24 of this Convention states that every country has a duty to administer inclusive education system on every education level. Meanwhile, one of its objectives is to support the realization of children with disability full participation in society life.

Accordingly, the Federal Democratic Republic of Ethiopia has been committed to provide quality education to all its citizens, including children with Special Educational Needs (CSENs). This is vividly articulated in the Constitution and Education and Training Policy (ETP) of the country. The Government has also displayed its commitment to the education of Persons with Disabilities (PwDs) by ratifying various International Conventions, Declarations and Statements, particularly the UN Convention on the Rights of PwDs adopted in 2006 which recognizes the right of PwDs to inclusive education at all levels of the education system in 2010. Subsequently, this right has become part and parcel of the Constitution of the country (MoE, 2012).

According to Annual Education Statistics abstract of MoE for 2018/19, the national figures for gross school enrollment of children with SNE for primary education is 11. 5% which shows that thousands of children with disabilities are not yet attending education and too far from the target stated by Ministry of Education .

Besides, MoE for 2018/19 showed 2, 873,608 children with disabilities are 7-14 yrs of age. Out of this figure 316, 271 have only accessed education in primary schools in the country. Hence, the above figure indicates as school coverage of students with disabilities is still 11.5 percent of the total population of the group. The rest 88.5 percent are still beyond school gates. Therefore, it is possible to conclude that the pace of journey of special needs education in Ethiopia is at its infant stage (MoE, 2019). And in spite of the efforts that the Ministry of Education Ethiopia has shown in the implementation process of achieving Education for All (EFA), it has been noted that there are still some challenges in the provision of inclusive education particularly for those needing special education.

The Ministry of Education has recently conducted evaluation on the implementation of 2006 Special Needs/Inclusive Education Program Strategy and the evaluation highlighted that lack of commitment on the part of implementers , absence of screening assessment tools, limited capacity, limited awareness on disability issues , limited budget and funding for Learners with Special Educational Needs, lack of data concerning Learners with Special Educational Needs in general and those with disabilities in particular, limited Provision of Educational Services, inaccessible facility and unsafe school environment, insufficient teaching-learning materials stationeries and assistive devices, lack of interpreters for Deaf learners and rigid curriculum as major draw backs and consequently challenges the education has been inaccessible for most Children with disabilities (MoE , 2012).

So such problems mentioned above indicated that the case of children with disability/special Educational Needs is an issue that deserves attention to improve the overall situation of inclusive education and it initiated me to study on the practices and challenges of inclusive education in the process of implementation. Therefore, this study examined the practices and the challenges of inclusive education in Dagmawi Birhan primary government school situated in Addis Abeba at Addis Ketema subcity.

1.2.Statement of the Problem

The 2007 UNESCO Education for All Global Monitoring Report estimated that one third of children who are out of school may be children with disabilities. Furthermore, according to this report, the largest numbers of out-of-schools children are in Nigeria, Pakistan, India and Ethiopia (Savlainen, Matero and Kokkala, 2006).

The participation of children with disabilities in education in Ethiopia is very poor. Only less than one percent (1%) of the school age children with disabilities has access to education. Although exact figures are not available, the ministry of education estimates that between 1.5 and 3 million children of school age in Ethiopia have special education needs and that only a small number are attending school (Antneh, 2014).

Education Statistics Annual Abstract revealed that the national average gross enrolment rate at primary level was 104.6 % in 2018/19, while that of children with disabilities (CWDs) was merely around 11.5 %. This Signifies that nearly 88.5 % are not being served by the education system and are still out of school. Moreover, the quality of education received by CWDs has remained to be very low (MoE, 2018/19).

Moreover, the current education system for special need/inclusive education in Ethiopia faced with the challenges of limited understanding of the concept of disability, negative attitude towards persons with disabilities and a hardened resistance to change becomes the major barriers impeding special needs and inclusive education. The main barriers to learning are lack of knowledge about diversity, rigid and poor teaching methods, inconvenient learning environment, lack of identification processes and inadequate assessment procedures (Mohammed, 2013).

There were attempts made by different scholars to study about the issue of inclusive education. Mohammed (2013) for instance, examined the status of the Inclusive Education of Hearing Impaired Students in Primary Schools. The study has found that, the recognition and gradual acceptance of inclusive education by the school community, partners the proper implementation

of inclusive education to the benefit of the hearing impaired students. This attitudinal change of the hearing impaired students has also boosted the moral of hearing impaired student and enables them to participate in their school activity. The schools used strategy to screen and admit children with disabilities. Yekatit 23 refers to Mental Hospital and Neurological center for a check up. On the other hand, Mekanisa school for the deaf employs audiometer testes for screening children with hearing impairment.

Anteneh (2014) conducted research on the practices and challenges of implementing inclusive education in German church school which is Germany which is religious affiliated school and in which visually impaired and hearing impaired children are taught jointly with children without Disabilities. The school was originally founded as special school for deaf to serve children with hearing impairments only. It started to admit hearing students in the last few years. This is an innovative approach which has been noted as an encouraging schemes to build up inclusive school. The study revealed that the admission of blind children is decided by the school management. At the school, the visually impaired students have access to all necessary instructional provisions and exams are always administered in separate room organized for this purpose and majority of the children with visual impairments were academically and socially better than non-disabled peers. This can attributed to a number of factors; a large budget, appropriate equipment (adaptive technology), trained manpower, accessible environment, better resources and facilities. On the positive note, some teachers mentioned that they had been trained in both Ethiopia and abroad and were assisting other teachers.

Derege (2018) also studied inclusive education practice of two private kindergartens in Awassa city. Yet, his research focused on private kindergarten schools at rural environment. Even though both kindergartens claim that they are inclusive, finding shows that they are not inclusive. Neither physical nor social environment of both kindergartens was accessible for children with disabilities. Absence of trained manpower, lack of knowledge with regard to inclusion of children with special needs and negative attitude of the parents were factors hindering the implementation of inclusive education in the kindergartens

Besides, Kalikidan (2019) conducted her research in Andnet international school that follows British curriculum. But, the researcher couldn't find any research conducted in Addis Ababa government primary schools particularly at Dagmawi Birhan government primary school which assessed the practice and challenges of inclusive education. The finding indicated that, the perception towards inclusive education is seen from education for all, social development and academic improvement perspective. The available resources are human, assets and teaching aids. The interventions are language skills, mathematical skills gross & fine motor skills, adaptive & social skills. The study also found different challenges while implementing inclusive education; lack of professionals such as; speech pathologist, special education experts, trained school psychologist, occupational therapist and physical exercise specialist.

Therefore, in view of above problems, there is a need to carry out research in Dagmawi Birhan government primary school situated in Addis Ababa which assessed the real practice and the various challenging factors which hamper the success of inclusive education. Therefore, taking in to consideration all the above problems and gaps, this study tried to investigate the teaching and learning situation of the schools through focusing the practice and challenges of inclusive education by collecting data from teachers, school principal, woreda special needs expert and parents of students with disabilities .

1.3. Research Questions

Thus, this study was guided by the following research questions and attempts to answer the following research questions.

- What are the current practices of inclusive education in Dagmawi Birhan government primary school?
- What are the challenges that affect the implementation of inclusive education in Dagmawi Birhan government primary school
- What are possible solutions to the challenges of inclusive education in Dagimawe Birhan primary government school?

1.4 Objective of the Study

1.4.1 General Objective

The main objective of this study is to assess the current practices and challenges of inclusive education in Dagmawi Birhan primary government school.

1.4.2 Specific Objectives

In line with the main objective, this study attempts to:

1. To identify the real practices of inclusive education implementation in Dagmawi Birhan government school?
2. To identify the challenges affecting the implementation of inclusive education in Dagmawi Birhan government primary school?
3. To suggest possible solutions to address the challenges.

1.5 Significance of the study

Although this study is primarily conducted as an academic requirement, it provides better understanding on the current practices of inclusive education for all concerned bodies and show directions for all stakeholders to mitigate the challenges faces the implementation of the inclusive education in Dagmawi Birhan government primary school.

Hence specifically, the significance of the study includes

- It helps the target school to see their problems faced under the implementation of inclusive education and solve them accordingly.
- The findings help the school to enhance the quality of inclusive education by filling the gaps
- This study also helped to initiate all responsive bodies in the school in order to bring significant progress in implementing inclusive education or rights of persons with disabilities.
- It serves as an input for different stakeholders to be engaged in the provision of inclusive eduaction for all and show directions in order to solve the problem of the implementation.

- Since there is no detailed research has been conducted on the selected school, this study will also serve as a base for researchers who want to conduct research in the area of study
- The study is also useful in indicating the responsibilities expected from teachers, school administrators, and woreda special needs expert and parents in creating inclusive practice in the school.

1.6 Delimitation of the Study

The depth and breadth of this study was required more data from other schools but due to constraint in resources and time the researcher delimited to Dagmawi Birhan government primary school operating in woreda 8 of Addis Ketema subcity in Addis Ababa. Also, this research was confined to the current practices and challenge of inclusive education in the Dagmawi Birhan primary school.

1.7 Limitation of the study

Despite this research has its contribution in filling the gap in implementation of inclusive education in Dagmawi Birhan government primary school, it had limitations as well. Therefore, this study had the following limitations: It couldn't include all the teachers, principals and parents in collecting data and students with different disabilities in the school were not participated in this study, lack of adequate documentation in the school regarding what has been done under inclusive education in detail and only interview and questioner were employed as an instrument of data collection.

1.8 Definitions of Key Terms

Practices: it refers the actual application or use of inclusive education assumption in the selected government primary school.

Challenges: denote the factors which the schools find difficult to deal with adequately and difficult to address inclusive education in the school setting like school physical setting , teaching methodology , school curriculum and awareness .

Inclusive school: mean ordinary (regular) school open to all children and students regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments.

Inclusion: An education system that is open to all students, regardless of economic status, gender, ethnic backgrounds, language, learning difficulties and impairments.

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

Impairment: any loss or absence of body structures or physiological functions.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

This chapter presents concept and definition of inclusive education, policy issues on inclusive education, benefits of inclusive education, global practices of inclusive education, practices and challenges of inclusive education in Ethiopia, strategies of inclusive education and theoretical framework of inclusive education.

2.1 Concept and Definition of Inclusive education

Inclusive education has been defined in a many of different ways. According to the Committee on the Rights of Persons with Disabilities (UN 2006), inclusive education means:

- A fundamental right to education
- A principle that values students' wellbeing, dignity, autonomy, and contribution to society
- A continuing process to eliminate barriers to education and
- Promote reform in the culture, policy, and practice in schools to include all students.

Additionally, and most importantly, inclusive education means that students with disabilities and other disadvantages are taught with their peers in a mainstream classroom for a majority of the school day. When most experts speak of 'inclusive education', this does not include special units or special classrooms (segregation), or placing children with disabilities in mainstream settings so long as they can adjust (integration). Inclusive education begins with the assumption that all children have a right to be in the same educational space (Schuelka, 2018).

UNESCO affirms that inclusion is a "dynamic approach of responding positively to pupil diversity and of seeing individual differences not as problems, but as opportunities for enriching learning" (Savolainen, Matero and Kokkala, 2006)

The 48th Session of the International Conference on Education on its part acknowledged: “Inclusive education as an ongoing process aimed at offering quality education for all while respecting diversity and the different needs and abilities, characteristics and learning expectations of the students and communities, eliminating all forms of discrimination” (Kaplan & Lewis, 2019).

2.2 Global Policies on Inclusive education

The Jomtien World Conference on Education for All (1990) set the goal of Education for All (EFA). UNESCO, along with other UN agencies, international development agencies and a number of international and national non-governmental organizations, has been working towards achieving this goal - adding to the efforts made at the country level.

The Salamanca Statement and Framework for Action (1994) asserts that: “Regular schools with inclusive orientation are the most effective means of combating discrimination, creating welcoming communities, building an inclusive society and achieving education for all.” (Salamanca Statement, Art. 2)

Some conventions such as 2000 The World Education Forum, Dakar, 2003 The Millennium Declaration and 2006 UN Convention on the Rights of Persons with Disabilities were declared which can empower Persons with Disabilities. The most recent and comprehensive of such conventions is the UNGA (2006) convention on the rights of persons with disabilities. This convention, as outlined in the objective of the convention 13 itself, “aims at promoting, protecting and ensuring the full and equal enjoyment of all human rights and freedoms by all persons with disabilities and to promote respect for their dignity”. The core principles of the convention include: respect for dignity for individual autonomy and independence, non-discrimination, participation and inclusion in society, equality of opportunities and access and acceptance of diversity of PWD. The convention pays particular attention to the most vulnerable group among the disabled such as women and children and urges prescribing states to ensure protection of the rights of these groups by putting in place appropriate policies and the necessary enforcing and safeguarding mechanisms.

2.3 Benefits of Inclusive Education

The importance of inclusive education is defined in its positive outcomes for all children – both with and without disabilities or other disadvantages. For example, The European Agency for Special Needs and Inclusive Education (EASNIE) (2018), has provided ample evidence that inclusive education increases social and academic opportunities for both children with and without disabilities, as well as significantly increases the likelihood that children with disabilities enroll in higher education and have better employment and life outcomes (Schuelk, 2018).

Various researchers have identified many positive outcomes, such as social and academic skills, as a result of inclusion for students. Hunt, Soto, Maier, and Doering believe people who receive positive results from an inclusive education are students with disabilities and their peers. Students with disabilities increased in social participation and access to the general curriculum and an improvement in individualized goals. Students without disabilities increased their social and communication skills when working with students with disabilities (Hant, Soto, Maier & Doering, 2006).

All children benefit from inclusive education, because it allows them to: develop individual strengths and gifts, with high and appropriate expectations for each child, involve their parents in their education, foster a school culture of respect and belonging, inclusive education provides opportunities to learn about and accept individual differences, lessening the impact of harassment and bullying, develop friendships with a wide variety of other children, each with their own individual needs and abilities and positively affect both their school and community to appreciate diversity and inclusion on a broader level (Alina, Sandra and Tom, 2017).

2.3.1 Increase in Access to General Education

According to Purcell, Horn, and Palmer (2007), there are positive results from participating in an inclusion program. An increased access to the general education curriculum, with numerous role models, and frequent opportunities to practice and master new skills are a few of the benefits students with disabilities obtain. Enrolling a student with a disability in a general education classroom has the expectation that not only is the student included within the setting, but he or

she is participating and making progress as well. The general education curriculum is introduced to provide the same access to learning for all students in the general education classroom.

Purcell et al. (2007) focused beyond the placement and determined children need to belong, be valued and have choices within their general education classroom in order for inclusion to be successful. Purcell et al. (2007) believed that being in the same classroom with the same or similar programming as children without disabilities is one meaningful way to ensure that students with disabilities are receiving the same instruction and are able to interact and participate with typical peers. Each classroom setting has its own adopted curriculum that all students are able to access, but all students may not have the same understanding of the content of the curriculum. With the correct training, educational resources, and supports from special education teachers, general education teachers can modify their curriculum to meet individual needs of their students.

A general education classroom setting can provide positive outcomes for students with disabilities. Morningstar, Shogren, Lee, and Born (2015) named three positive outcomes of a general education classroom: (a) higher quality individualized education programs; (b) more time engaged in general curricular content; and (c) better academic, communication, and social outcomes. (p. 193). Inclusionary settings are intended to supply students with disabilities a classroom climate that encourages them to progress and be successful. Purcell et al. (2007) and Morningstar et al. (2015) believed the access to general education curriculum can provide gradelevel information for all students, whereas a student, in a specialized classroom, may likely be learning from a curriculum lower than his or her grade-level.

Soukup, Wehmeyer, Bashinski, and Bovaird (2007) reported a difference in access to curriculum amongst two different settings. They compared general education classrooms with self-contained classrooms and found in a whole-group general education classroom; students with special needs were more likely to be working on a grade-level standard and were more likely to be provided some sort of adaptation. Whereas in a self-contained classroom, students with special needs were more likely to be working on below-grade-level standards and tasks that were supported by the individual's IEP (individualized education plan) goal. Obiakor, Harris, Mutua, Rotatori, and

Algozzine (2012) stated “within an inclusive classroom, students with disabilities have access to meaningful, rigorous general education curricula; and special education is specifically designed instruction to assist them in maximizing their highest potential” (p. 478).

Students with disabilities can enhance their success in an inclusive classroom by developing their academic skills alongside their peers. Children have the ability to learn from other children. Krull, Wilbert, and Hennemann (2014) wrote: “children with SEN (special educational needs) achieve better academic success in inclusive settings compared to their peers in special schools” (p. 170). These authors believed inclusion helps a student become a progressing learner by participating in an engaging atmosphere. Students with disabilities in a general education classroom gain new models, new motivation, and new friends. The students’ teachers and parents see their socializing skills growing and increasing self-esteem from being included and valued as an individual.

Students with disabilities are not the only students to benefit from inclusion; others in the class also receive positive effects. Students learn how to work more cooperatively with others, and are able to find the strengths in all of their peers. Peck, Staub, Gallucci, and Schwartz (2004) emphasized that students without special needs also benefit from an inclusion setting. Peck et al. (2004) noted parents agreed that having their child without a disability in an inclusive setting produces a positive outcome. The parents believed their child’s social and emotional skills increased due to participating in an inclusive setting (Peck et al, 2004).

2.3.2 Increase in Social Skills and Communication

A benefit of inclusion for students with disabilities and for students without disabilities is an enhancement in their social and communication skills. According to Siperstein, Parker, Norins Bardon, and Widaman (2007), the attitudes of students with disabilities and students without disabilities are positively impacted when they are in an inclusive classroom. Parents and educators in support of inclusion believe that with time and more exposure, students without disabilities develop a positive attitude toward students with disabilities. Furthermore, teachers

are the prominent figures in a classroom and their philosophy about teaching and inclusion determines the type of climate in a classroom. A type of general education teacher who promotes the progress of social and communication skills amongst all the students and provides adaptations and modifications needed for all to feel valued and appreciated, can be identified as an interventionist teacher.

An interventionist teacher is willing to modify whole-group settings to include small group lessons. Soukup, Wehmeyer, Bashinski, & Bovaird (2007) found when students with disabilities are placed in smaller group settings, with students without special needs; the students with disabilities were often more engaged. Both small group teaching and working one-on-one helps students with special needs learn more effectively. When a teacher is able to modify his or her designed setting to enhance students' needs, increased engagement and social interactions will take place. The enhancement of their social interactions also improves their competence levels and acceptance by peers. A big impact resulting from inclusion is a student's improved social skills. Siperstein et al. (2007), Soukup et al. (2007), and Peck et al. (2004) believed a benefit of inclusion for students with disabilities and students without disabilities is an enhancement in their social and communication skills.

2.4 Challenges of Inclusive Education

The main challenge with integration/inclusion is that mainstreaming has not been accompanied by changes in the organization of the ordinary school, its curriculum and teaching and learning strategies. This lack of organization change has proved to be one of the major barriers to implementation of inclusive policies. Incorporating inclusive education as a guiding practice typically requires change in education systems, and this change process is frequently faced with several challenges as mentioned above. The new challenge to inclusive education is to meet the needs of all children with and without disability in the general classroom. It is not an easy process and requires a lot of struggle and commitment to overcome attitudinal and social barriers. According to professor Tirusew, the challenge towards inclusive education could emanate from different directions such as attitudinal factors, resistance to change, rigid school systems and learning environment, lack of clear educational strategies, lack of instructional and learning materials and inadequate budget (Tirusew, 2005).

