



**ADDIS ABABA UNIVERSITY
COLLEGE OF EDUCATION AND BEHAVIOURAL
STUDIES
DIPARTMENT OF SPECIAL NEEDS EDUCATION**

**The Practice of Inclusive Education in Some
Selected Government Preschools of Addis Ababa**

Meseret Abate

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This Thesis is submitted to Department of Special Needs
Education in partial fulfillment of the requirements for
MA Degree in Special Needs Education

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DIPARTMENT OF SPECIAL NEEDS EDUCATION

This is to certify that the thesis prepared by **Meseret Abate**, entitled; “**The Practice of Inclusive Education for Children with Disabilities in Some Selected Government Preschools of Addis Ababa**” and submitted in partial fulfilment of the requirements for MA Degree in **Special Needs Education** complies with the regulations of the university and meets the accepted standard with respect to originality and quality.

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DECLARATION

I, Meseret Abate declare that this thesis is my original work and that all sources of the materials in the research paper have been duly acknowledged. The matter embodied in this research paper has not been submitted earlier for award of any master degree best of my knowledge and belief.

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I, **Tilahun Achaw (PHD)**, confirm that this research project has been submitted for examination with my approval as the University Supervisor.

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ABBREVIATION/ACRONYMS

CRC	Convention on the Rights of the Child
ECE	Early Childhood Education
EFA	Education for All
ESDP	Education Sector Development Program
IDEA	Individuals with Disabilities Education Act
LRE	Least Restrictive Environment
MDGs	Millennium Development Goals
MOE	Ministry of Education
NCES	National Center for Education Statistics
PTA	Parents- Teachers Associations
SEN	Special Education Needs
UNCRPD	United Nations Convention on the Rights of Persons with Disabilities
UPE	Universal Primary Education
UNESCO	United Nations Educational Scientific and Cultural Organization
UN	United Nations

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ABSTRACT

The aim of the study was to survey the practice of inclusive education in some selected government preschools of Addis Ababa. A descriptive survey research design was applied to identify the status of schools in practicing inclusive education in an early childhood setting. From 532 teachers 55 of them were purposely selected as sample respondents. Questionnaire were designed and administered for this purpose. Findings were the followings - there was interruption, for some implementation and participatory process in respect of the practice of inclusive education. the preschools do not provide assistive device in enough way. There is adequate light in the class room in the process of teaching and learning. And based on the summary of the findings this study concludes that implementation and participatory process are still in its infant stage the practice of inclusive education. Teachers have no sufficient skills like brail and sign language to teach SWDs in early childhood setting. Instructional materials and equipment are not easily acquired for meeting the needs of children with special needs in early childhood setting. So, it is better to enhance implementation and participatory process preschool clubs should have a room also for the disabled children. Short-term trainings on the special need should be conducted for preschool staffs. Rather than being dependent on additional support to recurrent budget searching for other alternative fund sources

Key words: Inclusive education, early childhood education

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

Education is a fundamental human right and is an indispensable instrument to bring economic growth and human development. It is also public good and has an immense contribution to national development through the production of critical and qualified human resources. This, in turn, stimulates productivity and eliminates poverty, disease, and ignorance. In this regard, it plays a pivotal role in eradicating poverty and promoting socio-economic development in any society (MOE, 2012).

Due to this, there has been a universal emphasis on the need to extend access to education to all. This has been acknowledged, among others by International Conventions such as the Salamanca Statement on Special Needs Education, UNESCO, 1994, the UN Convention on the Right of the Child, 1989, and the UN International Convention on the Right of the Persons with Disabilities, 2000.

Inclusive setting in early childhood education involves getting to know each child well so that they can respond to their needs and build on their strengths and skills to ensure that they have equal opportunities in participating and learning. Each child deserves to have the opportunity to learn from the experiences, activities, and routines of the inclusive early childhood setting. Early Childhood Education in the growth of collaboration often addresses the areas of education, health, and social life on an interdisciplinary basis; this is to foster the holistic development of a child's full potential (Eleweke and Michael, 2002)

Inclusive early childhood education is one that enables all children including those with special needs to learn effectively and participate equally in class (Jordan & Stanovich, 2012). The inclusion of children who have disabilities is essentially about educators recognizing that all children have the right to be engaged and valued participants and contributors to the curriculum.