Schuelka (2018) also listed out lack of policy and legal support, inadequate school resources and facilities, inadequate teacher training in inclusive thinking and techniques, didactic and passive pedagogical techniques, inadequate specialized school staff, rigid curriculum that offers no accommodation, modification, or personalization, unsupportive school and district leadership and unsupportive school and district leadership and socio-cultural attitudes about schools and disability as the most commonly identified challenges to successful implementation of inclusion education.

2.5 Major challenges affecting provision of Inclusive Education

Many factors affect and regulate the development of inclusion. Some of the determinant factors are the attitudes of the community towards children with disability and inclusion a limited understanding of the concept of impairment and hardened resistances to change are the major barriers impeding inclusive education. Based on UNESCO (2007) and other scholars stated the major barriers of inclusion as follows.

2.5.1 Teachers' Attitudes

Teachers play a major role in the education and care of children with disabilities. Teachers help develop and implement inclusive education that addresses the social and academic needs of all children served in general the program. The attitude of teachers towards children with special needs is a key factor in determining the success or failure of inclusive education. As stated by Salisbury (2006), attitudes toward inclusion were mostly influenced by the amount of education and academic preparation teachers received. Another factor influencing teachers' attitudes is the severity of the students' disabilities. Leatherman, J.M. (2007) states the more severe the disability of a student, the less positive inclusion was regarded by teachers. Including students with severe disabilities requires a greater amount of responsibility. If teachers are not provided with the proper training or professional development opportunities they needed to teach students with special needs, they believe that they are not being fully supported by their administrators.

Instructional modifications is viewed as difficult to implement hence it requires extra time and planning. Smith et al., (2011) also found that teachers perceive it is necessary to still use pull out services for some students with disabilities because they need more one-on-one attention and assistance than inclusion. Kavale et al., (2000), also believes that the general education teacher should not have the primary responsibility for the education of students with disabilities when they are in an inclusive environment because they thought that the inclusion process is a great task for special education teacher. The attitude, skills and willingness of the teacher has significant influence on effective implementation of inclusive education.

2.5.2 Administrations' Attitudes and Perceptions

Salisbury (2006) discovered that preschool principals believe that inclusion is more than about children with disabilities. They suppose every child, including those with disabilities is part of the school community, and belongs to a classroom he/she attends. Inclusion requires a positive attitude and strong commitment of the concerned administrative staff. They have to feel that unless children with disabilities are included in a regular education and care centers, they cannot learn better (Salisbury, 2006).

Praisner (2003) found that preschool administrators face many challenges when implementing the inclusion process. The implementation of inclusion is not without a struggle. The most frequently stated barriers are the negative attitudes of teachers and parents. Other challenges that can be mentioned are staffing issues, time and meeting individual student needs. Each of these challenges can have an effect on the momentum of change according to Praisner (2003). Problems with staff shortages, turnover, attitudes, and changing roles and responsibilities for teachers affect the implementation of inclusion. Salisbury (2006) noted that due process and IEP planning meetings can be taken as time consuming among most teachers. Inclusive education particularly at kindergarten level requires attention, patience and critical understanding among the administrative officers and teachers.

2.5.3 Parents' Perceptions and Attitudes

Parents' views of inclusion are also considered to be very important because they play a major role in the education of their child. Parents need to be dedicated to the inclusion process in order for it to be successful and effective for their child (Brown, 2001). Children with and without disabilities are now being educated together in the same inclusive environment and parents need to be involved to help teachers become aware of what is best for their children.

Brown (2001) found that parents seem to be concerned about their child's inclusion in all areas of life as well as the school environment. Many parents of children with disabilities want them to have a normal life experience and not be excluded or isolated from their peer group. De Carvalho M. (2001) found that parents of children without disabilities believe that being in an inclusive setting helped their child by preparing them to live in the real world and enhanced their awareness about individual differences.

A study done by Brown (2001), revealed that children without disabilities show an improved sense of self-worth from helping their peers, social cognition, and a greater acceptance of diversity. Parents of children with disabilities also believe it gives children increased opportunities to foster their acceptance and provide them with an interesting and creative environment to stimulate their learning (Brown, 2001).

There are certain factors that can influence parents' beliefs of inclusion. One of these factors includes the attitudes of the teachers, administrators, and school as a whole toward inclusion. The severity of their child's disability can also influence parents' attitudes toward inclusion; parents of children with mild disabilities express significantly more positive views of inclusion compared to parents of children with moderate to severe disabilities, according to Elkins, J. et al., (2003). The child's age and the number of years their child has received special education can also influence their views of inclusion.

2.5.4 Students' Perceptions and Attitudes

Brown (2001) reveals that students without disabilities are now being exposed to students with disabilities and are learning with each other in the same inclusive environment. In fact, children enjoy the opportunities to meet peers that have diverse personalities. Children with disabilities may also believe that they feel more accepted by their peers now that they are in an inclusive setting (Brown, 2001). They have to feel comfortable around their classmates. Furthermore, it is believed that children without disabilities that are in inclusive settings show a greater understanding of individual differences and are less likely to hold prejudices or stereotypes toward their peers that have disabilities compared to students who are not taught in an inclusive setting, according to Brown (2001). If children observe their teacher providing support and respect to each and every student in their classroom, then they will follow suit. Children need to have positive role models that fully support inclusion and diversity in order for them to accept and embrace it.

2.5.5 Teacher's abilities and competency

Teacher abilities and attitudes can be major limitations for inclusive education. The training of staff at all levels is often not adequate where there is training it often tends to be disjointed, uncoordinated and inadequate. Today, inclusive education creates new challenges in the way which teacher development is constructed and organized in a country through important trainings to fulfill special needs educations in order to achieve the intended goals of inclusive education, different skills and training strategies are essential for special teachers to overcome challenges in the system. The special need educator attitude, skills and competence can be developed in various training mechanism. In the line of change in special education into inclusive education teacher, training system, and focus of their work change. The development of an inclusive education and teacher training programs are the most challenging issue in the process of implementation of inclusive education (Tirussew, 2005). Besides, to avoid pedagogical challenges, of inclusive education ordinary class teacher who teaches students with special needs should be capable of teaching skills and knowledge.

2.5.6 Curriculum

In any education system the curriculum is one of the major obstacles or tools to facilitate the development of more inclusive system. Curriculum is often unable to meet the need of a wide range of different learners. In many contexts the curriculum is centrally designed and rigid, leaving little flexibility for local adaptation or for teachers to experiment and try out new approaches. The content might be distant to the reality in which the students live and therefore inaccessible and unmotivating. Inclusive curricula are based on a view of learning as something, which takes place when students are actively involved in making sense of their experience. In addition we have to manage a complex range of classroom activities be skilled in planning the participation of all students and know how to support their students learning without giving them predetermined answers. They also have to understand how to work outside traditional subject boundaries and culturally sensitive ways. Inflexible and content-heavy curricula are usually the major cause of segregation and exclusion (UNESCO, 2003).

MOE (2012) in the revised strategy states that adapt the curriculum to meet the educational needs of all children which also enables them to receive livelihood training. Therefore, curriculum should consider the diversity of culture, language, skills and knowledge levels of the community and children with special needs education, and it would be flexible to overcome challenges in special needs/an inclusive education.

2.5.7 Lack of Assessment and Information

Assessment in teaching- learning process is very important to identify an individual child's problems and to follow the progress and improvement in learning activities. In schools, we are concerned about competence in three domains in which teachers provide interventions: academic, behavioral (including social), and physical. Historically, the focus of assessment has been on measuring student progress toward instructional goals and on diagnosing the need for special programs and related services (Salvia, Ysseldyke and Bolt, 2010).

Assessment techniques should enable students to demonstrate their strengths and their potential and should not unfairly discriminate between groups of students (UNESCO, 2003). Parent and

student are key contributors to the assessment process. Parents can provide information on how a student behave outside the school, describe the student early childhood development and gives feedback on the teachers effectiveness of their work with the student. So, early assessment of Child's difficulties is an important part of the assessment process. Early assessment and information minimizes the impact of any difficulties, reduce the need for costly programs of rehabilitation and remediation and makes it more likely that the students' needs can be met in a mainstream environment.

2.5.8 Lack of school physical facilities

The vast majority of centers of learning are physically inaccessible to many learners, especially to those who have physical disabilities. In poorer particularly rural areas the centers of learning are often in accessible largely because buildings are run down or poorly maintained. They are unhealthy and unsafe for all learners. Many schools are not equipped to respond to special needs, and the community does not provide local backing (UNESCO, 2003).

According to the Federal MoE of Ethiopian special needs/inclusion education strategy (MoE, 2012) states that Many educational settings Schools, TVET, TEIs, HEIs, and Adult Education Centers in Ethiopia are not conducive and friendly enough to accommodate PwDs. Facilities such as adapted toilet, adapted seats in library, adequate space for wheel chairs, ramps, signage, water supply, play grounds; etc should be accessible to these children. In the case of multi-story school buildings, measure must be taken to build a modified ramp. Until then, classes for learners with physical disabilities should be located in the ground floor. As stipulated in Ethiopian Building Proclamation No. 624/2009, future buildings should have inbuilt ramp and lift/elevator services for the use of students with disabilities. Regarding Creating Friendly School Environment, Educational leaders at all levels, particularly school management bodies should strive to create friendly relationship between and among CwDs and their non- disabled peers, teachers, administrative personnel and supportive staffs by raising the awareness of the school community (MoE,2012).

2.5.9 In accessibility of Pre-School Education /Early Childhood Education/

Special needs pre-school (early childhood) program services for special population (children with disabilities) is provided starting from the age three in most developed countries. The provision of services also varies according to the degree and disability conditions. For instance, services, which are given for children with visual impairment, are mobility and orientation trainings. It is obvious that lack of these accesses will affect the future life of children with disabilities. The Ethiopian education and Training policy (1994) declaration ensures the importance of early childhood education establishment to promote their holistic development and as it prepare them for formal education (Tirussew, 2005).

But not much effort made by the government to strengthen and expand pre-school program in this country, because this sector is left for private and other non-governmental organizations. In addition, the ministry of Education needs to consider early childhood educational program as a part of its comprehensive education to facilitate as a pre- condition before joining in the regular education system.

Hence, some education programs of children with special needs require preparatory programs before regular schools, but pre-schools such as blind and deaf (Tirussew, 2005). In principle pre-school program is essential for all children. Generally, pre-school programs focus on stimulating and sustaining growth in a certain areas of the development. However, absence of pre-school program may lead children to demonstrate less in their development.

2.6 Practices of Inclusive Eduaction

2.6.1 The Practice of Inclusive Education in the United States

United States has had a long tradition of research and practices in special education in the form of inclusion. Providing services to all students with disabilities with their non-disabled peers in the general education classrooms is a challenge for any country. In the United States at least one in every ten school going child is identified with some type of disability. Through the passage of a wide range of legislations including Education for All Handicapped Children Act (EAHCA) of 1975, Americans with Disabilities Act (ADA) of 1990, No Child Left Behind (NCLB) of 2001, Individuals with Disabilities Education Act (IDEA) 2004, and a long tradition of research and

practices, the United States is said to be successful in providing a free and appropriate public education to all students regardless of their disability status.

The U.S. inclusion movement considers the education and instruction of all students with disabilities to be a fundamental right. This movement has made both the general and special education teachers responsible and accountable to instruct these students with their peer groups. The collaboration between the general and special educators ensures that students with disabilities will receive the appropriate support and services to adequately achieve academic, social, and life skills. Recent statistics indicate that 71% of students with disabilities are in ordinary classes for at least 80% of their time (Hossain, 2014).

As indicated above inclusive education is undelined and considered as a fundamental right in USA that it creates opportunity for children with disabilities to attend their education and 71% of students with disabilities are in ordinary classes. Besides, the government formulated range of legislations and included in different local laws. The long tradition of research and practices also plays its role in providing a free and appropriate public education to all students regardless of their disability status.

2.6.2 The Practice of Inclusive Education in Indonesia

The Government of Indonesia made political commitments at the World Education Forum (2000) for achieving Basic Education for All. Guided by the mission of education and educational strategies, the Republic of Indonesia enacted a new Law on National Education System. The Law has its roots in the 1945 Constitution of Indonesia, which states that each and every citizen have the fundamental right to education (Bakhri , Fibrianto & Hudi, 2017).

Indonesia towards Inclusive Education has been tried out in some areas since 2001, and formally declared on 11th August 2004 in Bandung. Since 2001, government has started a tryout of pioneering inclusive school in 12 schools in Gunung Kidul area and 35 schools in Daerah (Special Region of Jakarta) Province. In 2008, there are 254 inclusive schools in Indonesia from Elementary Schools until Senior High Schools. The Directorate of Special Education has

facilitated some provinces and regions to become “an Inclusive Province or Municipal or Regency”. In 2013 there were more than 2,100 regular schools declaring to be inclusive schools and 31,734 schools in 2017 in Indonesia. There were 23,196 schools at Elementary School, 5,660 Junior High School, and 2,869 schools in Senior High School levels. From those numbers of schools, there were 159,002 children with special needs served in Inclusive Schools (Bakhri , Fibrianto & Hudi, 2017).

Schools carrying out inclusive education are divided into two types. The first is Regular School/ general school accommodating all children with special needs. The second is special school accommodating normal children. The schools should be ready to manage heterogeneous classes by applying such a curriculum and learning with student centered approach emphasizing on the differences of individual children. Teachers have to apply an interactive learning. They are required to have collaboration with other professions or other resources in planning, implementation, and evaluation. Teachers are required to involve parents significantly in education process. Nowadays, inclusive education Curriculum uses regular school curriculum (national curriculum) modified (improved) corresponding to the developmental stage of children with special needs, by considering their characteristics and intelligence level (Bakhri , Fibrianto & Hudi, 2017).

Inclusive education became practical in Indonesia and schools are formally declared to be inclusive education from elementary to highschool level and their numbers increased alarmingly so that it creates access to children with disabilities to attend their education in inclusive setting. The political commitment of the government and enacted new Law on Indonesia National Education System are the main drive which states that each and every citizen have the fundamental right to education are the main drive force to implement inclusive education in the country. Moreover, the schools apply modified curriculum and the teachers' works in collaboration with other professions and parents and these in turn give leverage for success of inclusive education in the country.

2.6.3 The Practice of Inclusive Education in Germany

Since the German ratification of the United Nations Convention on the Rights of Persons with Disabilities in 2009, there have been strong efforts made to include students with special needs in educational system. Consequently, the number of special needs students that have been included in mainstream classrooms is rising steadily. Overall, inclusive education in Germany distinguishes between students who can follow the mainstream curriculum (those who can meet the regular learning goal) and students with a need for an adapted curriculum (those who cannot meet the regular learning goals). Especially in the case of those students who are in need of an adapted curriculum, teachers must consider different educational plans for their class (Sansour & Bernard, 2018).

In Berlin, while the proportion of children with disabilities attending ordinary schools since the 1990 legislation has tripled, some four fifths of children formally assessed as having disabilities are still in special schools. Excellent inclusive education was seen in a Berlin primary which has a long-standing national reputation for success in this field. Teachers taking mixed ability classes, which included some children with moderate to severe disabilities, were helped on a team teaching basis by assistants who were not qualified as teachers and who were paid at a lower rate. Classroom staff were advised and supported as necessary by the school's own special education specialists, and in looking after children with disabilities the school was largely self-sufficient, relying very little on support from the district's child guidance service (Sansour & Bernrd, 2018).

Germany is one of the countries which show exemplary progress after the ratification of the United Nations Convention on the Rights of Persons with Disabilities in 2009 so that significant number of special needs children included in mainstream classes. The viability of inclusive education in Germany is based on the government's commitment to distinguish and apply adapted curriculum for those who cannot meet the regular learning goals and support of special education specialists.

2.6.4 The Practice of Inclusive Education in Sweden

Sweden has a compulsory comprehensive school system that emphasizes inclusion and is relatively equitably constructed and conceptualized. All children shall have equal access to education regardless of gender, residence, or social or economic factors. Following this principle, students' different educational needs should always be considered, and their successful inclusion is crucial. Furthermore, the rights of students in need of special support are not stated separately. They should get the guidance and stimulus they need to be able to grow intellectually as much as possible as well as develop a lifelong desire to learn. Therefore, most students attend a compulsory school. The notion of a comprehensive school goes back to 1842 and the introduction of a policy called folk school. In other words, the Swedish school system today, as "the cornerstone of the modern welfare state", has a long-standing tradition viewing schools as "schools for all." Specifically, this means that students with special educational needs are fully included into mainstream schools and classes (Sansour, & Bernard, 2018).

Furthermore, the school system has a history of support systems and measures. Nevertheless, even for those students attending a compulsory school that require special support due to their special educational needs, different specified governmental support measures can be applied. Support measures are primarily given within the classroom or group to which the student belongs. With the change of the legislative framework in 2014, four kinds of assessments (medical, psychological, social and pedagogical) now are required before a student can be placed within a special school. In addition, parents must agree to this placement. The current Swedish school system is influenced and shaped by the recent reform of 2011 that covered all stages of the school system and had an impact on both special education and compulsory schools. In this system, we can observe a higher emphasis on the categorization on students and potentially even a step back from the notion of inclusion (Sansour & Bernard, 2018).

In addition to that, one of the Swedish schools' characteristics is that different kinds of professions, including teachers with different backgrounds and institutional responsibilities, collaborate. There are also representatives of other professions that have responsibilities for various activities in school, such as educational psychologists, social workers, speech therapists, career guidance counselors and school nurses. These different professions even become relevant in relation to special support, disability, and individual education plans. Hence, special needs

educators, e.g. both special educational needs coordinators and special education teachers, gain importance (Sansour & Bernard, 2018).

Sweden follows a comprehensive school system that give emphasis to inclusion and students with special educational needs are fully included into mainstream schools and classes. The best practices one can derive from Sweden related to special needs education is that students are required to pass through before they placed within a special school. Screening and Assessment is a multifaceted process of gathering information by using appropriate tools and techniques in order to make educational decisions about placement and the educational program for a particular child. So, medical practitioners, psychologists, sociologists and pedagogists participate in the screening procedures. Besides, different kinds of professions such as teachers, educational psychologists, social workers, speech therapists, career guidance counselors and school nurses responsibly and jointly support the schools.

2.7 Inclusive education practices in Africa

2.7.1 The practice of inclusive education in Uganda

In developing countries Uganda has shown commitment to universal primary education and in particular inclusive education. Despite civil wars and the AIDS pandemic, Uganda has opened its education system to a number of under privileged children. Four in every family have access to free primary education and any child who has a disability or is a girl has first priority. The number of children attending school has increased within a short time (Kalkidan, 2019).

The Government of Uganda is keen to maximize growth and reduce poverty and in order to enhance inclusive growth and development; one of the strategies in the second National Development Plan which targets PwDs is geared towards the ‘equalization of opportunities, rehabilitation and inclusion of PwDs in their communities.’ The current Government strategy towards interventions of PwDs is through the Community-Based Rehabilitation (CBR) programme (Sarton & Mitchell, 2017).

Uganda Inclusive Education Project also focused on integration, but through gradual transitions of students from special unit classes into mainstream classes. The project addressed issues of stigma in the community by arranging sensitization workshops for parents, teachers and community members. Community leaders and school children were tasked with identifying children with disabilities in the community and encouraging them to attend schools. A peer support method, or “twinning” was used among the school children. The results saw an increase in transitions from special units to mainstream classes and enrollment of new students from the community (Brittany, 2015).

Policy and practice throughout the world is moving towards inclusion but this process seems to be happening with more commitment and more enthusiasm in some of the poorest countries of the world. Poverty is not the sole explanation for not implementing, inclusion; it is a matter of political will and priorities. A good example is Uganda one of the poorest countries in the sub-Saharan Africa.

2.7.2 The practice of inclusive education in Lesotho

Policy and practice throughout the world is moving towards inclusion but this process seems to be happening with more commitment and more enthusiasm in some of the poorest countries of the world. Poverty is not the sole explanation for not implementing, inclusion; it is a matter of political will and priorities. A good example is Lesotho one of the poorest countries in the sub-Saharan Africa. Despite major economic problems, the government of Lesotho sees education as a priority. It launched a pilot program in 1993 in which ten rural primary schools included all local children with disabilities in the regular classroom. About 300 children with disabilities took part in the pilot program, out of an enrolment of over 9000 pupils. In support of this program nearly all the teachers in the selected schools were given an intensive three-weeks training. When the program was evaluated, it was noted that there was full commitment and a feeling of confidence and empowerment in the teachers concerned. The interaction was total, both socially and educationally. Despite the class sizes of 50 to 100 pupils, a wide range of teaching strategies was noted, small group work, one to one teaching and peer tuition. The report also indicates that teachers never lost track of including all children all the time and so were naturally inclusive.

The provision of education in Lesotho is a joint venture between the Government, churches and the community (Mariga, McConkey and Myezwa, 2014).

Inclusive education program that was developed there in the 1990s onwards has shown that even without a wealth of resources, major changes can be brought about in the educational system to increase access for children with disabilities and other vulnerable groups. Lesotho is a fine example of inclusion resulting from an interaction between government schools, NGOs and local communities' a partnership well suited to nurturing inclusive education (Mariga, McConkey & Myezwa, 2014).

2.7.3 The Practice and challenges of Inclusive Education in Ethiopia

Special education program in its modern type was started in Ethiopia in 1925. Before this time, blind people were attending traditional church education. The introduction of westernized education gave therefore, an alternative education system to the country and marked a significance step in the history of education of Ethiopia. Seventeen years from here later, the first institutional school for children with visual impairment was established at the town of Dembidolo in 1925 even though it was interrupted by Italian invasion. The opening of this institutional school marked a significance step in the history of special needs education in Ethiopia. Therefore, the foreign missionaries were the first to establish institutional schooling for people with special needs in Ethiopia (Zelalem, 2014).

Thereafter, other disability groups were considered for special schools when public schooling was expanded. In 1956 and 1959 special schools for deaf children were set up by American and other missionaries. However, the involvement of the government in the area came in much later. For the first time in history, the 1994 education and training policy stated about special needs education even though it is inadequate. Article 2.2.3 of the policy demands the necessity of special units and class for students with special needs. Hence, the policy has allowed special units and classes to be established for students with disabilities in regular schools (Zelalem, 2014).

From 1994 onwards, so many special classes, units within ordinary schools were established for the children with visually and hearing impaired and for the mentally retarded and are giving service this time. Most of the above mentioned special schools and units serve children up to grade 8. Subsequently, nine pilot resource centers have been established in selected six cluster schools and three special schools in the country to serve children with disabilities in the neighboring and satellite schools (Zelalem, 2014).

In Ethiopia, pockets of successful inclusive education trails with children having visual impairment and mental retardation in Kokebe Tseba primary School and German Church Primary school as cited in the review article of Gezahegene & Yinebebe reported respectively. Furthermore, a study conducted on blind students integrated in Sebeta School showed positive experience on the part of the teachers, sighted students as well as blind students (Gezahegne & Yinebeb, 2010).

Ethiopia has an estimated 691,765 disabled children; of these, only about 2,300 are enrolled in school (Lewis, 2009) with a high risk of dropping out (MoE, 2012). These numbers are concerning in the context of a country which has committed itself to international proclamations advocating for the rights of children with disabilities to educational access, included ideals of supporting people with disabilities in its constitution, and developed national plans for special needs education (Kalkidan,2019).

However, when one looks beyond these policies and declarations and views the realities of primary school classrooms and their surrounding communities, it becomes clear that achieving Education for All, most specifically children with disabilities, involves much more than establishing policies and placing students in classrooms. Achieving true inclusion in Ethiopia will require action that is rooted in the conviction that inclusive education is not merely about access, but about changes in society and systems. Educational provision for students with disabilities offers the following primary school options: fifteen special schools, 285 special units attached to mainstream schools, and an unknown number of schools offering integration into mainstream classes (MoE, 2012).

Special schools in many developing countries are characterized by low quality and lack of regulation. The special schools in Ethiopia are not exception to this, and are often crowded, poorly staffed, under-resourced, and generally concentrated in urban areas (Lewis, 2009). In light of the shortcomings of these limited educational provisions for children with disabilities, the Ethiopia government established a special needs/Inclusive education strategy focused on the inclusion of students in mainstream classes close to their homes (MoE, 2012).

The picture of special and mainstream schools provided above supports the urgency of this strategy, but also suggests a long road ahead. As the experience in mainstream schools shows, inclusive education is not only about children with disabilities being able to enter mainstream classrooms. For inclusive education to work, it is critical that teachers believe that all students are capable of learning. Facilitation of inclusion also relies on teachers utilizing child-centered teaching methods (UNESCO, 1994).

However, in the survey of Ethiopian mainstream schools, 81.7% of teachers reported that they did not consider learners' needs in their teaching; furthermore, 83.9% of students with disabilities said the teachers' methods did not match their needs. The assumptions of the mainstream classroom illustrate that the teacher was not fully to blame for the inability to implement inclusive education; factors such as large class size, test-based lessons and an often inflexible curriculum are issues which stem from the education system and are prevalent in Ethiopian schools. It is also possible that inclusion plans were implemented top-down, without input from teachers, and thus their resistance to inclusion could be a reflection of their frustration at being excluded from the planning process or not being given adequate training. Teachers also face shortages of resources: 100% of the teachers included in the survey in Ethiopia said students with disabilities were not provided sufficient instructional materials and 100% of surveyed disabled students agreed. This argument can be an effective entry point for garnering political will for special needs education by locating it under the umbrella of inclusive education for all students, highlighting the benefit, and cost effectiveness, of inclusion for society as a whole. However, as some voices in the education sector point out, until there is equity in educational resource distribution for students with special educational needs, there is a need for affirmative action in budgeting for these students. Otherwise, simply grouping children with special

educational needs will likely perpetuate the ‘fragmented efforts’ and lack of funding that has characterized special needs education in Ethiopia thus far. A frequent barrier to resource allocation for the education of disabled children in developing countries is the misconception that adults with disabilities will be a burden on the system (Brittany, 2015)

However, with less than 1% of disabled children in Ethiopia enrolled in primary school (Lewis, 2009), combined with lack of support from vocational training, universities and other options for educational opportunities, the number of success stories will likely be too low to make an impact on these negative beliefs. This becomes a vicious circle in which the means and the end goal are the same awareness of the potential of people with disabilities.

2.8 Successful Inclusive education strategies

One of the primary misunderstandings of inclusive education is a belief in the resource-intensity of such an endeavor. Many policy-makers immediately think of the costs of resources such as specialized teachers and equipment. However, study after study has evidenced the argument that inclusive education is actually cost-effective. It is far more efficient to have all children in one school and in mainstream classrooms, rather than in special classes and schools. The investment in inclusive education pays off significantly with increased participation in the economy by youths who have been given a high-quality education. In short, implementing inclusive education is not about increasing the educational budget; but about continuous, systemic, and sustained transformation of educational design, cultures, and values (Schuelka, 2018).

2.8.1 School and classroom level implementation strategies

Ultimately, successful implementation of inclusive education occurs at the school and classroom level. There are three main areas of implementation these are: school structure and culture, teachers, and school leadership.

All of the primary literature sources on implementing inclusive education suggest that the first step in inclusive education implementation is to help schools understand their own challenges, assets, resources, value frameworks, stakeholders, and where to locate data and evidence (EASNIE, 2018).

Teachers often feel that inclusive education is something they are told to do – often without support and resources – and it becomes a top-down burden rather than a collaborative process. Therefore, it is important for teachers to have the knowledge and skills to create inclusive classrooms, as well as for school leadership to provide an inclusive and innovative environment for teachers to flourish. Traditionally, training in inclusive education techniques was offered as continuing professional development and one-off workshops. There is mounting evidence that these kinds of short-term, ‘parachute’ trainings do little in terms of impact and systemic change. More sustainable inclusive education implementation would put more emphasis on inclusive pedagogy in pre-service teacher training for all teacher trainees, as well as sustained and continuous in-service development. This also positively affects teachers’ attitudes towards inclusion by emphasizing that it is within their professional role to include all children in their classroom, and is not just the domain of specialists and special curriculum. Teachers can also be motivated to be more inclusive by providing more structured and supported expectations as to how they teach and as to what inclusive education ‘looks like’ in the classroom (Schuelka, 2018).

School leadership is crucial for the successful implementation of inclusive education. Often the most inclusive and high-quality schools are those that have school leaders who lead with vision, inclusive values, motivation, autonomy, and trust in school staff (Schuelka, 2018).

2.8.2 Policy and national level implantation strategies

It is important that national policy and guidance encourage and enable inclusive education practice at the school level. The first step is for national policy to clearly state that inclusive education is a right for all children. It is also important that inclusive education policies and guidance be made in collaboration and consultation with disabled persons organizations (DPOs), non-governmental organizations (NGOs), parents of children with disabilities, children with disabilities themselves, and other community stakeholders. Unfortunately, all too often national inclusive education policy is aspirational, vague, and non-committal (Schuelka, 2018).

Inclusive education policy needs to clearly articulate the values of inclusive education. Besides the appropriate legislation and collaboration with stakeholders, there are other strategies that countries can employ to aid in inclusive education implementation (Schuelka, 2018).

2.9 Theoretical framework of Inclusive Education Practices

Three major theories are considered to underpin inclusive education theory. Effective inclusive education practices should incorporate ideas from each of these theories so that teachers can successfully make curricular and instructional decisions for each student. Therefore, each of the theories underpinning inclusive education practice is theoretically and practically detailed as follows.

2.9.1 Behaviourism-based Inclusive Education Practices

Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner. Behavior is directed by stimuli. An individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action. In education, advocates of behaviorism have effectively adopted this system of rewards and punishments in their classrooms by rewarding desired behaviors and punishing inappropriate ones. Rewards vary, but must be important to the learner in some way. Behaviorist techniques have long been employed in education to promote behavior that is desirable and discourage that which is not. Among the methods derived from behaviorist theory for practical classroom application are contracts, consequences, reinforcement, extinction, and behavior modification (Zhou & Brown, 2015).

Practically, behaviourism-based inclusive education practices include the application of behaviourism in inclusive education settings, which clearly appears in the emphasis on student behaviour and performance in manipulating stimulus materials. Examples of behaviourism-based inclusive education practices are included in well-known instructional approaches such as explicit or direct instruction. The method has shown positive research results with students with special needs in general education classrooms. Practices based on explicit or direct instruction are systematic, involving a step-by-step process provided by a teacher and followed by students during instruction. In addition, explicit or direct instruction-based practices that break down tasks

into their smallest elements are widely used for teaching students with special educational needs in inclusive education classrooms (Al-Shammari, E. Faulkner & Forlin, 2019).

During the instructional process, Behaviourists assess learners to determine at what point to begin instruction and which reinforcers are most effective. The teacher's role during the process is to: (1) determine which cues can elicit the students' desired responses; (2) arrange practices where prompts are paired with the target stimuli which are expected to elicit the responses in the 'natural' setting; and (3) arrange environmental conditions so that students can make the correct responses in the presence of those target stimuli and receive reinforcement for those responses (Al-Shammari, E. Faulkner & Forlin, 2019).

2.9.2 Cognitive –based Inclusive Education Practices

An important implication of Piaget's theory is adaptation of instruction to the learner's developmental level. The content of instruction needs to be consistent with the developmental level of the learner. The teacher's role is to facilitate learning by providing a variety of experiences. "Discovery Learning" provides opportunities for learners to explore and experiment, thereby encouraging new understandings. Opportunities that allow students of differing cognitive levels to work together often encourage less mature students to advance to a more mature understanding. One further implication for instruction is the use of concrete "hands on" experiences to help children learn (Zhou & Brown, 2015).

Practically, cognitivism-based inclusive education practices involve the applications of cognitivism in inclusive education settings, which clearly appears in the emphasis of mental information processing and interactions in guiding student learning. Students are encouraged to express and connect their prior knowledge, learning experiences, and abilities to learn new information being provided to them. For instance, instructional strategies such as framing, outlining, mnemonics, concept mapping, and advance organizers should be specifically used to support the cognitive needs of students with special educational needs (Al-Shammari, E. Faulkner & Forlin, 2019).

Cognitivism-based inclusive education practices are implemented by applying different instructional approaches focused on learning activities, such as note-taking. The use of these instructional approaches has shown positive results among students with special needs in general education classrooms. Other practices used, based on cognitivism, for students with special needs in inclusive education classrooms are various metacognitive strategies, which are evidence-based such as study skills, concept mapping, and reciprocal teaching. It also offers specific best practice interventions best used for students with special needs in cognitivism-based inclusive education settings, which include metacognitive strategies. Metacognitive strategies teach students to understand the way they think. Through targeted study skills, concept mapping, and reciprocal teaching, students can plan, organize, and communicate information and learning. Another example of a metacognitive strategy in a cognitivism-based classroom is a flow chart used to organize information. Thus, cognitivism can be related to the key components of the best practices in inclusive education by helping students to assimilate and accommodate information.

Constructivism-based Inclusive Education Practices Theoretically, constructivism focuses on creating cognitive tools that reflect the wisdom of the culture (Al-Shammari, E. Faulkner & Forlin, 2019).

2.9.3 Constructivism-based Inclusive Education Practices

The basic premise of constructivist theory is that people are said to learn when they have gained experience from what they learn. That is, people create their own meaning through experience. The learners' knowledge is their own life, their style and their life is an experience they get. Therefore, the teaching and learning process must be related to the practical real world so that the classroom is designed and shaped in such a way that teacher and students can share their knowledge and experience actively. The cognitive structure must always be altered and adapted according to the demands of the environment and the changing organism. The process of adjustment occurs continuously through the process of reconstruction (Suhendi and Purwarro, 2018).

Practically, constructivism-based inclusive education practices are the applications of constructivism in inclusive education settings, which would involve instructional methods and

strategies to assist learners to explore complex topics actively. Possible strategies for exploring these topics include: situating tasks in real-world contexts and using real-life examples, utilizing cognitive apprenticeships (i.e. modelling and coaching), presenting multiple perspectives (i.e. collaborative learning to develop and share alternative views), including social negotiations (i.e. debate, discussion), encouraging reflective awareness, and providing considerable guidance on the use of constructive processes. For students with special needs, the most important facts or information related to key ideas under discussion should be prioritized by teachers, thereby not overwhelming them with the need for memorization. Graphic organizers and self-monitoring have been suggested as useful strategies for teaching content subjects encouraging confidence and success, accomplishments and, indeed, errors (Al-Shammari, E. Faulkner & Forlin, 2019).

Inclusive education requires a constructivist approach to teaching and learning. Making this fundamental shift involves an explicit critique of assumptions, practices, and structures associated with a positivist approach. Constructivism 'rejects the notion that there are instructional strategies that are effective, regardless of context, including students' backgrounds and interests' but that, '...it acknowledges and respects the wholeness and particularity of learning as situationally constructed'. An example of constructivism-based inclusive education practices is active learning. It suggested that practices such as teaching students to summarize, paraphrase, predict, and use visual images, helps students with learning disabilities understand and remember. Some practices such as summarizing, predicting, and using visuals have also been found to have high to medium effects on students with special needs (Al-Shammari, E. Faulkner & Forlin, 2019).

Students in a constructivistic inclusive education setting would benefit most from the following best practices as reported by Hattie (2008) such as peer tutoring and cooperative learning. Through peer tutoring and cooperative learning, students can interact with each other and actively learn in a real-world setting. Cooperative learning groups, for example, may be formal or informal. Formal groups may be organized by student ability or interest, whereas informal groups may be spontaneous within which students are asked to pair and brainstorm on topics. In the constructivistic inclusive classroom, the belief is that students learn from experience and real-life application (Al-Shammari, E. Faulkner & Forlin, 2019)

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

This chapter deals with the research method, data source, sampling, instruments of data collection and methods of data collection and analysis its analysis.

3.1 Research Design

The data collected through questionnaire, semi structured interview and document analysis from the study representative sample were processed and subjected to a variety of analysis techniques. Simple arithmetic calculations and descriptive statistics were deployed to analyze and interpret the data. A descriptive research was utilized to describe the practice and challenges of inclusive education in Dagmawi Birhan primary government school. The goal of descriptive research is to describe some aspect of a phenomenon, i.e., the status of a given phenomenon. It can help understand a topic and lead to causal analysis (Melese, Abiy, Alemayehu, Daniel, and Yilma, 2009). As it is attitudes, behavior and experiences which are important, fewer people take part in the research, but the contact with these people tends to last a lot longer (Dawson, 2009). Summaries are presented as counts, and percentages in tables. The researcher use both qualitative and quantitative analysis in this study. Besides, the data gathered through interview and document review were analyzed in the form of narration or telling.

3.2 Description of the study area

This research was conducted in Dagmawi Birhan government primary school which is situated in Addis Ketema Subcity of Addis Abeba city administration. The school is established in 1972. Since 2014 the school has started to implement inclusive education policy and currently there are 1575 students without disability and 195 students with different disabilities (37 with partial visual impairment, 3 students with visual impairments, 25 students with partial hearing impairment, 5 hearing impairments and 30 students with physical impairments, 55 students with learning impairments (Writing and reading) , 15 students with communication problem disorder and 25 students who are unable to sit with concentration) attend their formal education, at the school. The number of children with disabilities who attend in Dagmawi Birhan primary school in inclusive classroom setting is the highest in Addis Ketma subcity level. There are 120 regular

teachers and 10 special need teachers who run the learning teaching process of the school. Besides, the school has separate special classes for autistic children in the compound and it is selected by the government to be autism center as well at Addis keteme sub city level and renders technical and materials support for 28 primary schools available in the respective sub-city,

3.3 Source of Data

The researcher used both Primary and Secondary data sources to obtain information about the subject under study.

3.3.1 Sources of primary data

The primary sources were obtained from the school principal, special need education teachers, teachers in the general education, parents of children with disabilities and special needs education expert at woreda level of the respective school through questionnaire and interview.