However, children with disabilities were ignored in inclusive setting in playgrounds and school activities. For example, in sports activities, because of their disabilities, the students' full participation is limited. In such activities, experiences and events offered in the program, they excluded them from important learning opportunities (Chhabra, Rama and Ishaan, 2010).

Some evidence indicates that early childhood centers refusing to allow and/or discouraging families to enroll children with disabilities in their service (Macartney, 2010). According to Chhabra and Ishaan (2010) also pointed out that inclusion cannot be conditional or partial, yet this was a common experience for children with disabilities and their families.

Further barriers are the lack of inclusive education policies, hidden costs of education, lack of transportation, stigmatization, and bullying, as well as the low expectations of children with disabilities in early childhood. So many barriers continue to be created, repeated, ignored and advanced by the actions and inactions of governments and their agencies. The learning, participation, and equity of access to the curriculum is restricted when centers and teachers do not receive enough support and resources to understand and respond inclusively to children with disabilities in their care or communities (Macartney 2010). Inclusive education often gets, addressed well in relation to persons with disabilities, but not in line with the expanded UNESCO definition embracing children of all marginalized groups. Article 26 of this instrument says, "Everyone has the right to education". The Convention on the Rights of the Child (CRC) [UN, 1989] in article 28 specifically mentions that every child has a right to regardless of disability status (UN, 1948).

More recently the Sustainable Development Goals (SDGs) of 2015(UN, 2015) require all countries provide good-quality education to every child irrespective of gender, disability, and social status. However, most countries including Ethiopia agree with these articles but not implement practically as different research reports shown us. In the earlier period, elderly brothers and sisters gave Pre-primary school Education at home in Ethiopia, and religious institutions like Orthodox Church "Abinat" school, Mosque /mederes/ missionaries (Tsegaye, 2014). As an important indicator of high quality early childhood education, young children with special educational needs (SEN) in their early years have recently attracted more attention (Lei and Juliette, 2011).

The Constitution of Ethiopia gives particular emphasis on the allocation of resources to assist disadvantaged groups (Article 41and 91). The Ethiopian state has been showing the commitment to the Millennium Development Goals (MDGs) and "Education for All" (EFA) by a party to different international conventions (Ministry of Education, 2012). It has also relevance to the right to education and enshrined them in its various domestic laws, policies, strategies, and programs. However, the reality on the ground indicates that there is limited progress towards implementing these legal instruments when it comes to the education of

children with special needs. Despite the presence of these statements in different sectors of government policies and the comprehensive inclusion of ECCE in the ESDP IV, ECCE was one of the most neglected areas (Eleweke and Michael, 2002).

Especially, children with different disabilities are ignored to be included in early childhood education in an inclusive setting. Ethiopia's Study on Situation of out of School Children (UNESCO, 2012), states that even though Ethiopia's 1994 Education and Training Policy and the MOE special needs education strategy opened the doors of schools to students with disabilities, attitudes in society remained unchanged and many children were still kept at home. As a special needs educator, I have a passion for children with special needs. Children with disabilities and parents of children with disabilities are often stigmatized (Lewis, 2009). Because of this, I want to support children's developmental and educational needs to be achieved. I support for the inclusion of all children in early childhood education setting without discrimination despite their disabilities. So, this study was designed to explore practices, challenges opportunities teachers and school administrative attitudes of inclusive education in early childhood education in some selected government preschools of Addis Ababa.

1.2. Statement of the problem

Education programs have been implemented to take into account the diversity of learners with special needs in Ethiopia. Efforts have been made to integrate children with disabilities into regular schools. Despite these efforts, the implementation of inclusive education has not been successful especially in early childhood education. The Preschool Grants Program (Part B, section 619 of the IDEA) provides formula grants to assist States, to provide special education and related services to children with disabilities aged 3 through 5, and at a State's discretion, to 2-year-old children with disabilities who will turn 3 during the school year.