3.3.2 Sources of secondary data

The secondary data for the study was gathered from reports, plans, and different documents like policy, directives, standards and other relevant documentations used at all levels of the administrative and pertinent bibliography.

3.4 Population, Sample and Sampling Techniques

The target population of the research consists of teachers, school principal, special needs education expert and parents of students with disabilities in government primary school of Dagimawe Birhan. The numbers of teachers working in the school currently are 110 regular teachers and 10 special needs teachers respectively and from these 33 (30 %) general teachers were selected using random sampling and 10 (all) special needs teachers were selected through purposive sampling. Among the total teachers, 23 were males and 20 were females. Regarding to their educational qualification, 23 teachers were degree holders whereas 20 teachers were diploma holders. With regard to their experience 5 of regular teachers have an experience between 6-10 years and 10 special needs teachers and 28 of regular teachers have an experience between 1-5 years. So, these teachers were taken as participants of the study to make a total of 43 participant teachers in the study.

1 school principal, 1 woreda special needs expert and 5 parents of students with disabilities were selected using purposive sampling. The numbers of principals working in the school were 3 of which 1 was female and 2 were males. The deputy principal was degree holder in special needs and assigned to closely assist the special needs department in the school and he has a sum of seven years work experience in teaching and management respectively. The govt has assigned 1 special needs expert for each woreda's so the researcher selected 1 special needs expert from the respective woreda who holds degree in special needs and has 3 yrs work experience. The school PST committee has 7 members of which 5 are parents of children with disabilities who were represented by the general assembly of the school. So the researcher took all 5 parents, 1 school principal and 1 special needs expert since they were the right people to provide necessary information about the practice and the challenges of inclusive education which they often observed. The total number of research participants is 50.

3.5 Data gathering Instruments

In order to enhance the validity and trust worthiness of the study, various instruments of data collection were employed. Data from primary sources were gathered through questionnaire and interview and while reports and other relevant documents were collected from secondary sources.

3.5.1 Questionnaire

The questionnaires were the main instruments prepared for regular teachers and special needs teachers. A Questionnaire is a very commonly and widely used type of instrument in educational research. It is used to acquire information or data from the opinion and attitude of individuals and/or groups about particular situations, events or practices etc. Questionnaires are relatively quick and efficient way of obtaining large amount of information from large sample of people. Data can be collected relatively quickly because the researcher would not be present when the questionnaires were completed. This is useful for large populations when interviews would be impractical (McLeod, 2014).

Hence, the questionnaire was developed after review of related literatures for research topic. Some of the items of the questionnaires are yes or no questions followed by options to collect relevant demographic data in the study area. The second eight closed ended items are prepared in five likert scales valued: strongly disagree (1), disagree (2), undecided (3), agree (4) and strongly agree (5) to explore teachers 'views/opinions' regarding the current practices and implementation of inclusive education in the school. The third five closed ended items were prepared in five likert scale to investigate the availability of inclusive education instructional materials and equipment in school. The next thirteen closed ended items were prepared in five likert scale to investigate the challenges encountered in the implementation of inclusive education in school. The last part consists of eight open ended items to assess the possible solution to intervene the challenges of inclusive education in the school.

Furthermore, the questionnaires were prepared both in English to Amharic and commented by research advisor and senior friends before they were administered to a wider population. The researcher and two data collectors, one of them was a high school teacher and the one was from Addis integrated organization having an experience in data collection and oriented by the researcher and they collected the data

3.5.2 Interview

Interview in general refers to the way of talking and listening to people to collect data from individuals through conversation. It is an interchange of views between two or more people on a topic of mutual interest, sees the centrality of human interaction for knowledge production, and emphasizes the social situation of research data (Cohen et al., 2011).

The most useful interview format for conducting qualitative research is often "semi-structured". This means the interview is not highly structured and that the interviewee is simply given a license to talk freely about whatever comes up. Semi-structured interviews offer topics and questions to the interviewee, but are carefully designed to elicit the interviewee's ideas and opinions on the topic of interest, as opposed to leading the interviewee toward preconceived choices. They rely on the interviewer following up with probes to get in-depth information on topics of interest.

In order to obtain desired information about the current practices and challenges in the implementation of inclusive education in the respective school, this study has adopted a semi-structured interview procedure. An interview guideline was developed and interview was conducted according to the guideline to ensure uniform and relevant questions to the participants.

The researcher hoped that conducting in-depth semi-structured interview with the carefully selected key informants was very significant data gathering tool and believed to increase the validity and reliability of the collected data. The following key informants were carefully chosen by the researcher due to their having relatively better work experience and knowledge in the sector, proximity for the profession, appropriateness for the study, responsibility, strategic and policy intent. Hence, the in-depth semi-structured interviews were conducted with 7 key informants; one school principal from the school, one special needs expert from Woreda education office and 5 parents from the school PST committee based on the above-mentioned criteria. The semistructured interview session involved 4 male interviewees' and 3 females' interviewee. This helped the researcher to collect primary data and to support the data that were collected through questionnaire.

Before the beginning of the semi-structured interview session four of them gave their permission for the researcher to use a tape- recorder, whereas, the rest three key informants were selected were not willing to record their voice with a tape- recorder. Therefore, the researcher respected their privacy and did not use a tape- recorder device for them. The time of interview was about 20 minutes for each interviewee and extra time was managed based on the questions posed while responding. During the interview, all Participants were highly encouraged to speak openly, frankly, and give as much detail as possible. The interview was managed by the researcher.

3.5.3 Document review

Document analysis is a systematic procedure for reviewing or evaluating documents both printed and electronic (computer based and internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (Glenn, 2009). The researcher examined documents such as Ministry of education annual abstracts, annual reports

and Inclusive/Special needs education strategic plan and online information in order to triangulate the data that was gathered through other data collection instruments.

3.5.4 Pilot test

The researcher validated the instruments by inviting senior graduate peer's and also a university teacher and upon the recommendations given six items (two from practices of inclusive education and one from availability of instructional materials and three from challenges encountered in the implementation of inclusive education in the school) were corrected and submitted to the advisor. The advisor also evaluated and commented on the weaknesses and grammatical errors of the items. Moreover, the questionnaire was tried out in small-scale study on 5 teachers of the school and the interview also attempted on 3 parents and 1 school principal at the school and 1 special needs expert from other woreda's. Piloting the instrument helped to clarify ambiguous items and it is also one of the best mechanisms of improving the items for data collection procedures. After the questionnaire administered to them, the participants were asked for criticisms. Hence, modification was made on four items (two of them were from practices of inclusive education and the rest were from challenges encountered in the implementation of inclusive education) and three items were rejected from practices of inclusive education instruments because of their similarity with other items. Out of 37 items administered for pilot testing, 34 items were selected based on their reliabilities. After the interview conducted the participants were encouraged to give their remarks too and modification was made on six items accordingly (two from each interview items prepared for parents, school principal and woreda special needs expert). Finally, the main data collection process resumed and questionnaires were administered and interviews conducted with the study participants, the data were collected, encoded, tabulated and analyzed.

3.6 Procedures of data collection

The research advisor approved the proposal, before embarked on collection of data. The researcher developed and designed necessary data collection tools for all of target groups of the study. The data collection instruments were prepared in English and translated into the peoples'

language. Then, the researcher submitted these tools to research advisor and senior friends and incorporated comments and then finalized the tools for field data collection. After the approval of the data collection tools, the researcher contacted the selected school and based on the sampling techniques discussed above, participants selection were made in collaboration with the school. First, willingness of the selected participants was made by informing the purpose of the study. The first task was distributing questionnaire for the selected participants. The second task was administered interview for selected participants. Finally data were organized and interpreted.

3.7 Methods of data analysis

Depending on the nature of the data collected and the objectives of the research, both quantitative and qualitative methods of data analysis were used to analyze the data gathered through different data collection tools. The data gathered through the closed ended questionnaire were tabulated and analyzed by descriptive statistics such as percentage and frequency. The qualitative data which were collected through interview were narrated in words. The interpretation and analysis were made by triangulation of the results obtained through different data collecting instruments based on the stated objectives. Finally, the result of the interpretation was discussed and summarized to arrive at dependable conclusions.

3.8 Ethical consideration

The researcher was recognized and respected the consents of the study participants and accepted Addis Ababa University ethical consideration principles for research. An ethical concern was informed at all stages of the research process. Informed consent required at all stages, so participants were regularly checked for their willingness to participate and were free to withdraw at any time.

CHAPTER FOUR

FINDINGS OF THE STUDY

The purpose of this study was to identify the practices and challenges of inclusive education in Dagmawi Birhan primary government school and forward possible solutions. This chapter includes the teachers' response gathered through questionnaire and response of the school principal, woreda special needs and parents obtained through interviews.

4.1 Background of study reports

Forty three copies of the questionnaire were distributed to the participants. Out of these questionnaires, 33 copies were distributed among regular teachers and 10 copies were distributed among special need education teachers. All the distributed copies of the questionnaires 43 (100%) were returned. The researcher addressed 1 school principal, 1 woreda special needs expert and 5 parents of students with disabilities through semi-structured interview guidelines from the respective school and all of them presented and gave their opinions on the sessions arranged for them. The researcher also believed that demographic characteristics of the sample respondents give some basic insight about the situation. Hence, attempts were made to describe the background of the participants, which directly or indirectly related to the objectives of the study. Accordingly, respondents' general demographic characteristics, sex, service year and educational qualification were separately treated.

Table 1: Educational background

Item	Special needs teachers				Regular teachers				
	Category	Frequency		Percentage %		Frequency		Percentage %	
		M	F	M	F	M	F	M	F
Educational Background	Certificate								
	Diploma	5	2	50 %	20%	3	5	9.09 %	15.15%
	Degree	1	2	10 %	20%	14	11	42.42 %	33.33%
	Master degree								
	Total	6	4	60 %	40%	17	16	51.52 %	48.48 %

As indicated in Table 1, 10 special need teachers and 33 regular teachers were included in the study. Among them, 23 (53.49 %) are male and 20 (46.51 %) of them are female. Regarding to their educational qualification, 15 (65.22 %) of male teachers and 13 (65%) of female teachers are degree holders whereas 8 (34.78%) of male teachers and 7 (35 %) of female teachers are diploma holders.

Table 2: Service year

Service year	Special needs teachers				Regular teachers			
	Frequency		Percentage %		Frequency		Percentage %	
	M	F	M	F	M	F	M	F
1-5 years	6	4	60 %	40%	14	14	42.42 %	42.42 %
6-10 years					3	2	9.09 %	6.06 %
11-15 years								
16-20 years								
> 20 years								
Total	6	4	60%	40%	17	16	51.52 %	48.48 %

With regard to their experience 5 (15.15 %) of regular teachers have an experience between 6-10 years and 10 (100%) of special needs teachers and 28 (84.85 %) of regular teachers have an experience between 1-5 years. This implies that majority of the teachers don't have long time experience.

4.2 The current practices and implementation of Inclusive education in Dagmawi Birhan Primary school

Table 3: Response on issues related to current practice of inclusive education

The response is based on questionnaire with five response agreement scale (5= very high, 4= high, 3= undecided, 2= low, and 1= very low)

No	Statements	Respondents						
		Special needs teachers			Regular teachers		Total	%
		Level of agreement	Frequency	%	Frequency	%		
1	Motivation of teachers in teaching the students with disabilities	5						
		4			1	3.03%	1	2.33%
		3	1	10%	1	3.03%	2	4.65%
		2	5	50%	5	15.15%	10	23.26%
		1	4	40%	26	78.79%	30	69.77%
2	Proficiency of teachers in teaching students with disabilities	5						
		4	1	10%	2	6.06%	3	6.98%
		3	1	10%	1	3.03%	2	4.65%
		2	7	70%	3	9.09%	10	23.26%
		1	1	10%	27	81.82%	28	65.12%
3	Support of teachers to students with disabilities to carry out practical activities	5						
		4						
		3	1	10%	2	6.06%	3	6.98%
		2	7	70%	6	18.18%	13	30.23%
		1	2	20%	25	75.76%	27	62.79%
4	The school achievement of students with disabilities in all subjects.	5						
		4						
		3			2	6.06%	2	4.65%
		2	7	70%	3	9.09%	10	23.26%
		1	3	30%	18	54.55%	31	72.09%
5	Enough on job training	5						

	is provided for teachers	4						
		3			1	3.03%	1	2.33%
		2	5	50%	11	33.33%	16	37.21%
		1	5	50%	21	63.64%	26	60.47%
6	Sufficient administrative support from school principal is in place	5						
		4						
		3						
		2	7	70%	8	24.24%	15	34.88%
		1	3	30%	25	75.76%	28	65.12%
7	Teachers have adequate awareness about inclusive education and learners with disabilities	5						
		4						
		3						
		2	8	80%	13	39.39%	21	48.84%
		1	2	20%	20	60.61%	22	51.16%
8	Enough time is allocated to support learners with disabilities	5						
		4						
		3						
		2	4	40%	13	39.39%	17	39.53%
		1	6	60%	20	60.61%	26	60.47%

As indicated on table 3 above, 30 (69.77 %) of the total teachers responded that their motivation in teaching students with disabilities is very low. So this implies that motivation to teach students with disabilities among the teachers at the school is very low.

Table 3 also depicted that 28 (65.12 %) of the total teachers response for proficiency of teachers in teaching students with disabilities is very low. So this affirms that competency of both teachers in treating students with disabilities is very low.

Table 3 also shows that all respondents are requested to give their answer on whether they support their students with disabilities to carry out practical activities, 27 (62.79 %) of the total

teachers response is very low. So this shows that support by the teachers to students with disabilities to carry out practical activities is very low.

In accordance with table 3, regarding the school achievement of students with disabilities, 31(72.09 %) of the total respondents believe that the achievement of students with disabilities is very low.

According to table 3, 26 (60.67 %) of the total teachers response on whether enough on job training is provided for teachers is very low. This reveals that the provision of on job trainings for the teachers is very low.

Table 3 above also shows, majority 28 (65.12 %) of the total respondents response on whether sufficient administrative support from school principal in place is very low. Here, both respondents believe that sufficient administrative support isn't given by school principal.

Table 3 also illustrated that 22 (51.16 %) of the total respondents response on whether teachers have sufficient awareness about inclusive education & learners with disabilities is very low. This implies that teachers have very low awareness about inclusive education and learners with disabilities.

Regarding item 8 of the table 3, 26 (60.47 %) of the total respondents level of agreement is very low. This implies that both groups believe that sufficient time is not allocated to support learners with disabilities.

Similarly, the researcher conducted interview with the school principal, woreda special needs expert and parents of children with disabilities regarding screening and admission of children with disabilities in the school.

The school principal said that:

The school does not have any scheme of screening at the time of admission; teachers identify some problems during the teaching and learning process and try to provide the support needed by the children.

The woreda special needs said that:

Some parents serve as a source of information for the school about their children with disabilities.

Parent A replied that:

As a parent after I got training on disabilities issue, I accepted the reality that my child lives with intellectual disability so that I informed to the school administration about his impairment and then the school enrolled him.

Parent B replied that:

My child had't had any disability until he joined school. After he joined school, one of the school teachers called me and told me that my child has learning disabilities especially on reading. Until this time I don't have any information about my child disability.

Parent C replied that:

At the age of 5 when I took my child to hospital for other medical reason the Dr, told me that my child had hearing impairment and gave me medical certificate for it and I came with the certificate at time of school enrollment .

Parent D replied that:

The medical team who came to Tikur Anbesa specialized hospital dignosised him with audiometer and confirmed that she had partial hearing impairment and I brought the result to the school

Parent E replied that:

As a parent , I knew my chid disability case when he was failed and broken from high place while he was playing with his peers . So the school administration saw him physically and enrolled in the school.

The researcher also asked the participants about the perception of teachers and parents on inclusive eduaction:

The school principal said that:

Most teachers lacked knowledge of disability and skill how to support students with disabilities in the inclusive setting.

The worda special needs said that

The teacher treat children with disblities with out considering their disblities .They teach them without adaptation of the existinig currriculum and without teaching aids and without additional support for students with disabilities.

Parent A also confirmed that

I don't have adequate awareness on disblities and inclusive eduaction as well to carry out the role which expected from us to treat and support our children in their school activities and home chiores.

Parent B also confirmed that

As most Parents of children with disblities I perceived disblity as curse from God.

Parent C also confirmed that

I always connect the the issue of disability with bad spirt. So when my child shows starnage behaviour I take him to the church to have holy water on his face.

Parent D also confirmed that

I am illiterate parent and leads hand to mouth so I don't know much about disblities but I heared that disblities is caused by wrath from God

Parents E also confirmed that

I don't have awareness on disblities and I sent my child just to school to spend his time and to decrease my burden.

They were also asked about the school participation and performance of children with disabilities.

The school principal responded:

The school participation and performance of CWDs is relatively low compred with children without disabilities they were not given due attention by their teachers and the teachers do not appreciate the diffferneces among children.

The woreda special needs expert replied that:

Appriprate materials are not available for education of children with disabilities and Special provision does not exist during exams at all. So it is common to drop out and repeat the same class amomg students with disabilities

Parent A also replied that

My child academic performance is weak and he scored below average in most subjects.

Parent B also confirmed that

I am illtrate and the school teachers also don't give attention for my child so repeated grade 5 two times.

Parent C also confirmed that

He works hard in his schooling and got good result in some subjects but his results in some subject like maths, English and physical excersise are always below the average

Parent D also confirmed that

He always reaches school late and couldnot attend his schooling appropriately so this had an implication on his pooor acadmic result.

Parent E also confirmed that

My child educational achievement became lower and lower from year to year and hisintrest for school is also very poor.

The school principal and parents of children were asked about parental involvement in the school

The school principal reported that

We have a general meeting with all parents once a year. During this meeting, parents are encouraged to comment on the education of the children in the school.

Parents A replied that

The school has regular meetings with the school but as parent committee we have meeting when the problem arise.

Parent B also replied that

The school Parent–Teacher Assiocation (PTA) does not work closely with the school.

Parent C also confirmed that

The school and do not have regular meetings except intermittent contact with school principal to discuss school issue

Parent D also confirmed that

As a parent committee chairman, I incite the school to have regular meeting with the generl assembly to discuss about the challenges about disblities issues but the school administration couldnot give attention to it ,

Parents E also confirmed that

Yes, the PTS members have occupied with their own personal issues /business so their participation and involvement in the children and school issues is very limited.

4.3 Availability of inclusive education instructional materials and equipment in Dagnawi Birhan Primary school

Table: 4 Response on issues related to availability of instructional materials and equipment

No	Statements	Respondents						
		Special needs teachers			Regular teachers			
		Level of agreement	Frequency	%	Frequency	%	Total	%
1	Teaching learning materials Student textbooks (Braille), large print books, tactile graphics, abacus, etc) in your school is 1:1 ratio	5						
		4						
		3			1	3.03%	1	2.33%
		2	2	20 %	1	3.03%	3	6.98%
		1	8	80%	31	93.94%	39	90.70%
2	Stationeries (slate, styles, talking calculator, Braille paper, etc)	5						
		4						
		3	1	10%	2	6.06%	3	6.98%
		2	1	10%	1	3.03%	2	4.65%
		1	8	80%	30	90.91%	38	88.37%
3	Specialized Equipment (for making Braille books, computer software such as Job Access with Speech (JAWS) etc.)	5						
		4						
		3						
		2						
		1	10	100%	33	100%	43	100 %
4	Assistive devices (wheelchair, eyeglasses, hearing aids, eye glasses,	5						
		4						
		3			1	3.03%	1	2.33%

	cane, crutch, etc.)	2	3	30%	4	12.12%	7	16.28%
		1	7	70%	28	84.85%	35	81.40%
5	There are well equipped resource center in the school which supplies service for students with disability	5						
		4						
		3						
		2	1	10%	2	6.06%	3	6.98%
		1	9	90%	31	93.94%	40	93.02%

Table 4 shows that, 39 (90.70 %) of the total teachers response on the availability of student textbooks (Braille, large print books, tactile graphics, abacus, etc.) in the school is very low. So this reveals that disabilities friendly textbooks are inaccessible in the school.