However, the country is still experiencing a notable gap in the prevailing proper educational system that is inclusive to all Ethiopian children (UNESCO, 2009). According to UN Conventions on the Rights of Persons with Disabilities (2006) almost universally people with disabilities are excluded from a section of education. In Ethiopia even though empirical studies were few, there were empirical evidences so far aired. For instance, Rahel (2014) pointed out the following findings i.e. the presence of challenges to meet desired quality in

ECCE in terms of ECCE Curriculum, teachers' qualification, teaching and learning process, the inadequacy of indoor and outdoor materials.

In addition, Tsegaye (2014) evinced that pre-primary educations of the country have faced many problems. The typical problems are administrative and coordination problems, consequently they do not have strong decision-making body like a board of directors for administering kindergartens, the government also not able to implement the detailed policy guideline for pre-primary school administrators' roles, shortages of trained manpower and employee turnover, lack of teachers' training opportunity and low level of salary, parent's limited responsibility, teachers' inappropriate conduct, insufficient support from the government.

However, the existing empirical evidence in contrast with more settled theoretical evidence show mixed results. It means in different areas empirical evidences are also varied. In turn still, there are issues in respect of practice, challenges, opportunities of inclusive education including attitude of the teachers and school administrators in early childhood education of government pre-schools that require further study. So, this study attempted to answer the following research questions

1. Is there any inclusive education practice in early childhood setting of the selected government pre-schools in Addis Ababa?
2. What are the major challenges of inclusive education in the selected government pre-schools of Addis Ababa?
3. What are the opportunities of inclusive education in selected government pre-schools of Addis Ababa?
4. What attitude do the teachers and school administrators' have towards inclusive education in selected government pre-schools of Addis Ababa?

1.3. Objective of the study

1.3.1. General objective

The main objective of the study was to survey the practice of inclusive education in some selected government preschools of Addis Ababa

1.3.2. Specific objective

1. To assess the practice of inclusive education in some selected preschools in Addis Ababa
2. To survey the major challenges in the practice of inclusive education in the selected preschools in Addis Ababa
3. To identify the opportunities of inclusive education in the selected government preschools in Addis Ababa
4. To assess teachers and school administrations in respect of their attitude towards inclusive education in preschools in Addis Ababa

1.4. Significance of study

This study's significance was more for teachers, educational officers and administrators found in "woredas", sub-cities and city administration by serving for them as the cue to their decision for providing inclusive education to citizens and in turn improving also education quality.

The study also provided valuable information in respect of opportunities and challenges in walk through of materializing inclusive education. At the same time, it has shown the status in achieving inclusive education in early childhood education of government preschools of Addis Ababa. Moreover, the study served as of a reference for those researchers who are interested in the area of the study.

1.5. Scope of the study

Inclusive education is a broad concept, which consists of numerous interactions but the scope of this study was restricted to the practice, challenges, and opportunities of inclusive education. The spatial aspect of the study was limited to non-government preschools in Addis Ababa. Actually, the study was carried on the randomly selected preschools found "Arada", "Gullele", and "Kirkos" sub-cities. Only these three Sub cities are selected because of time and financial constraints. Thus, the study may not generalize to preschools found in other sub cities. The total sample sizes involved in this

1.6 Limitation of the Study

The personal condition and inattentiveness of the respondents can be taken as one limitation; the data collecting tools were questionnaires and interview since there are other important key variables that can be detected as valuable input can be taken as another pitfalls.

1.7. Organization of the study

This thesis is organized in to three chapters. This chapter introduced the thesis topic, objectives, significance and limitation. The next chapter two embarks on reviewing theoretical literature on such topics as conceptual definition of inclusive education and early childhood education, history of inclusive education, international policy framework on inclusive education, practice of inclusive education in preschool education, challenges of inclusive education in preschools, opportunities for inclusive education in early childhood education, teachers and school administrators attitude towards inclusive education in preschool & empirical evidence on inclusive education in preschool till the study leads towards summary of literature review/research gap. Chapter three encompasses research design and methodology. Data presentation, analysis and discussion are evinced in chapter four. Lastly chapter five incorporates summary of findings, conclusion and recommendation.

1.8 Operational Definition of Terms

Inclusive education: Refer to any process of increasing the participation of learners with diverse needs in regular schools or classrooms

Pre- primary: Refer to learning centers for children whose age range between 3-6 years before admission to class one in primary school

Attitudes: Refer to state of mind responding either favorably or unfavorably

Disability: Refer to any limitation or inability to perform an activity in manner within the range considered normal for a human being

Facility: Refer to a resource intended used to support learning to proceed smoothly

Skills: Refer competence ECD teachers acquire during training

Special education: Refer to education for children with specials needs

Strategies: Refer to methods and techniques designed by teachers to support instruction for learners in diverse settings

Instructional adaptation: Refer modifying instruction to fit with the needs of the diverse learners

Teaching-Learning environment: Refers to availability of access infrastructure e.g. as ramps, accessible classrooms, painted walls, appropriate furniture

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. Introduction

This chapter embarks on reviewing theoretical literature on such topics as conceptual definition of inclusive education and early childhood education, history of inclusive education, international policy framework on inclusive education, practice of inclusive education in preschool education, challenges of inclusive education in preschools, opportunities for inclusive education in early childhood education, teachers and school administrators attitude towards inclusive education in preschool & empirical evidence on inclusive education in preschool till the study leads towards summary of literature review/research gap.

2.2. Conceptual Review

2.2.1. Conceptual Definition of Inclusive Education and Early Childhood Education

2.2.1.1. Conceptual Definition of Inclusive Education

Inclusive education is an education system that includes all students, welcomes and supports them to learn, whatever they are and whatever their abilities or requirements. Removing barriers to participation in learning for all learners is at the core of inclusive education systems (UNESCO, 2005). According to Bailey (1998) refers to inclusion as "being in an ordinary school with other students, following the same curriculum at the same time, in the same classrooms, with the full acceptance of all, and in a way which makes the student feel no different from other students" (Bines and Philippa, 2011)

According to UNESCO, inclusive education is seen as "a process of addressing and responding to the diversity of needs of all learners through increasing participation in learning, cultures, and communities, and reducing exclusion from education and from within education." The goal is that the whole education system will facilitate learning environments where teachers and learners embrace and welcome the challenge and benefits of diversity. Within an inclusive education approach, learning environments are fostered where individual

needs are met and every student has an opportunity to succeed. In The Salamanca Statement and Framework for Action on Special Needs Education, the concept of an inclusive school is described as follows: The fundamental principle of the inclusive school is that all children should learn together, wherever possible, regardless of any difficulties or differences they may have.

Inclusive schools must recognize and respond to the diverse needs of their students, 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)

2.2.1.2. Conceptual Definition of Early Childhood Education

The National Association for the Education of Young Children [External link](#) (NAEYC) defines "early childhood" as occurring before the age of eight, and it is during this period that a child goes through the most rapid phase of growth and development (Singal, 2010).

Their brains develop faster than at any other point in their lives, so these years are critical. The foundations for their social skills, self-esteem, perception of the world and moral outlook are established during these years, as well as the development of cognitive skills (Singal, 2009).

Early childhood education, within the last few decades, took the attention from the different fields such as developmental psychology, cultural psychology, childhood studies, cultural anthropology, history and philosophy because recent studies showed that babies and young children are born with the capacity to understand (Nutbrown, 2006). By fostering the development in the early years, they aim to ensure that all children – regardless of their social background – have the prerequisites for a successful start at school cited in (Eleweke and Michael, 2002).

Early childhood education is encouraged for the healthy development and nurturing of all these important foundations, and trends show that parents are increasingly recognizing this. In fact, according to the National Center for Education Statistics (NCES), enrollment in prekindergarten-level education [External link](#) has risen from 96,000 to over 1 million in the last 30 years. Early childhood education (ECE) is the education of children from birth through age 8, according to the National Association for the Education of Young Children [Opens a](#)

New Window. It is during this phase of life that the foundations for cognitive, physical and emotional development are built. This is a period of intense, rapid growth and development, with ECE at the helm for fostering a healthy foundation for life (Kangwa and Grazyna, 2003).