Table 4 also depicted that, majority 38 (88.37 %) of the total teachers response level for the availability of stationeries materials (slate, styles, talking calculator, Braille paper, etc) is very low. This shows that there is almost no supportive stationary materials available in the school that are needed to support children with disability.

Table 4 above also shows that all respondents requested to give response whether there are equipment (for making Braille books, computer software such as Job Access with Speech (JAWS) etc.) in the school and 43 (100 %) of the total respondents response for the item is very low. So this implies that there are no specialized equipment for making Braille books and computer software with JAWS.

In accordance with table 4, regarding the availability of assistive devices (wheelchairs, hearing aid, eyeglasses, cane, crunch etc, 35 (81.40%) of the total teachers response is very low. This indicates that children with disabilities are not accessed for these devices in the school.

Table 4 also shows that, 40 (93.02%) of the total teachers response for whether the school has well equipped resource center is very low. This implies that the school doesn't have well equipped resource room which is supply service for students with disability.

Similarly, the researcher conducted interview with the school principal, woreda special needs expert and parents regarding the physical setting of the school and availability of instructional materials

The school principal said that:

. There are no special learning materials and well equipped resource room to support children with disabilitie.

The Woreda special needs expert replied that:

Due to budget constriants appropriate teaching and learning materials are not available for education of children with disabilities.

Parent A confirmed that:

It is unimaginable to get assistive materials in the school to support children with disabilities.

Parent B said that:

The school provides uniform and stationaery materials to the students with disabilities as their peers without disabilities but could't provide assistive materials to CWDs

Parent C replied that:

As I observed, the school resource center is inaccessible to support children with disabilitie

Parent D responded that:

In general speaking the school is not inclusive because appropriate learning materials and assesstive device are not in place to support children with disabilities

Parent E said that:

The school has a resource room but with out the necessary reading materials and devices is support children with disabilities

4.4 Major challenges encountered in the implementation of inclusive education in Daggawi Birhan primary school.

Table 5: Response on issues related to the major challenges encountered in the implementation of inclusive education

No	Statements	Respondents						
		Special needs teachers			Regular teachers			
		Level of agreement	F	Percent %	F	Percent %	Total	Percent %
1	Negative attitude towards students with disabilities	5	1	10 %	3	9.09%	4	9.30 %
		4	9	90 %	30	90.91%	39	90.70 %
		3						
		2						
		1						
2	Lack of teachers' awareness about inclusive education	5	7	70 %	27	81.82 %	34	79.07 %
		4	2	20 %	4	12.12 %	6	13.95 %
		3	1	10 %	1	3.03 %	2	4.65 %
		2			1	3.03 %	1	2.33 %
		1						
3	Lack of Participation of students with disabilities	5	2	20 %	25	75.76 %	27	62.79 %
		4	7	70 %	6	18.18 %	13	30.23 %
		3	1	10%	2	6.06 %	3	6.98 %
		2						
		1						
4	Lack of on job training for teachers to support learners with disabilities	5	9	90 %	30	90.91 %	39	90.70 %
		4	1	10 %	3	9.09 %	4	9.30 %
		3						
		2						
		1						
5	Lack of appropriate	5	8	80%	28	84.85 %	35	81.40 %

	teaching material for learners with disabilities	4	2	20 %	4	12.12 %	7	16.28 %
		3			1	3.03 %	1	2.33 %
		2						
		1						
6	Lack of adaptation and modification existing curriculum	5	8	80 %	30	90.91 %	38	88.37%
		4	1	10 %	2	6.06 %	3	6.98%
		3	1	10%	1	3.03%	2	4.65%
		2						
		1						
7	Lack of learners with special needs to cope up the present school curriculum	5	8	80 %	29	87.88 %	37	86.05 %
		4	1	10 %	3	6.06 %	4	9.30 %
		3	1	10%	1	3.03%	2	4.65 %
		2						
		1						
8	Lack of friendly and accessible physical environment to accommodate all students	5	2	20%	1	3.03 %	3	6.98 %
		4	8	80%	30	90.91 %	38	88.37%
		3			1	3.03%	1	2.33 %
		2			1	3.03%	1	2.33 %
		1						
9	Lack of sufficient administrative support from school principal	5	7	70%	5	15.15%	37	86.05%
		4	3	30 %	26	78.79 %	4	9.30%
		3			2	6.06%	2	4.65%
		2						
		1						
10	Lack of sufficient time to support learners with disabilities	5	2	20%	29	87.88 %	31	72.09 %
		4	7	70%	2	6.06 %	9	20.93 %
		3	1	10%	2	6.06 %	3	6.98 %
		2						
		1						
11	Lack of parents &	5	1	10 %	8	24.24 %	9	16.28 %

	communities awareness about their children's education	4	7	70 %	24	72.73%	31	76.74 %
		3	2	20%	1	3.03 %	3	6.98 %
		2						
		1						
12	Lack of trained or experienced teachers to treat learners with disabilities	4	9	90 %	32	96.97%	41	95.35 %
		3	1	10 %	1	3.03 %	2	4.65 %
		2						
		1						
13	Lack of teachers motivation & commitment to treat learners with disabilities	5	10	100 %	28	84.85 %	38	88.37 %
		4			4	12.12 %	4	9.30 %
		3			1	3.03 %	1	2.33 %
		2						
		1						

Table 5 shows that 39 (90.70 %) of the total teachers response for whether the respondents have negative attitude towards student with disabilities is high. So this indicates that majority of respondents affirm that their negative attitude towards student with disabilities is high.

Table 5 also illustrates that 34 (79.07%) of the total respondents response for the second item is very high. This indicates that teachers don't have awareness about learners with disabilities.

Regarding to lack of participation of students with disabilities, 27 (62.79 %) of the total teachers response is very high. This implies that lack of participation of students with disabilities is a big challenge which needs attention in the school.

In accordance with table 5, regarding lack of job training for teachers to support learners with disabilities, 39 (90.70 %) of the total teachers response level for the item is very high. This suggests that lack of on job training for teachers to support learners with disabilities is very high.

Table 5 also shows that 35(81.40%) of the total respondents response for the lack of appropriate teaching materials for learners with disabilities is very high. This confirms that lack of appropriate teaching materials for learners with disabilities in the school is very high.

Regarding item 6 of table 5 illustrates, 38 (88.37%) of the total teachers level of agreement on the same item is very high. Likewise, this implies that majority of the respondents believe that lack of adaptation and modification of existing curriculum in the school is very high.

Concerning item 7 of table 5 demonstrates, 37 (86.05%) of the total teachers response very high. This implies that both groups response for the item indicates that there the lack of learners with special needs to cope up the present school curriculum is very high.

In accordance with table 5, regarding the eighth item, 38 (88.37) of the total teachers response level of agreement is high .This indicated that problem in relation to the lack of friendly and accessible physical environment to accommodate all student is high.

Table 5 also shows that 37 (86.05) of all respondents response on lack of sufficient administrative support from school principal is very high and this implies that the school administration support is very rare.

Concerning item 10 of table 5, 31 (72.09%) of the teachers response is very high. This implies that both groups response for the ninth item indicated that sufficient time is not allocated to support learners with disabilities.

Table 5 also shows that 31(76.74 %) of the total respondents on lack of parents & communities awareness about their children's education is high. This affirms that lack of parents & communities awareness about their children's education is high.

Table 5 reveals that 41(95.35 %) of the total teachers level of agreement on the item on lack of trained or experienced teachers to treat learners with disabilities is very high. So this implies that

lack of trained or experienced teachers to treat learners with disabilities in the school is very high.

Table 5 explains that 38 (88.37 %) of the total teachers response on item 13 is very high. This confirms that majority of the respondents agreed that there is lack of motivation & commitment to treat learners with disabilities among the teachers.

The researcher conducted interview with school principal, woreda special needs expert and parents regarding challenges of inclusive education.

The school principal responded that:

Negative attitude towards children with disabilities, lack of awareness about inclusive education, lack of adaptation and modification existing curriculum and lack of teaching materials for CWDs are major challenges which hinder the effective implementation of inclusive education in Dagimawe Birhan School.

The woreda special needs expert said that:

Shortage of professionals at school level, lack of sufficient administrative support and lack of job training for teachers are major challenges of the school to implement inclusive education in the school setting.

Parent A responded that

Lack of awareness about inclusive education among teachers and lack of job training are major challenges for the school to practice inclusive education.

Parent B said that

Lack of accessible friendly physical environment and negative attitude towards disabilities are major challenges for the school to practice inclusive education.

Parent C responded that:

The curriculum is rigid so that learners with special needs could't cope up the present school curriculum.

Parent D replied that:

Accessibility in terms of physical admittance was identified as a problem for students with physical disabilities. The school has a four-storied building. There is no ramp in the school and the number of classroom was not sufficient.

Parent E responded that:

Accessibility in terms of physical admittance was identified as a problem for students with physical disabilities. The school has a four-storied building. There is no ramp in the school and the number of classroom was not sufficient.

4.5 Possible solution to intervene the challenges of inclusive education

Table 6 possible solution

No	Statements	Respondents						
		Special needs teachers			Regular teachers			
		Level of agreement	F	Percent %	F	Percent %	Total	Percent %
1	Strengthen school management and administration	5	9	90 %	32	96.97 %	41	95.35 %
		4	1	10 %	1	3.03 %	2	4.65 %
		3						
		2						
		1						
2	Create conducive Educational Settings	5	8	80%	32	96.97 %	40	93.02 %
		4	2	20 %	1	3.03 %	3	6.98 %
		3						
		2						

		1						
3	Provide Capacity Building Training	5	7	70 %	31	93.94%	38	88.37%
		4	2	20 %	1	3.03%	3	6.98%
		3	1	10 %	1	3.03%	2	4.65 %
		2						
		1						
4	Promote inclusive curriculum in the school	5	10	100 %	33	100%	43	100 %
		4						
		3						
		2						
		1						
5	Establish functional Support System	5	8	80%	32	96.97 %	40	93.02 %
		4	2	20 %	1	3.03 %	3	6.98 %
		3						
		2						
		1						
6	Strengthen Partnership among Stakeholders	5	9	90 %	32	96.97 %	41	95.35%
		4	1	10 %	1	3.03 %	2	4.65%
		3						
		2						
		1						
7	Conduct continuous monitoring and evaluation on the implementation of inclusive education at School level	5	4	40 %	3	9.09%	6	13.95%
		4	5	50 %	29	87.88%	34	79.07%
		3	1	10 %	1	3.03%	2	4.65%
		2						
		1						
8	Conduct research on the overall outcomes and challenges of inclusive education in the school	5	1	10 %	3	9.09%	4	9.30%
		4	8	80%	29	87.88%	37	86.05%
		3	1	10%	1	3.03%	2	4.65%
		2						

Table 6 above shows that, 41 (95.35%) of the total teachers level of agreement on item one is very high. This implies that strengthen school administration needs attention.

Table 6 above also shows that 40 (93.02%) of the total teachers level of agreement to the idea that creating conducive educational settings is high. This indicates that majority of the respondents agreed on the idea that conducive educational setting should be created in the school.

Table 6 stated that 38 (88.37 %) of the total teachers level of agreement about capacity building is high. In this respect, both respondents confirm that capacitate school teachers, management, parents and community through training needs attention.

Table 6 also stated that 43 (100 %) of the total teachers response to the idea that promoting inclusive curriculum in the school is very high. Hence, both respondents underline that promoting inclusive education in the school need attention.

Table 6 illustrates that 40 (93.02%) of the total respondents response level of agreement about the idea that establishing functional support system in the school to intervene challenges of inclusive education in the school is very high. This implies that both respondents agreed that establishing functional support system is needed as an intervention strategy for the challenges of inclusive education in the school.

Table 6 depicted that, 41 (95.35%) of the total teachers response for the sixth item is very high. This implies that strengthen partnership among partnership should be given attention to improve the program.

Table 6 explains that 34 (79.07 %) of the total teachers response level of agreement on the seventh item is high. This confirms that the both groups response on the implementation of inclusive education should be continuously monitored and evaluated at school level.

Table 6 reveals that 37 (86.05 %) of the total teachers on the item conduct research on the overall outcomes and challenges of inclusive education in the school is high. So this implies that total response on this item is high.

Regarding the possible solution to intervene the challenges of inclusive education:

The school principal forwarded that:

The school management should be strengthened, Capacity building training should be arranged and inclusive curriculum should be promoted to mitigate the challenges of inclusive education

The woreda special needs expert said that:

Priority should be given for partnership, curriculum modification and conducive education setting so that the school can mobilize resources and change the school system to accommodate the needs of children.

Parent A responded that

Capacity building training for teachers, parents & community and creating conducive school environment for CWDs are the major solutions to the challenges encountered in the implementation of inclusive education in the school

Parent B said that

Changing negative attitude towards disabilities among teachers and parents are the solutions for the school to mitigate the challenges to practice inclusive education.

Parent C responded that:

The school administration should address the challenge related to curriculum and establish strong partnership with different stakeholders.

Parent D replied that:

The school management should solicit fund to address the challenges related to awareness, materials provision and facilities.

Parent E responded that:

The school address the pressing issues like curriculum modification .modifying the school physical setting, mobilize resources and change the school system to accommodate the needs of children.

CHAPTER FIVE

DISCUSSION

Inclusive schools must recognize and respond to the diverse needs of their children, accommodating both different styles and rates of learning and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, resource use and partnerships with their communities. There should be a continuum of support and services to match the continuum of special needs encountered in every school (UNESCO, 1994).

Addressing the diverse learning needs of all children and students under a universal approach and within a learner friendly environment, fortifies the quest of appropriate and resources available (Robbins, 2011). The development of the learning material for children to work with helps the teacher to facilitate learning, without dominating the classroom or intimidating the children. Kyauta, I. (2013), found that teacher awareness, training provision, physical and social accessibility of the schools, concerned body collaboration as well commitment of the stakeholders' challenges to implement inclusive education.

Florian and Kershner (2009) Stated that the teachers central role is to orchestrate these classroom practices drawing on the basic understanding of children ,learning, teaching and curriculum which make teaching possible. Similarly, Idol's (2006) report that adaptation of instruction, modification of curriculum, student discipline and classroom management were the challenges for teachers in an inclusive classroom.

Using relevant methods and materials is very important. This aspect is important in terms of meeting the needs of students with learning disability, and this point is also mentioned in policy guideline for inclusive education by UNESCO (2009), which states inclusive education involves changes and modifications in content, approaches, structures and strategies, with a common vision that covers all children of the appropriate age range and a conviction that it is the responsibility of the regular system to educate all children.

According to Florina & Chambers, 2011, more sustainable inclusive education implementation would put more emphasis on inclusive pedagogy in pre-service teacher training for all teacher trainees, as well as sustained and continuous in-service development. This also positively affects teachers' attitudes towards inclusion by emphasizing that it is within their professional role to include all children in their classroom, and is not just the domain of specialists and special curriculum. Teachers can also be motivated to be more inclusive by providing more structured and supported expectations as to how they teach and as to what inclusive education 'looks like' in the classroom.

Schuelka, 2018 also added that school leadership is decisive for the successful implementation of inclusive education and the most inclusive and high quality schools are those which have visionary, motivated, autonomy and trusted leaders and inclusive values. However, in this study the result from the participants shows that there is very low administrative support from the school principals. This is also the result of the low awareness of leaders on inclusive education. Unless leaders at different level get extensive training on the importance of inclusive education and the long lasting effect of teaching children with disabilities, the development of the country will not be all rounded instead it will be deformed.

Much research exists about the importance of parent involvement in education. Parents who are involved in their child's education create a connection between the home and school. (Andrea Peck, 2017).

As it was stated earlier, the researcher used different data gathering tools namely participant questioner, semi-structured interview and document analysis. These were conducted with the research participants such as teachers, special needs expert, school principal and parents. Then, it has found the following findings. These are; - the school was not physically and socially accessible for children with disabilities, the facilities are not adjusted to accommodate the need of children with special needs. The school physical settings of the school assured that the learning and facilities are not adapted and modified so as to support the learning and development of children with disabilities. The school applied rigid curriculum. Even children with special needs available in the school were not getting necessary support and intervention

based on the individual need and potential of each child. Most teachers are not qualified in the area. Teachers notified that they did not take any training in the area. They lack knowledge and awareness related to the nature of children with special needs/disabilities. Even they lack adequate training with regard to education of children with disabilities, but the school management is not in the position to provide capacity building and support them. The problem was that they do not know how to coordinate teachers to identify and support children with special needs/disabilities. Their leadership was not influential and directional to bring attitudinal change among teachers and parents of children with disabilities. Parents of children with disabilities have poor understanding about the issue of disability. Their cooperation with the school is limited to the time they drop in and pick up their child. They lack training with regard to care and education of children with special needs/disabilities. The school has playing fields and classes and learning materials even though they are not modified and adapted so as to address the special need of individual child with disability. Their organization and design does not consider diversity and differences individuals may have. Chairs, tables, toilet room, classroom entrances and all indoor and outdoor learning materials do not reflect diversity. For children with physical and visual impairment, there was no ramp installed and the entrances were too challenging.

CHAPTER SIX

SUMMARY, CONCLUSION AND RECOMMENDATIONS

6.1 Summary

The purpose of this study was to study the current practices and challenges of inclusive education in Dagmawi Birhan government primary school. The researcher employed questionnaires for special needs teachers and regular teachers and interview for school principal, woreda special needs expert and parents of children with special needs to collect data. The participants of the study were 1 school principal, 10 special needs teachers, 33 regular teachers, 1 Woreda special needs expert and 5 parents. For the purpose of study, the following research questions were formulated.

1. What are the practices of inclusive education implementation in Dagmawi Birhan government primary school?
2. What are the major challenges encountered in the implementation of inclusive education based on the implementation of inclusive education in Dagmawi Birhan government primary school?
3. What are possible solutions to intervene the challenges of inclusive education in Dagmawi Birhan government primary school?

In order to get answers for these research questions and to achieve the study objective, quantitative and qualitative data were gathered. The quantitative data were gathered from special need & regular teachers using questionnaire. The qualitative data were collected from school principle, woreda special needs expert & parents of students with disabilities through interview. The special needs & regular teachers' questionnaire contains 34 questions that were designed to collect data about the practices and implementation of inclusive education , availability of inclusive education instructional materials and equipment, the major challenges encountered in the implementation of inclusive education and possible solution to intervene the challenges of inclusive education to in Dagmawi Birhan Primary school . On the other hand, woreda special needs expert and parents were interviewed to triangulate the information gathered through

questionnaire. The obtained data were properly organized and percentage was used to analyses the quantitative data whereas thematic method was used for the qualitative part. Based on the analysis of the data, the researcher came up with the following major findings.