Young children generally start learning the basics of walking, talking and naming colors and shapes at home. They often begin learning the alphabet and how to count, foundational aspects of academic learning. However, early childhood education also allows children the chance to apply what they have learned at home opens a New Window. in a practical setting, interacting with individuals outside of their family. ECE classrooms offer young children a safe, nurturing environment for interaction, stimulation and social activity (Johnstone and David, 2009).

2.2.1.3. Conceptual Definition of Inclusive Education in Early Childhood Education

Early childhood inclusion embodies the values, policies, and practices that support the right of every infant and young child and his or her family, regardless of ability, to participate in a broad range of activities and contexts as full members of families, communities, and society. The desired results of inclusive experiences for children with and without disabilities and their families include a sense of belonging and membership, positive social relationships and friendships, and development and learning to reach their full potential. The defining features of inclusion that can be used to identify high-quality early childhood programs and services are access, participation, and supports (Mac Arthur, Purdue & Ballard, 2003).

Inclusion in early childhood programs refers ; to including children with disabilities in early childhood programs, together with their peers without disabilities; holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations; and using evidence-based services and supports to foster their development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging (Miles and Nidhi,2010)

2.3. History of inclusive education

According to Sharp, N. (2017) History of inclusive education in early childhood education presented. Inclusion is not a new topic in education but it has changed drastically throughout the years and it will continue to change. The history of education for students with disabilities

in the United States has, until relatively recently, been marked by exclusion, not inclusion (Singal, 2008).

In 1975, Public Law 94-142 established education for handicapped children, including the least restrictive environment (LRE). When this law was instated, there were many thoughts about the definition of LRE. Prior to this law, many students with disabilities were served in separate schools or Running head: INCLUSION IN EARLY CHILDHOOD was inadequately served within a public school (Singal, 2010).

Douvanis and Hulsey (2002) explain that in 1972, there were eight million children with disabilities in the United States, and fully one-half were receiving no educational services. Students were being evaluated for suspected disabilities without notice to parents or due process; parents were able to exclude their children from compulsory attendance regulations; and many children with disabilities who were in schools were being excluded from any meaningful educational services inclusion (Singal, 2008). Prior to the Public Law, many children's essential needs were being met in institutions but there was no teaching happening.

Some professionals say that these children could be then taught and have a better life. After Public Law was established, more children with disabilities were served through public education and they received more appropriate services within those schools. Therefore, it enforced this historic act to be passed by Congress in 1975 (Lei and Juliette, 2011).

There was a huge push of parental activist in the 1960s and 1970s, as well as court cases in which children with disabilities were denied education within the public school systems in our nation. Both the court cases as well as the activating by parents led Congress to develop Public Law. This law began the movement of inclusion in public schools. Since the creation of the Education for all Children Act, more students with disabilities have been served in the LRE (Lewis, 2009)

In 1990, the Education for all Children Act became the Individuals with Disabilities Education Act (IDEA). This included changing the language from handicapped individuals to individuals with disabilities. DudleyMarling and Burns (2014) found that as of 2008, over 57% of students with disabilities spent at least 80% of their school day inside regular classrooms while just over 5% Running head: INCLUSION IN EARLY CHILDHOOD were completely excluded from regular school placements (UNESCO, 2015).

The impact of these laws on the education system had an immense effect on the way in which children with disabilities were educated and included within the school systems.

2.4. International Policy framework on Inclusive Education

1). UNESCO, in September 2015, countries including Ethiopia endorsed the 2030 agenda for sustainable Development and adopted a set of goals SDG. Each of the 17 goals has specific targets to achieve over the next 15 years. Under target four, this aims to "Ensure inclusive education and equitable quality education and promotion lifelong learning opportunities for all".

2). The Special Needs /Inclusive Education Strategy Was published in 2012 acknowledging education as a human rights, as reflected in the principle of UPE, and EFA goals by 2015 to which Ethiopia is committed.

3). National Plan of Action of Persons with Disabilities 2012-2021 Ethiopia aims at making Ethiopia an Inclusive society. NPA based on UNCRPD at the framework for all Action in support of equality of opportunity and full participation of people with Disabilities.

4). MoE enrolled the SNEPS in 2006 to meet UPEC and EFA Goals underlining education as a fundamental human right, and one of the main factors that reduces poverty and improves socio-economic conditions. The strategy aimed at an education system open to all learners and stated that all children and students can learn and many of them need some form of support in learning and active participation

1) FDRE (1995) under article 9 stipulates that all international agreements ratified by Ethiopia are an integral part of the law of the land. It has also elaborated that all legislative, executive and judicial organs have the responsibility to respect and enforce what is embodied under that section, which should be done in conformity with human rights considerations. (Art.9:4). This reveals that all international agreements that have been ratified by the country should be implemented and the conserved bodies should play an important role in the implementation.

2) The Education and Training Policy It confirms the importance of early childhood education .it has further confirmed that efforts should be made to enable the handicapped and the gifted learn in accordance with their potential and needs (ETP, 1994). However, when we see the practice of our country, there is no effort made to enable them to learn according to their needs and potential.

3) The Higher Education Proclamation According to the Higher Education Proclamation No.650/2009 article 40, states that institutions shall make, to the extent possible, their facilities and programs amenable to use with relative ease by physically challenged students. It has also clearly stated that students with disabilities shall during their stay in the institution of higher learning, get special support to pursue their education effectively. In addition to these, also other education-related policy documents promote the implementation of inclusive education such as the Education Sector Development Program (ESDP IV), the Special Needs Education Strategy Program.

2.5. Practice of Inclusive Education in Pre School Education

The practice of inclusion and its achievements rests on governments' willingness and capacities to adopt pro-poor policies, addressing issues of equity in public expenditures on education, developing inter sector linkages and approaching inclusive education as a constituent element of lifelong learning (UNESCO, 2000).

According to Zikl (2011) the Needs of pre-school children are totally individual at any age, especially in the context of their psychomotor, linguistic and personal development, while substantial discrepancy is particularly evident in the case of children with SEN (UNESCO, 2015).

The benefits of inclusive education might have for students; it also contributes to the greater goal of an inclusive society. By including all students in a general curriculum and in all school activities, this atmosphere of equity in the school microsystem can be brought by students into the community. As inclusive education is founded on the principles of equality, it challenges practices allowing for exclusion and marginalization and can be considered as a persuasive resource in the battle against ignorance, indifference and social irresponsibility (Peters, 2009).

The fact that education is an equally fundamental right for everyone cannot be overlooked, which means that inclusiveness in education is not a matter of choice but, rather, an expression of one's commitment to human rights. Finally, educational inclusiveness can support social justice by breaking the cycle of disability and poverty. Save The Children believes that disability and poverty are interrelated because impoverished families are not, usually, in a position to offer the appropriate kind of education to their children with disabilities (World Health Organization, 2013).

Similarly, families struggling with disabilities are more likely to exhaust their financial resources in the effort to help their disabled members. Education can offer the skills and knowledge to break this cycle. Furthermore, inclusive education can enable people with disabilities to fight against prejudice, to make their voice heard in the community, and to gain the practical skills and confidence required for them to take their rightful place in society.

2.5.1. Understanding the practice of Inclusive Education in Preschools

In 2012, across all states, a total of 42.5% of children age 3–5 served under IDEA received their special education and related services in a regular early childhood classroom. During 1984–1985, across all states, a total of 36.8% of children age 3–5 served under IDEA received their special education and related services in a regular early childhood classroom. As we compare 1985 with the 2012 data the practice of providing special education and related services to children with disabilities age 3–5 in regular early childhood settings increased by only 5.7% (Bines and Philippa, 2011).

Inclusive programs are at least comparable to, and at times of higher quality than, segregated placements that do not enroll children with disabilities. Early childhood inclusion is not more costly than specialized, segregated placements. Teachers and parents of children with and without disabilities have positive views about early childhood inclusion, and children with and without disabilities benefit from attending quality inclusive early childhood settings (Dagnew, 2013).