6.1.1 The current practices and implementation of inclusive education in the school

Numbers of special needs teachers and their experience is insufficient. Competency and motivation of teachers' in teaching learners with disabilities is very low. Similarly, support by the teachers to students with disabilities to carry out practical activities and the school achievement of students with disabilities is also very low. Moreover, the majority of respondents believe that sufficient administrative support and on job training isn't provided by school administration. In relation to the awareness level of teachers about inclusive education and learners with disabilities indicated that majority of the respondents have very low awareness about it. Similarly, the both group of respondents believe that sufficient time isn't allocated to support learners with disabilities.

6.1.2 Availability of inclusive education instructional materials and equipment in the school

In relation to the issues raised with regard to availability of instructional materials like Braille, large print books, tactile graphics and abacas the majority of respondents replied that these materials aren't accessible for each of students with disabilities. Supportive stationary materials which are needed to support children with disabilities aren't also available in the school.

They also responded that the school isn't equipped with computers with jaws software and assistive devices like wheelchairs, hearing aids, eyeglasses, white canes and crunches which are important to increase the school participation of children with different disabilities. Moreover, the study indicates that the resource center in the school for students with disability is not well equipped and it is not in state to give service to the students and teachers as well.

6.1.3 The major challenges encountered in the implementation of inclusive education in the school

The study also depicted the challenges faced during the implementation of inclusive education and thus majority of respondents believe that teachers negative attitude towards student with disabilities and their lack of awareness about learners with disabilities is very high. Moreover, the majority of respondents reported that lack of participation of students with disabilities and lack of job training for teachers to support learners with disabilities is also very high.

Similarly, the majority of the respondents' response indicated that problem in relation to the lack of appropriate teaching materials for learners with disabilities are very high. Furthermore, lack of learners with special needs to cope up the current curriculum is high. Similarly, majority of the respondents response indicated that problem in relation to the lack of friendly and accessible physical environment to accommodate all student is also high. The majority of respondents confirm that the lack of administrative support and is very high .Similarly, the majority of respondents believe that there is no enough time to support learners with disabilities. The study also depicted that lack of parents and community's awareness about their children's education is high. Moreover lack of trained or experienced teachers to treat learners with disabilities and lack of teachers' motivation and commitment to treat learners with disabilities are very high.

Moreover, with respect to possible strategies to be employed to solve factors affecting inclusive education, majority of the respondents believe that the school management and administration should be strengthened to establish responsibility and accountability. Similarly, the majority of respondents agreed that conducive school setting should be created to increase access of all students with disabilities and to create school friendly environment. The study revealed that the majority of respondents confirm that providing capacity building training for teachers, school management, parents and community to raise their awareness and to play their roles accordingly. Similarly, majority of the respondents replied that adapting existing curriculum and availing appropriate teaching- learning materials are important to promoting inclusive education in the school. Besides, majority of respondents replied that establishing functional support and strengthening partnership among stakeholders are important strategies to enhance the implementation of inclusive education in the school. Furthermore, majority of the respondents

forward that monitoring and evaluation of the implementation of inclusive education should be practiced continuously at school level and assessing the overall participation and outcome of teachers and students on inclusive education to mitigate the challenges encountered the implementation of inclusive education in the scholl.

6.2 CONCLUSIONS

Based on the findings of the study and the summary made from the discussion, the following conclusions are drawn.

1. There is shortage of qualified and trained teachers and in the school. Teachers don't have the necessary competence to suit the needs of individual learners and don't display enough commitment to the effective implementation of inclusive education. Awareness on inclusive education issues & learners with disabilities among teachers and parents is so scant. The participation of children in practical activities and their school achievement is remained to be relatively poor in the school. The effort made by the school management to support teachers and to provide on job training is very low. There is also shortage of time to support children with disabilities. So all these aforementioned issues need attention.
2. Teaching- learning materials (Braille text books, large prints, tactile graphics, abacus, etc), stationeries (slate, styles, talking calculator, Braille paper, etc), equipment (for making Braille books, computer software such as Job Access with Speech (JAWS) etc.) and assistive devices (wheelchair, hearing aids, cane, crutch, etc.) are not available in the school, as a result of this, school is under-resourced. So these issues also should be addressed.
3. Strengthening school management and administration , create conducive school setting, provide capacity building training for teachers, promoting inclusive curriculum, strengthening partnership among stakeholders, promoting action research on the challenges of learners and teachers and continuous monitoring and evaluation of the implementation of inclusive education at school level are the core strategies suggested by respondents.

6.3 RECOMMENDATIONS

- Inclusive education services are offered within the existing education and training structure. Therefore, the school management and administration should take full responsibility and accountability for ensuring that all children with disabilities are served by the education system.
- In consultation with woreda education office the school management should prepare the necessary guidelines for the implementation of inclusive education strategy and adapt the guidelines in the context of their respective school.
- Inclusive education expert should be assigned at school level to take care of inclusive education issues (i.e., offering professional assistance to schools, organizing trainings, aggregating data on learners with special needs education , ensuring that inclusive education activities are mainstreamed in planning, budgeting, monitoring, evaluating and reporting, etc.) in their respective schools.
- The school should solicit additional fund from donors and other development partners in order to strengthen inclusive education practices in the school.
- Many educational settings in the school are not conducive and friendly enough to accommodate students with disabilities. Facilities such as adapted toilet, adapted seats in library, adequate space for wheel chairs, ramps, signage, water supply, play grounds; etc should be accessible to these children. In the case of multi-story school buildings, measure must be taken to build a modified ramp. Until then, classes for learners with physical disabilities should be located in the ground floor. As stipulated in Ethiopian Building Proclamation No. 624/2009, future buildings should have inbuilt ramp and lift/elevator services for the use of students with disabilities.
- Strengthening awareness raising activities on inclusive education relies on widespread acceptance of the rights of children with disability to be educated in general education classrooms and to receive equitable resourcing (that is, funding which is adequate to meet their needs). Failure to recognize these rights constitutes one of the biggest barriers to inclusive education. Accordingly, a concerted and continuous effort must be exerted to raise the level of awareness and rectify the wrong attitudes held by education leaders,

teachers, parents and the community at large. To this end, a multifaceted and target-tailored communication approaches (such as campaign, community mobilization etc), and techniques (such as school mini-media, brochures, community dialogue etc), can be employed. This will be put into practice with the collaboration of all concerned stakeholders whereby the school management and woreda education Office taking the lead.

- Teachers are critical to implementing inclusive education. All teachers should be equipped with appropriate attitudes, values and skills to teach diverse populations, including students with disabilities. Teachers, school Management and Support Staffs, Woreda special needs expert, those working in resource centers and parents and community should receive on job/ additional training to prepare them for their roles in advancing inclusive education .Their training should enable them to work across disability categories and to carry out their advisory responsibilities with principals and teachers.
- In developing an inclusive curriculum, account should be taken of the key characteristics of an inclusive curriculum as identified in international documents, namely: flexibility, relevance and adjustability to the diverse characteristics and needs of lifelong learners. Within an inclusive classroom, it is likely that there will be learners who are functioning at two or three levels of the curriculum. Some will be working at their age level, some will be working a year or more ahead, and some will be working at an earlier age level. This means that teachers should use multi-level teaching or, at a minimum, make adaptations to take account of the diversity within classroom. Hence, curriculum adaptation and modification will be exercised at all levels of school and also an implementation guideline should be developed in collaboration with concerned stakeholders.
- Teaching- learning materials (Braille text books, large prints, tactile graphics, abacus, etc); stationeries (slate, styles, talking calculator, Braille paper, etc); computer software (such as JAWS etc.) should be available to students with disabilities at all levels of school.
- Existing resource centers in the school should be equipped with appropriate materials (such as educational kits, wheel chair, cane, hearing aid, low vision materials, crutch, etc)

and staffed with professional teachers such as Braille trainer and sign language interpreters, etc. so that they can give support to students with disabilities. In addition to this, “disability clubs” which comprise all volunteer students and community of the school should be set up in order to establish strong emotional attachment and supportive relationship among CwDs and non-disabled peers.

- Parents play critical roles in educating and supporting their children. Particularly, parents and siblings of learners with special educational needs are important sources of information and assistance. Parents are also potential partners in designing and implementing educational programs for their children. Thus, they should be represented in the existing Parent-Teacher-Student-Committee (PTSC) or any other structure and be consulted in designing and implementing inclusive education.
- Providing appropriate education for students with disabilities is a responsibility that should be shared among a range of stakeholders (e.g., teachers, Partners (governmental and non-governmental), parents, private providers of education). This partnership entails strong collaboration among stakeholders in terms of providing financial and technical assistance as well as in designing, implementing, monitoring and evaluating inclusive education.
- The implementation of inclusive education should be continuously monitored and evaluated at school level. Information obtained in the process will be used to identify gaps and to offer feedback and technical support to mitigate these gaps. The school management will take the leading role in coordinating and executing monitoring and evaluation activities. For this purpose, standard checklists and reporting formats should be designed in consultation with concerned stakeholders particularly the subcity education office.
- Promoting research into such topics as inclusive classroom teaching strategies, curricular adaptations, assessment tools and methods, the functioning of resource centers, attitude change among school leaders, teachers, parents and community towards students with disabilities and the suitability of built environments for students with disabilities should be encouraged in the school. In this connection, it is imperative that there should be close and cooperative working relationships between school management and teachers in charge of inclusive education and engaged in research.

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Appendices

Appendix A

ADDIS ABEBA UNIVERISTY

School of Psychology, College of Education and Behavioral Studies

Practices and Challenges of Inclusive Education the case of Dagmawi Birhan government primary school in Addis Ababa

Questionnaire for regular teacher.

The main purpose of this questioner is to collect relevant and recent information and to identify the practices and challenges of inclusive Education in the case of Dagmawi Birhan government primary school of Addis Ababa .Your response has great importance to enhance the implementation of inclusive education in your school. Therefore, you are kindly requested to give your response for each item in the Questionnaire. The information you give will be confidential.

I thank you in advance for your cooperation!

Part I

School name_____

Mark (√) your response in the appropriate bracket.

Gender: - Male () Female ()

1. Your work experience in teaching? i. 0-5 years ()
ii. 6-10 years () iii. 11-15 years () IV. 16-20 years () v. Over 20 years ()
2. Qualification?
i. Un- trained teacher () ii. TTI () iii. Diploma () iv. Bachelor`s degree ()
v. Master`s degree () vi Others(Specify)
3. Have you ever been trained to teach students with special needs? Yes () no ()
4. If your answer is yes, in what level have you been trained?
i. T.T.I () ii. Diploma () iii. Bachelor`s degree () IV. master`s degree()
v. Short training () vi Others (Specify)
5. Your Major Field of study -----

Part II.

The following questions are related to the current practices of inclusive education. Indicate your response saying: 5 = very high , 4= high, 3 = undecided , 2= low, 1= very low , and mark (√) in the appropriate box.

No	The current practice of teaching learning process of inclusive education	5	4	3	2	1
1	Motivation of regular teachers in teaching the students with disabilities					
2	Proficiency of regular teachers in teaching students with debilities					
3	Support of regular teachers to students with disabilities to carry out practical activities					
4	The implementation of inclusive education method by regular teachers in the school					
5	The school achievement of students with disabilities in all subject					
6	Enough on job training is provided for regular teachers					
7	Sufficient administrative support from school principal is in place					
8	All regular teachers have sufficient awareness about inclusive education and learners with disabilities					
9	Enough time is allocated to support learners with disabilities					

If others, please specify _____

No	Availability of teaching -learning materials, stationeries and assistive devices	5	4	3	2	1
1	Teaching learning materials Student textbooks (Braille), large print books, tactile graphics, abacus, etc) in your school is 1:1 ratio					
2	Stationeries (slate, styles, talking calculator, Braille paper, etc)					
3	Equipment (for making Braille books, computer software such as Job Access with Speech (JAWS) etc.)					
4	Assistive devices (wheelchair, hearing aids, cane, crutch, etc.)					
5	The school is well equipped and organized to practice IE					
6	There are well equipped resource center in the school which supplies service for students with disability					

If others, please specify _____

PART III:

The following questions are related to challenges which affected the implementation of inclusive education at Dagimawe Birhan primary school. Read the following item and put (√) under your choice. Note: 5= strongly agree 4=Agree, 3= Undecided 2=Disagree, 1=strongly disagree

No	Factors which are affecting the implementation IE	5	4	3	2	1
1	Negative attitude towards student with disabilities					
2	Lack of regular teachers awareness about IE s					
3	Lack of regular teachers awareness about learners with disabilities					

4	Lack of participation students with disabilities					
5	Lack of on job training for regular teachers to support learners with disabilities					
6	Lack of friendly and accessible physical environment to accommodate all students					
7	Lack of regular teachers motivation, interest & commitment to treat learners with disabilities					
8	Lack of trained or experienced regular teachers to treat learners with disabilities					
9	Lack of appropriate teaching material for learners with disabilities					
10	Lack of the adaptation and modification existing curriculum					
11	Lack of learners with special needs to cope up the present school curriculum					
12	Lack of sufficient administrative support from school principal					
13	Lack of enough time to support learners with disabilities					
14	Lack of parents & communities awareness about their children's education					

If others, please specify _____

PART IV:

The following questions are related to strategies to solve the challenges affects the implementation of IE in Dagimawe Birhan primary school. Read the following item and put (√) under your choice. Note: 5= strongly agree 4=Agree, 3= Undecided 2=Disagree, 1=strongly disagree

No	Strategies to solve the challenge that affects the implementation of IE	5	4	3	2	1
1	Strengthen school management and administration					
2	Create conducive Educational Settings					
3	Provide Capacity Building Training					
4	Promote inclusive curriculum in the school					
5	Establish functional Support System					

6	Strengthen Partnership among Stakeholders					
7	Conduct continuous monitoring and evaluation on the implementation of inclusive education at School level					
8	Conduct research on the overall outcomes and challenges of inclusive education in the school					

If others, please specify _____

Appendix B

ADDIS ABEBA UNIVERISTY

School of Psychology, College of Education and Behavioral Studies

Practices and Challenges of Inclusive Education the case of Dagmawi Birhan government primary school in Addis Ababa

Questionnaire for Special needs teacher.

The main purpose of this questioner is to collect relevant and recent information and to identify the practices and challenges of inclusive Education in the case of Dagmawi Birhan government primary school of Addis Ababa .Your response has great importance to enhance the implementation of inclusive education in your school. Therefore, you are kindly requested to give your response for each item in the Questionnaire. The information you give will be confidential.

I thank you in advance for your cooperation!

Part I Mark (√) your response in the appropriate bracket.

School name _____

Gender: - Male () Female ()

1. Your work experience in teaching? i. 0-5 years ()
ii. 6-10 years () iii. 11-15 years () IV. 16-20 years () v. Over 20 years ()
2. Qualification?
i. Un- trained teacher () ii. TTI () iii. Diploma () iv. Bachelor's degree ()
v. Master's degree () vi Others (Specify) -----
3. Have you ever been trained to teach students with special needs? Yes () no ()
4. If your answer is yes, in what level have you been trained?
i. T.T.I () ii. Diploma () iii. Bachelor's degree () IV. master's degree ()
v. Short training () vi Others (Specify) -----
5. Your Major Field of study -----

Part II.

The following questions are related to the current practices of inclusive education. Indicate your response saying: 5 = very high , 4= high, 3 = undecided , 2= low, 1= very low , and mark (√) in the appropriate box.

No	The current practice of teaching learning process of inclusive education	5	4	3	2	1
1	Motivation of Special needs teachers in teaching the students with disabilities					
2	Proficiency of Special needs teachers in teaching students with debilities					
3	Support of Special needs teachers to students with disabilities to carry out practical activities					
4	The implementation of inclusive education method by regular teachers in the school					
5	The school achievement of students with disabilities in all subject					
6	Enough on job training is provided for Special needs teachers					
7	Sufficient administrative support from school principal is in place					
8	All special needs have sufficient awareness about inclusive education and learners with disabilities					
9	Enough time is allocated to support learners with disabilities					

If others, please specify _____

No	Availability of teaching -learning materials, stationeries and assistive devices	5	4	3	2	1
1	Teaching learning materials Student textbooks (Braille), large print books, tactile graphics, abacus, etc) in your school is 1:1 ratio					
2	Stationeries (slate, styles, talking calculator, Braille paper, etc)					
3	Equipment (for making Braille books, computer software such as Job Access with Speech (JAWS) etc.)					
4	Assistive devices (wheelchair, hearing aids, cane, crutch, etc.)					
5	The school is well equipped and organized to practice IE					
6	There are well equipped resource center in the school which supplies service for students with disability					

If others, please specify _____

PART III:

The following questions are related to challenges which affected the implementation of inclusive education at Dagimawe Birhan primary school. Read the following item and put (√) under your choice. Note: 5= strongly agree 4=Agree, 3= Undecided 2=Disagree, 1=strongly disagree

No	Factors which are affecting the implementation inclusive education	5	4	3	2	1
1	Negative attitude towards student with disabilities					
2	Lack of special teachers awareness about inclusive education					
3	Lack of special teachers awareness about learners with disabilities					
4	Lack of participation students with disabilities					
5	Lack of on job training for special teachers to support learners with disabilities					
6	Lack of friendly and accessible physical environment to accommodate all students					
7	Lack of special needs teachers motivation, interest & commitment to treat learners with disabilities					
8	Lack of trained or experienced special needs teachers to treat learners with disabilities					
9	Lack of appropriate teaching material for learners with disabilities					
10	Lack of the adaptation and modification existing curriculum					
11	Lack of learners with special needs to cope up the present school curriculum					
12	Lack of sufficient administrative support from school principal					
13	Lack of enough time to support learners with disabilities					
14	Lack of parents & communities awareness about their children's education					

If others, please specify _____

PART IV:

The following questions are related to strategies to solve the challenges affects the implementation of inclusive education in Dagimawe Birhan primary school. Read the following item and put (√) under your choice. Note: 5= strongly agree 4=Agree, 3= Undecided 2=Disagree, 1=strongly disagree

No	Strategies to solve the challenge that affects the implementation of inclusive education	5	4	3	2	1
1	Strengthen school management and administration					
2	Create conducive Educational Settings					
3	Provide Capacity Building Training					
4	Promote inclusive curriculum in the school					
5						

	Establish functional Support System					
6	Strengthen Partnership among Stakeholders					
7	Conduct continuous monitoring and evaluation on the implementation of inclusive education at School level					
8	Conduct research on the overall outcomes and challenges of inclusive education in the school					

If others, please specify _____

Appendix C

ADDIS ABEBA UNIVERISTY

School of Psychology, College of Education and Behavioral Studies

Practices and Challenges of Inclusive Education the case of Dagmawi Birhan government primary school in Addis Ababa

Interview guide for parents of students with disabilities.

The main purpose of this interview guide is to get the necessary information for the research titled relevant practices and challenges of inclusive Education in the case of Dagmawi Birhan government primary school of Addis Ababa. All the information you provide is only for the research purpose .Hence, you are kindly requested to give your real response for valuable study.

I thank you in advance for your cooperation!

1. How do you understand an inclusive education?
2. Do you have awareness about how to treat children with disabilities? If so how, if not why?
3. Does the school have meetings with parents' children with disabilities? If so, what do you discuss in the meetings? How do you often conduct such meetings?
4. How is the school performance of your child?
5. Does your child actively participate in the school activities?
6. How do you describe accessibility of resources and assertive device to enable students full participate in the school activities?
7. How do you explain your relation with the teacher and the school that teach your child?
8. What are the challenges that your child is receiving in his/ her inclusion school?
9. What do you think it should be made to overcome the challenges surrounding inclusive education?

Appendix D

ADDIS ABEBA UNIVERISTY

School of Psychology, College of Education and Behavioral Studies

Practices and Challenges of Inclusive Education the case of Dagmawi Birhan government primary school in Addis Ababa

Interview Guide for school principal .

The main purpose of this interview guide is to get the necessary information for the research titled relevant practices and challenges of inclusive Education in the case of Dagmawi Birhan government primary school of Addis Ababa. All the information you provide is only for the research purpose .Hence, you are kindly requested to give your real response for valuable study.

I thank you in advance for your cooperation!

Part I Mark (√) your response in the appropriate bracket.

School name _____

Gender: - Male () Female ()

1. Your work experience in teaching? i. 0-5 years ()
ii. 6-10 years () iii. 11-15 years () IV. 16-20 years () v. Over 20 years ()
2. Qualification?
i. Un- trained teacher () ii. TTI () iii. Diploma () iv. Bachelor's degree ()
v. Master's degree () vi Others (Specify)_____
3. Have you ever been trained with special needs Education? Yes () no ()
4. If your answer is yes, in what level have you been trained?
i. T.T.I () ii. Diploma () iii. Bachelor's degree () IV. master's degree()
v. Short training () vi Others (Specify) -----
5. Your Major Field of study -----

Part II. Interview Questions

1. How many students are enrolled in the school? How many students with disability enrolled in currently ?
2. How do you understand an inclusive education?
3. Is there Scheme of screening exercise at times of children with disabilities admission to school? If yes, what system is in place?
4. Do you have in- service training on special needs education to teachers?
5. How is the school performance of children with disabilities?
6. Do Children with disabilities actively participate in the school activities?
7. What is the current practice of inclusive education in your school?
8. How do you describe accessibility of resources and assertive device to enable students full participate in the school activities?
9. Does the school have meetings with parents' children with disabilities? If so, what do you discuss in the meetings? How do you often conduct such meetings?
10. What is the status of parent Teacher Association in your school? Are they functional?
11. What do you think the major challenges for promoting inclusive education in the school?
12. What is the possible strategy to solve the challenges that has been faced the implementation of inclusive education?

Appendix E

ADDIS ABEBA UNIVERISTY

School of Psychology, College of Education and Behavioral Studies

Practices and Challenges of Inclusive Education the case of Dagmawi Birhan government primary school in Addis Ababa

Interview Guide for Woreda special needs expert.

The main purpose of this interview guide is to get the necessary information for the research titled relevant practices and challenges of inclusive Education in the case of Dagmawi Birhan government primary school of Addis Ababa. All the information you provide is only for the research purpose .Hence, you are kindly requested to give your real response for valuable study.

I thank you in advance for your cooperation!

Part I Mark (√) your response in the appropriate bracket

Woreda _____ Gender: - Male () Female ()

2. Your work experience? i. 0-5 years ()
ii. 6-10 years () iii. 11-15 years () IV. 16-20 years () v. Over 20 years ()
2. Qualification?
i. Un- trained () ii. TTI () iii. Diploma () iv. Bachelor`s degree ()
v. Master`s degree () vi Others (Specify) _____
3. Have you ever been trained with special needs Education? Yes () no ()
4. If your answer is yes, in what level have you been trained?
i. T.T.I () ii. Diploma () iii. Bachelor`s degree () IV. master`s degree ()
v. Short training () vi Others (Specify) _____
5. Your Major Field of study -----

Part II. Interview Questions

1. How do you understand an inclusive education?
2. What is the current practice of in inclusive education in Dagmawi Birhan primary school?
3. Do you have in- service training on special needs education to teachers?
4. How is the school performance of children with disabilities?
5. Do children with disabilities actively participate in the school activities?
6. What support you delivery so far to the school to promote inclusive education?
7. What do you think the major challenges for promoting inclusive education?
8. What do you think should be made to overcome the challenges surrounding Inclusive Education?

Appendix A

በአዲስ አበባ ዩኒቨርሲቲ የሰነድ-ባህሪይና ትምህርት ጥናት ኮሌጅ የማህበራዊ ስነ-ልቦና ትምህርት ክፍል
በአዲስ አበባ ክፍለ ከተማ አዲስ አበባ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት “ የአካቶ ትምህርት
ትግበራና ተግዳሮቶች ”

በመደበኛ መምህራን የሚሞላ መጠይቅ ::

አጠቃላይ ገለጻ

የዚህ መጠይቅ ዋና ጠቀሜታ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት የአካቶ ትምህርት ትግበራና ተግዳሮቶች በሚል ርዕስ ለተዘጋጀው ለሁለተኛ ዲግሪ የማህጸን ጥናት የሚሆን አስፈላጊ መረጃ ለመስጠት ነው። በሚሰጡት መረጃ መሰረት የትምህርት ፕሮግራሙ ተግዳሮቶችና መፍትሄዎችን በመጠቀም ለትምህርት ጥቅም ብቻ እንደሚውል ላረጋግጥሎቻቸው እወዳለሁ። ስለዚህ ቀጥሎ በመጠይቁ ላይ ያሉትን ጥያቄዎች በጥንቃቄ እና በቅንነት ሞልተው እንዲመልሱ በአክብሮት እጠይቃለሁ። ጥያቄዎችን ከመመለስዎ በፊት ትዕዛዙን በሚገባ ያንብቡ እንዲሁም ምላሾን ራይት (✓) ምልክት በመጠቀም ይመልሱ።

መምህር ! ስለ መልካም ትብብር በቅድሚያ አመሰግናለሁ!

ክፍል I

የትምህርት ቤቱ ስም _____

ምላሾን ራይት (✓) ምልክት በመጠቀም ይመልሱ

ጾታ:- ወ () ሴ ()

1. የእርሶ የስራ ልምድ ምን ያህል ነው ?

iii. 0-5 አመት () ii.6-10 አመት () iii.11-15 አመት () IV.16-20 አመት () v.ከ20 አመት >()

2. እርሶ የተመረቁበት የትምህርት መስክ ደረጃ?

iii. ምንም አይነት ስልጠና ያልወሰድኩኝ መምህር () ii. ሰርተፍኬት () iii. ዲፕሎማ ()

iv. የመጀመርያ ድግሪ () v. ሁለተኛ ድግሪ () vi ሌላ ካለ ይግለጹ _____

3. ልዩ ፍላጎት ያላቸውን ተማሪዎች ማስተማር የሚያስችል ስልጠና ሰልጥነዋል ?

አዎ ስለጥኛለሁ () አልሰለጠንኩም ()

4. ምላሽ አዎ ከሆነ በየትኛው ደረጃ?

i. በሰርትፍኬት() ii.ዲፕሎማ () iii.በመጀመርያ ድግሪ() IV. ሁለተኛ ድግሪ()

v.አጭር ስልጠና () vi ሌላ ካለ ይግለጹ_____

5.እርሶ በዋነኝነት የተመረቁበት የትምህርት መስክ -----

ክፍል II.

ከዚህ የሚከተለው መጠይቅ ወቅታዊ የአካቶ ትምህርት ትግበራን ይመለከታል። በመሆኑም የእረሶን ምላሽ 5=እጅግ ከፍተኛ , 4 = ከፍተኛ, 3 = መወሰን ያስቸግረኛል , 2 = ዝቅተኛ , 1= በጣም ዝቅተኛ በማለትና (√) ምልክትን በመጠቀም ምላሽ ስጡ ::

No	የመማር ማስተማር ሂደት	5	4	3	2	1
1	መደበኛ መምህራን የአካል ጉዳተኛ ተማሪዎችን ለማስተማር ተነሳሽነት አላቸው					
2	መደበኛ መምህራን ለአካል ጉዳተኛ ተማሪዎችን የማስተማር ሁኔታ					
3	መደበኛ መምህራን ከተግባር ትምህርት ጋር በተያያዘ አካል ጉዳተኛ ተማሪዎችን ያግዛሉ					
4	መደበኛ መምህራን በትምህርት ቤታቸው አካቶ ትምህርትን ይተገብራሉ					
5	ሁለም ተማሪዎች በሁሉም የትምህርት አይነት ውጤታማ ናቸው					
6	ለመደበኛ መምህራን በቂ የሆነ የስራ ላይ ስልጠና ይሰጣል					
7	የትምህርት ቤቱ አስተዳዳሪ ለአካቶ ትምህርት ትግበራ በቂ የሆነ አስተዳደራዊ እገዛ ይሰጣል					

8	በሁሉም የትምህርት ቤታቸው መደበኛ መምህራን መካከል ስለ አካቶ ትምህርትና ስለ አካል ጉዳተኛ ተማሪዎች በቂ ግንዛቤ አለ					
9	አካል ጉዳተኛ ተማሪዎችን ለመደገፍ በቂ ጊዜ አለ					

ተጨማሪ ሀሳብ ካለዎት : -----

ተ/ቁ	የግብዓትና የቁሳቁስ ተደራሽነት	5	4	3	2	1
1	በትምህርት ቤታቸው ለመማር መስተማሩ የሚያግዙ ለመምህራንና ለአካል ጉዳተኛ ተማሪዎች የተዘጋጁ በቂ መርጃ መጻሕፍት ይገኛሉ :: (1:1 የተማሪ መጻሕፍት ጥምርታ) ለምሳሌ፤- የብሬል መጻሕፍት ፤ በትልልቅ ጽሁፍ የተዘጋጁ መጻሕፍትና ፤ በዳሰሳ የሚለዩ ግራፊክስ ፤ አባካስ ፤ በምልክት ቋንቋ የተዘጋጁ መጻሕፍት ወዘተ					
2	በትምህርት ቤታቸው ለአካል ጉዳተኞች ለሚዘጋጁ የትምህርት መርጃ መሳሪያዎች ግብዓት የሚሆኑ በቂ የጽህፈት መሳሪያ ጥሬ እቃዎች ይገኛሉ :: ለምሳሌ :- ስሌት ፤ የብሬል ወረቀት ፤ ሳታይልስ ወዘተ)					
3	በትምህርት ቤታቸው ለአካል ጉዳተኛ ተማሪዎች የትምህርት መርጃ መሳሪያዎች ለማዘጋጀት የሚረዱ በቂ የቴክኖሎጂ ውጤቶች ይገኛሉ :: ለምሳሌ :-ብሬል ማዘጋጀትና ማባዣ መሳሪያ ፤ ኮምፒውተር (ጃውስ ለማዘጋጀት)					
4	በትምህርት ቤቱ አካል ጉዳተኛ ተማሪዎች የሚያገለግሉ በቂ የድጋፍ መሳሪያዎች ለምሳሌ:- የጆሮ ማዳመጫ ፤					

	ነጭ በትር ፤ ዊሌቸር ፤ ድምፅ የሚያሰማ ካልኩሌተር ወዘተ ይገኛሉ					
5	በትምህርት ቤታችሁ ለሁሉም አካል ጉዳተኛ ተማሪዎች አገልግሎት መስጠት የሚችል ፊርማ ማዕከል ያገኛል					

ተጨማሪ ሀሳብ ካለዎት : -----

ክፍል II.

ከዚህ የሚከተለው መጠይቅ ወቅታዊ የአካቶ ትምህርትን ለመተግበር ተግዳሮቶች ሊሆኑ ይችላሉ ተብለው የታሰቡ ናቸው ። እረሶም በትምህርት ቤቱ ሁኔታ በመመርኮዝ ተግዳሮቶች ናቸው ብለው የምያምኑበትን በሚቀጥለው ደረጃ አሰጣጥ መሰረት ምልክት በማድረግ ለዩ ።

ማስታወሻ ፤- በጣም እስማማለሁ =5, እስማማለሁ= 4, መወሰን ያስቸግረኛል = 3, አልስማማም =, 2 በጣም አልስማማም=1, ,በማለትና (✓) ምልክትን በመጠቀም ምላሽ ሰጡ ።

ተ.ቁ	የአካቶ ትምህርት ተግዳሮቶች	5	4	3	2	1
1	ለአካል ጉዳተኛ ተማሪዎች ዙርያ የተሳሳተ አመለካከት					
2	ስለ አካቶ ትምህርት በቂ ግንዛቤ በመደበኛ መምህሩ በኩል አለመኖሩ					
3	ስለ አካል ጉዳተኛ ተማሪዎች በቂ ግንዛቤ በመደበኛ መምህሩ በኩል አለመኖሩ					
4	የአካል ጉዳተኛ ተማሪዎች የትምህርት ተሳትፎ ዝቅተኛ መሆን					
5	ለሁሉም የትምህርት አይነት ለመደበኛ መምህራን የልዩ ፍላጎት ትምህርት ተማሪዎችን ለማገዝ የስራ ላይ ስልጠና በበቂ ሁኔታ አለመስጠት					
6	ለሁሉን ተማሪዎች ተደራሽና ምቹ የሆነ የትምህርት					

	ቤት አካባቢ አለመኖር					
7	አካል ጉዳተኛ የሆኑ ተማሪዎችን ለመስተናገድ በመደበኛ መምህራን ተነሳሽነት ፣ ፍላጎትና ቁርጠኝነት አለመኖር					
8	አካል ጉዳተኛ ተማሪዎችን እንደፍላጎታቸው ለመስተናገድ የሰለጠኑ / ልምዱ ያላቸው መደበኛ መምህራን በበቂ ሁኔታ አለመኖር					
9	የልዩ ፍላጎት ትምህርት ተማሪዎች የሚያግዝ የትምህርት መርጃ መሳሪያዎች በበቂ ሁኔታ አለመኖር					
10	በስራ ላይ ያለውን የትምህርት ስርዓት የልዩ ፍላጎት ተማሪዎች ሁኔታን ያገነዘበ ማድረግና ማሻሻል አለመቻል					
11	የልዩ ፍላጎት ትምህርት ተማሪዎች አሁን በስራ ላይ ያለውንና የቀርብላቸውን ስርአተ ትምህርት የመወጣት አቅም ማጣት					
12	ከትምህርት ቤቱ አስተዳደር በቂ እገዛ አለመኖሩ					
13	አካል ጉዳተኛ ተማሪዎችን ለመደገፍ / ለማገዝ በቂ ጊዜ አለመኖሩ					
14	ህብረተሰቡ እና ወላጆች ስለልጆቻቸው ትምህርት ሁኔታ በቂ ግንዛቤ አለማዳበራቸው					

ተጨማሪ ሀሳብ ካለዎት : -----

ክፍል IV.

መምህራን በመቀጠል በት/ቤቶቹ በሚሰጠው የአካቶ ትምህርት ትግበራ ተግዳሮቶች መፍትሄ ይሆናል የሚባለ ሲሆን እርሶም ምላሾን ይስጡ ::

ማስታወሻ: 5= በጣም እስማማለሁ 4 እስማማለሁ 3= መወሰን ያስቸግራል 2 = አልስማማም 1= በጣም አስማማለሁ

No	የልዩ አካቶ ትምህርት ተግዳሮቶችን ለመፍታት ሊወሰድ የሚገባ ስትራቴጂ	5	4	3	2	1
1	የትምህርት አስተዳዳሪን አመራር ማጠናከር					
2	ምቹና ተስማሚ የመማሪያ አካባቢን መፍጠር					
3	አቅም ግንባታ ስልጠና					
4	አካቶ ስርዓተ ትምህርትን መስተዋወቅ					
5	ተግባራዊ የድጋፍ አሰጣጥ ስርዓት መመስረት					

6	ከባለድርሻ አካላት ጋር አጋርነትን ማጠናከር					
7	በአካቶ ትምህርት ላይ ተካታታይና ቀጣይ ክትትልና ግምገማ ማድረግ					
8	ስለ አካቶ ትምህርት ውጤታማነት ተግዳሮት ጥናት ማድረግ					

ተጨማሪ ሀሳብ ካሎት : _____

Appendix B

በአዲስ አበባ ዩኒቨርሲቲ የሰነድ-ባህሪና ትምህርት ጥናት ኮሌጅ የማህበራዊ ስነ-ልቦና ትምህርት ክፍል
በአዲስ አበባ ክፍለ ከተማ አዲስ አበባ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት “ የአካቶ ትምህርት
ትግበራና ተግዳሮቶች ”

ለልዩ ፍላጎት መምህራን የሚሞላ መጠይቅ ::

አጠቃላይ ገለጻ

የዚህ መጠይቅ ዋና ጠቀሜታ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት የአካቶ ትምህርት ትግበራና ተግዳሮቶች በሚል ርዕስ ለተዘጋጀው ለሁለተኛ ዲግሪ የማህጸን ጥናት የሚሆን አስፈላጊ መረጃ ለመሰብሰብ ነው። በሚሰጡት መረጃ መሰረት የትምህርት ፕሮግራሙ ተግዳሮቶችና መፍትሄዎችን በመጠቀም ለትምህርት ጥቅም ብቻ እንደሚውል ላረጋግጥሎቻቸው እወዳለሁ። ስለዚህ ቀጥሎ በመጠይቁ ላይ ያሉትን ጥያቄዎች በጥንቃቄ እና በቅንነት ሞልተው እንዲመልሱ በአክብሮት እጠይቃለሁ። ጥያቄዎችን ከመመለስ በፊት ትዕዛዙን በሚገባ ያንብቡ እንዲሁም ምላሾን ራይት (✓) ምልክት በመጠቀም ይመልሱ።

መምህር ! ስለ መልካም ትብብር በቅድሚያ አመሰግናለሁ!

ክፍል I

የትምህርት ቤቱ ስም _____

ምላሾን ራይት (✓) ምልክት በመጠቀም ይመልሱ

ጾታ:- ወ () ሴ ()

2. የእርስዎ የስራ ልምድ ምን ያህል ነው ?

iii. 0-5 አመት () ii.6-10 አመት () iii.11-15 አመት () IV.16-20 አመት () v.ከ20 አመት >()

4. እርስዎ የተመረቁበት የትምህርት መስክ ደረጃ?

iii. ምንም አይነት ስልጠና ያልወሰድኩኝ መምህር () ii. ሰርተፍኬት () iii. ዲፕሎማ ()

iv. የመጀመርያ ድግሪ () v. ሁለተኛ ድግሪ () vi ሌላ ካለ ይግለጹ_____

5. ልዩ ፍላጎት ያላቸውን ተማሪዎች ማስተማር የሚያስችል ስልጠና ሰልጥነዋል ?

አዎ ስለጥኛለሁ () አልሰለጠንኩም ()

4. ምላሽ አዎ ከሆነ በየትኛው ደረጃ?

i. በሰርትፍኬት() ii.ዲፕሎማ () iii.በመጀመርያ ድግሪ() IV. ሁለተኛ ድግሪ()

v.አጭር ስልጠና () vi ሌላ ካለ ይግለጹ_____

5.እርሶ በዋነኝነት የተመረቁበት የትምህርት መስክ -----

ክፍል II.

ከዚህ የሚከተለው መጠይቅ ወቅታዊ የአካቶ ትምህርት ትግበራን ይመለከታል። በመሆኑም የእረሶን ምላሽ 5=እጅግ ከፍተኛ , 4 = ከፍተኛ, 3 = መወሰን ያስቸግረኛል , 2 = ዝቅተኛ , 1= በጣም ዝቅተኛ በማለትና (√) ምልክትን በመጠቀም ምላሽ ስጡ ::

No	የመማር ማስተማር ሂደት	5	4	3	2	1
1	የልዩ ፍላጎት መምህራን የአካል ጉዳተኛ ተማሪዎችን ለማስተማር ተነሳሽነት አላቸው					
2	የልዩ ፍላጎት መምህራን ለአካል ጉዳተኛ ተማሪዎችን የማስተማር ሁኔታ					
3	የልዩ ፍላጎት መምህራን ከተግባር ትምህርት ጋር በተያያዘ አካል ጉዳተኛ ተማሪዎችን ያግዛሉ					
4	የልዩ ፍላጎት መምህራን በትምህርት ቤታቸው አካቶ ትምህርትን ይተገብራሉ					
5	ሁለም ተማሪዎች በሁሉም የትምህርት አይነት ውጤታማ ናቸው					
6	ለልዩ ፍላጎት መምህራን በቂ የሆነ የስራ ላይ ስልጠና ይሰጣል					
7	የትምህርት ቤቱ አስተዳዳሪ ለአካቶ ትምህርት ትግበራ በቂ የሆነ አስተዳደራዊ እገዛ ይሰጣል					

8	በሁሉም የትምህርት ቤታቸው የልዩ ፍላጎት መምህራን መካከል ስለ አካቶ ትምህርትና ስለ አካል ጉዳተኛ ተማሪዎች በቂ ግንዛቤ አለ					
9	አካል ጉዳተኛ ተማሪዎችን ለመደገፍ በቂ ጊዜ አለ					

ተጨማሪ ሀሳብ ካለዎት : -----

ተ/ቁ	የግብዓትና የቁሳቁስ ተደራሽነት	5	4	3	2	1
1	በትምህርት ቤታቸው ለመማር መስተማሩ የሚያግዙ ለመምህራንና ለአካል ጉዳተኛ ተማሪዎች የተዘጋጁ በቂ መርጃ መጻሕፍት ይገኛሉ :: (1:1 የተማሪ መጻሕፍት ጥምርታ) ለምሳሌ፤- የብሬል መጻሕፍት ፤ በትልልቅ ጽሁፍ የተዘጋጁ መጻሕፍትና ፤ በዳሰሳ የሚለዩ ግራፊክስ ፤ አባካስ ፤ በምልክት ቋንቋ የተዘጋጁ መጻሕፍት ወዘተ					
2	በትምህርት ቤታቸው ለአካል ጉዳተኞች ለሚዘጋጁ የትምህርት መርጃ መሳሪያዎች ግብዓት የሚሆኑ በቂ የጽህፈት መሳሪያ ጥሬ እቃዎች ይገኛሉ :: ለምሳሌ :- ስሌት ፤ የብሬል ወረቀት ፤ ሳታይልስ ወዘተ)					
3	በትምህርት ቤታቸው ለአካል ጉዳተኛ ተማሪዎች የትምህርት መርጃ መሳሪያዎች ለማዘጋጀት የሚረዱ በቂ የቴክኖሎጂ ውጤቶች ይገኛሉ :: ለምሳሌ :-ብሬል ማዘጋጀትና ማባዣ መሳሪያ ፤ ኮምፒውተር (ጃውስ ለማዘጋጀት)					
4	በትምህርት ቤቱ አካል ጉዳተኛ ተማሪዎች የሚያገለግሉ በቂ የድጋፍ መሳሪያዎች ለምሳሌ:- የጆሮ ማዳመጫ ፤					

	ነጭ በትር ፤ ዊሌቸር ፤ ድምፅ የሚያሰማ ካልኩሌተር ወዘተ ይገኛሉ					
5	በትምህርት ቤታችሁ ለሁሉም አካል ጉዳተኛ ተማሪዎች አገልግሎት መስጠት የሚችል ፊርማ ማዕከል ያገኛል					

ተጨማሪ ሀሳብ ካለዎት : -----

ክፍል II.

ከዚህ የሚከተለው መጠይቅ ወቅታዊ የአካቶ ትምህርትን ለመተግበር ተግዳሮቶች ሊሆኑ ይችላሉ ተብለው የታሰቡ ናቸው :: እረሶም በትምህርት ቤቱ ሁኔታ በመመርኮዝ ተግዳሮቶች ናቸው ብለው የምያምኑበትን በሚቀጥለው ደረጃ አሰጣጥ መሰረት ምልክት በማድረግ ለዩ ::

ማስታወሻ ፤- በጣም እስማማለሁ =5, እስማማለሁ= 4, መወሰን ያስቸግረኛል = 3, አልስማማም =, 2 በጣም አልስማማም=1, ,በማለትና (✓) ምልክትን በመጠቀም ምላሽ ሰጡ ::

ተ.ቁ	የአካቶ ትምህርት ተግዳሮቶች	5	4	3	2	1
1	ለአካል ጉዳተኛ ተማሪዎች ዙርያ የተሳሳተ አመለካከት					
2	ስለ አካቶ ትምህርት በቂ ግንዛቤ በልዩ ፍላጎት መምህሩ በኩል አለመኖሩ					
3	ስለ አካል ጉዳተኛ ተማሪዎች በቂ በልዩ ፍላጎት መምህሩ በኩል አለመኖሩ					
4	የአካል ጉዳተኛ ተማሪዎች የትምህርት ተሳትፎ ዝቅተኛ መሆን					
5	ለሁሉም የትምህርት አይነት የልዩ ፍላጎት መምህራን የልዩ ፍላጎት ትምህርት ተማሪዎችን ለማገዝ የስራ ላይ ስልጠና በበቂ ሁኔታ አለመስጠት					
6	ለሁሉን ተማሪዎች ተደራሽና ምቹ የሆነ የትምህርት					

	ቤት አካባቢ አለመኖር					
7	አካል ጉዳተኛ የሆኑ ተማሪዎችን ለመስተናገድ የልዩ ፍላጎት መምህራን ተነሳሽነት ፣ ፍላጎትና ቁርጠኝነት አለመኖር					
8	አካል ጉዳተኛ ተማሪዎችን እንደፍላጎታቸው ለመስተናገድ የሰለጠኑ / ልምዱ ያላቸው የልዩ ፍላጎት መምህራን በበቂ ሁኔታ አለመኖር					
9	የልዩ ፍላጎት ትምህርት ተማሪዎች የሚያግዝ የትምህርት መርጃ መሳሪያዎች በበቂ ሁኔታ አለመኖር					
10	በስራ ላይ ያለውን የትምህርት ስርዓት የልዩ ፍላጎት ተማሪዎች ሁኔታን ያገነዘቡ ማድረግና ማሻሻል አለመቻል					
11	የልዩ ፍላጎት ትምህርት ተማሪዎች አሁን በስራ ላይ ያለውንና የቀርብላቸውን ስርአተ ትምህርት የመወጣት አቅም ማጣት					
12	ከትምህርት ቤቱ አስተዳደር በቂ እገዛ አለመኖሩ					
13	አካል ጉዳተኛ ተማሪዎችን ለመደገፍ / ለማገዝ በቂ ጊዜ አለመኖሩ					
14	ሀብረተሰቡ እና ወላጆች ስለልጆቻቸው ትምህርት ሁኔታ በቂ ግንዛቤ አለማዳበራቸው					

ተጨማሪ ሀሳብ ካለዎት : -----

ክፍል IV.

መምህራን በመቀጠል በት/ቤቶቹ በሚሰጠው የአካቶ ትምህርት ትግበራ ተግዳሮቶች መፍትሄ ይሆናል የሚባለ ሲሆን እርሶም ምላሾን ይስጡ ::

ማስታወሻ: 5= በጣም እስማማለሁ 4 እስማማለሁ 3= መወሰን ያስቸግራል 2 = አልስማማም 1= በጣም አስማማለሁ

No	የልዩ አካቶ ትምህርት ተግዳሮቶችን ለመፍታት ሊወሰድ የሚገባ ስትራቴጂ	5	4	3	2	1
1	የትምህርት አስተዳዳሪን አመራር ማጠናከር					
2	ምቹና ተስማሚ የመማሪያ አካባቢን መፍጠር					
3	አቅም ግንባታ ስልጠና					
4	አካቶ ስርዓተ ትምህርትን መስተዋወቅ					
5	ተግባራዊ የድጋፍ አሰጣጥ ስርዓት መመስረት					

6	ከባለድርሻ አካላት ጋር አጋርነትን ማጠናከር					
7	በአካቶ ትምህርት ላይ ተካታታይና ቀጣይ ክትትልና ግምገማ ማድረግ					
8	ስለ አካቶ ትምህርት ውጤታማነት ተግዳሮት ጥናት ማድረግ					

ተጨማሪ ሀሳብ ካሎት : _____

Appendix C

በአዲስ አበባ ዩኒቨርሲቲ የሰነድ-ባህሪና ትምህርት ጥናት ኮሌጅ የማህበራዊ ስነ-ልቦና ትምህርት ክፍል
በአዲስ አበባ ክፍለ ከተማ አዲስ አበባ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት “ የአካቶ ትምህርት
ትግበራና ተግዳሮቶች ”

ቃለ መጠይቅ ::

አጠቃላይ ገለጻ

የዚህ ቃለ መጠይቅ ዋና ጠቀሜታ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት የአካቶ ትምህርት ትግበራና ተግዳሮቶች በሚል ርዕስ ለተዘጋጀው ለሁለተኛ ዲግሪ የማህጸን ጥናት የሚሆን አስፈላጊ መረጃ ለመሰብሰብ ነው። በሚሰጡት መረጃ መሰረት የትምህርት ፕሮግራሙ ተግዳሮቶችና መፍትሄዎችን በመጠቀም ለትምህርት ጥቅም ብቻ እንደሚውልና የሚሰጡት ምላሽ በሚስጢር የሚጠበቅ መሆኑን ላረጋግጥሎቻቸው እወዳለሁ። ስለዚህ ቀጥሎ በመጠይቁ ላይ ያሉትን ጥያቄዎች በጥንቃቄ እና በቅንነት እንዲመልሱ በእኩብሮት እጠይቃለሁ።

ስለ መልካም ትብብር በቅድሚያ አመሰግናለሁ!

ለወላጆች የተዘጋጀ ቃለ- መጠይቅ

1. አካቶ ትምህርትን እንዴት ይረዱታል ?
2. ልጅዎ አካል ጉዳተኛ እንደመሆኑ / ኗ መጠን ልጁን ለመርዳት ስልጠና መስደዋል ? አዎ ከሆነ ያብራሩልኝ ? መልሱ አይደለም ከሆነ ለምን ?
3. ልጁ የሚማርበት ት/ቤት ከአካል ጉዳተኛ ህጻናት ወላጆች ጋር የሚገናኝበት የስብሰባ መድረክ አለ ? ካለው በስብሰባው ወቅት ውይይት የሚደረጉባቸው ነጥቦች ምንድን ናቸው ? በምን ያህል ድግግሞሽ ትገናኛላቹ ?
4. የልጁ የትምህርት እንቅስቃሴ ምን ይመስላል ?
5. ልጁ በትምህርት ቤት ውስጥ በሚደረጉ እንቅስቃሴዎች ንቁ ተሳትፎ ያደርጋል ?

6. ትምህርት ቤቱ ለአካል ጉዳተኞች አመቺ መሆኑና በቂ የትምህርት መርጃ ስለመኖሩ ቢገልጹልኝ ?
7. እርስዎ ከትምህርት ቤቱ ጋር እንዲሁም በአስተማሪዎች ጋር ያሉዎት ግንኙነት እንዴት ይገልጹታል ?
8. ልጄ በአካቶ ትምህርት ዙሪያ የገጠሙት ተግዳሮቶችን ካሉ ቢያብራሩ ?
9. በትምህርት ቤቱ የአካቶ ትምህርትን አተገባባር የተሻለ ለማድረግ ምን መደረግ አለበት ?

Appendix D

በአዲስ አበባ ዩኒቨርሲቲ የሰነ-ባህሪና ትምህርት ጥናት ኮሌጅ የማህበራዊ ስነ-ልቦና ትምህርት ክፍል
በአዲስ ከተማ ክፍለ ከተማ አዲስ አበባ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት “ የአካቶ ትምህርት
ትግበራና ተግዳሮቶች ”

ቃለ መጠይቅ ::

አጠቃላይ ገለፃ

የዚህ ቃለ መጠይቅ ዋና ጠቀሜታ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት የአካቶ ትምህርት ትግበራና ተግዳሮቶች በሚል ርዕስ ለተዘጋጀው ለሁለተኛ ዲግሪ የማህጸን ጥናት የሚሆን አስፈላጊ መረጃ ለመሰብሰብ ነው። በሚሰጡት መረጃ መሰረት የትምህርት ፕሮግራሙ ተግዳሮቶችና መፍትሄዎችን በመጠቀም ለትምህርት ጥቅም ብቻ እንደሚውልና የሚሰጡት ምላሽ በሚስጢር የሚጠበቅ መሆኑን ላረጋግጥሎቻቸው እወዳለሁ። ስለዚህ ቀጥሎ በመጠይቁ ላይ ያሉትን ጥያቄዎች በጥንቃቄ እና በቅንነት እንዲመልሱ በአክብሮት እጠይቃለሁ።

ስለ መልካም ትብብር በቅድሚያ አመሰግናለሁ!

ለትምህርት ቤቱ ርዕስ መምህር የተዘጋጀ ቃለ መጠይቅ ::

1. ትምህርት ቤታቸው ውስጥ ስንት ተማሪዎች ተመዝግበው ትምህርታቸውን እየተከታተሉ ነው ? በአሁኑ ወቅት ስንት አካል ጉዳተኛ ተማሪዎች ተመዝግበው ትምህርታቸውን እየተከታተሉ ነው ?
2. አካቶ ትምህርትን እንዴት ይረዱታል ?
3. አካል ጉዳተኛ ተማሪዎችን በምትቀበሉበት ወቅት የአካል ጉዳታቸውን ለመለየት የምትጠቀሙበት ስርዓት አለ ? ካለ ምን አይነት ?
4. በልዩ ፍላጎት ዙሪያ ለመምህራን የሚዘጋጅ የሥራ ላይ ስልጠና አለ ?
5. የአካል ጉዳተኛ ተማሪዎች የትምህርት እንቅስቃሴ ምን ይመስላል ?
6. አካል ጉዳተኛ ተማሪዎች በትምህርት ቤት ውስጥ ባሉ እንቅስቃሴዎች ውስጥ ንቁ ተሳትፎ ያደርጋሉ ?

7. በዳግማዊ ብርሃን የመጀመሪያ ደረጃ ትምህርት ቤት የአካቶ ትምህርት አሁናዊ አተገባባር ምን ይመስላል ?
8. ትምህርት ቤቱ ለአካል ጉዳተኞች አመቺ መሆኑና በቂ የትምህርት መርጃ ስለመኖሩ ቢገልጹልኝ ?
9. ልጄ የሚማርበት/ምትማርበት ት/ቤት ከአካል ጉዳተኛ ህጻናት ወላጆች ጋር የሚገናኝበት የስብሰባ መድረክ አለ ? ካለው በስብሰባው ወቅት ውይይት የሚደረጉባቸው ነጥቦች ምንድን ናቸው ? በምን ያህል ድግግሞሽ ትገናኛላቹ ?
10. የወላጅ መምህራን ተማሪዎች ኮሚቴ አሁናዊ ሁኔታ በትምህርት ቤቱ ምን ይመስላል ?
11. በአካቶ ትምህርት ዙሪያ የገጠሙት ዋና ዋና ተግዳሮቶችን ካሉ ቢያብራሩ ?
12. በትምህርት ቤቱ የአካቶ ትምህርትን አተገባባር የተሻለ ለማድረግ ምን መደረግ አለበት ?

Appendix E

በአዲስ አበባ ዩኒቨርሲቲ የሰነድ-ባህሪና ትምህርት ጥናት ኮሌጅ የማህበራዊ ስነ-ልቦና ትምህርት ክፍል
በአዲስ አበባ ክፍለ ከተማ አዲስ አበባ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት “ የአካቶ ትምህርት
ትግበራና ተግዳሮቶች ”

ቃለ መጠይቅ ::

አጠቃላይ ገለፃ

የዚህ ቃለ መጠይቅ ዋና ጠቀሜታ በዳግማዊ ብርሃን የመ/ደ/ት/ቤት የአካቶ ትምህርት ትግበራና ተግዳሮቶች በሚል ርዕስ ለተዘጋጀው ለሁለተኛ ዲግሪ የማሟያ ጥናት የሚሆን አስፈላጊ መረጃ ለመሰብሰብ ነው። በሚሰጡት መረጃ መሰረት የትምህርት ፕሮግራሙ ተግዳሮቶችና መፍትሄዎችን በመጠቀም ለትምህርት ጥቅም ብቻ እንደሚውልና የሚሰጡት ምላሽ በሚስጠር የሚጠበቅ መሆኑን ላረጋግጥሎቻቸው እወዳለሁ። ስለዚህ ቀጥሎ በመጠይቁ ላይ ያሉትን ጥያቄዎች በጥንቃቄ እና በቅንነት እንዲመልሱ በአክብሮት እጠይቃለሁ።

ስለ መልካም ትብብር በቅድሚያ አመሰግናለሁ!

ለወረዳ ልዩ ፍላጎት ባላጥያ የተዘጋጀ ቃለ መጠይቅ ::

1. አካቶ ትምህርትን እንዴት ይረዱታል ?
2. በዳግማዊ ብርሃን የመጀመሪያ ደረጃ ትምህርት ቤት የአካቶ ትምህርት አሁንም አተገባባር ምን ይመስላል ?
3. በልዩ ፍላጎት ዙሪያ ለመምህራን የሚዘጋጅ የሰራ ላይ ስልጠና አለ ?
4. የአካል ጉዳተኛ ተማሪዎች የትምህርት እንቅስቃሴ ምን ይመስላል ?
5. አካል ጉዳተኛ ተማሪዎች በትምህርት ቤት ውስጥ ባሉ እንቅስቃሴዎች ገቢ ተሳትፎ ያደርጋሉ ?
6. በትምህርት ቤቱ የአካቶ ትምህርትን አተገባባር በምን አይነት መንገድ እየተከታተላቸውና ድጋፍ እየሰጣቸው ነው ?
7. በአካቶ ትምህርት ዙሪያ የገጠሙት ዋና ዋና ተግዳሮቶችን ካሉ ቢያብራሩ ?
8. በትምህርት ቤቱ የአካቶ ትምህርትን አተገባባር የተሻለ ለማድረግ ምን መደረግ አለበት ?