"Inclusion in early childhood programs can set a trajectory for inclusion across the life course, making it critical that we include individuals with disabilities in all facets of society from birth," (Tsegaye, 2014). According to (Alyssa, 2015)The goal is to be inclusive while "holding high expectations and intentionally promoting participation in all learning and social activities, facilitated by individualized accommodations, using evidence-based services and supports to foster... development (cognitive, language, communication, physical, behavioral, and social-emotional), friendships with peers, and sense of belonging."This review focuses on 'inclusion' in ECEC 'Inclusion' is here defined 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 cited in Odense, Denmark

On the other hand “to the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are educated with children who are nondisabled; and that special classes, separate schooling, or another removal of children with disabilities from the regular educational environment occurs only when the nature or severity of the disability of a child is such that education in regular classes, with the use of supplementary aids and services, cannot be achieved satisfactorily” cited in (Teklemariam and Temesgen, 2011).

2.6. Challenges of Inclusive Education in Pre Schools

2.6.1. Lack of Finance to implement Inclusive Education in Pre Schools

Another problem of effective implementation of inclusive education is resource constraints. Despite the introduction of inclusive education in all countries, it is reported that most of the developing countries suffering from a lack of financial resources to implement inclusive education. Due to this problem, the practice of inclusive education is affected mainly from insufficient materials and equipment provision, lack of teacher training program, and lack of support staff (Dagneu, 2013). Along with the resource problems, educational system factors also affects in implementation of inclusive education. These factors include physical environments of school, school curriculum, language and communication, socioeconomic status of the parents, educational policies, and organizational structures. Most serious factors are inadequate education and professional development for teachers, and specialist support staff, lack of funding and limited support from educational authorities (UNESCO, 2010).

Simui & Waliyua (2008) found that there were large number of children with disabilities not accessing education in schools, inaccessible infrastructure, negative attitudes by ordinary teachers towards children with disabilities, ordinary teachers lacked skills in sign language and Braille thereby not be able to communicate with pupils with hearing and visual impairments and teaching and learning materials were not suitable for children with disabilities (Peters, 2009).

2.6.2. Lack of Facilities and Infrastructures

If teachers are to develop a positive attitude towards inclusive education, they must first be educated, trained and supported. The government needs to provide the various schools with the resources and materials to help with the practice and implementation of this program.

Proper facilities and infrastructures need to be provided in the schools to encourage and motivate teachers to teach disabled children (Teklemariam and Temesgen, 2011).

Agbenyega (2007) added that it is important to provide the resources and facilities to offer opportunities for disabled children. This is part of the proper organization to help include disabled children into mainstream schools and make sure the facilities needed to improve their learning are provided in the school (Peters, 2009).

The Ministry of Education (2006) stated in the report about guidelines and standard of inclusive education in Ghana that the government will provide the necessary facilities in support of the inclusive practice. Kuyini (2010) supports the idea of providing the necessary facilities for the implementation and practice of inclusive education to be effective (Teklemariam and Temesgen, 2011).

2.6.3. Lack of resources

Successful implementation of inclusive education requires resources that are nevertheless not as expensive and expansive as those required for parallel education systems, such as special education. Due to socioeconomic challenges, many developing countries are however experiencing a serious challenge of lack of resources in implementing inclusive education. In effect, general lack of support and resources contributes significantly to the poor implementation of inclusive education in many of the countries in Sub-Saharan Africa (Dagneu, 2013). This is often due to competition for limited educational resources between and among educational reforms such as basic adult education and early childhood development (ECD).

2.6.4. Structural barriers

Many mainstream schools that were build way before the Disabled Persons Act (1992 revised 2001) lacked ramps and wide doors for children using wheelchairs, rails for students who are blind and sound proof class rooms for children who have hearing impairment for example. Some schools had 2 or 3-storey buildings which were difficult to access by children using wheelchairs. Lack of access to sanitary and ablution facilities were another major barrier to inclusive education particularly in rural areas(Bines and Philippa, 2011).

Even facilities such as libraries were not easily accessible to many children with disabilities. These structural barriers complicated the process of implementing inclusive education and the situation was made worse where cultural barriers and negative attitudes toward disability still dominated the education environment (Peters, 2009).

2.7. Opportunities for inclusive education in early childhood education

2.7.1. Opportunities for Inclusive Education

Effective implementation of inclusive education is complex process. It requires a clear vision and commitment to overcome all types of barriers in implementation mainly an attitudinal and socio-cultural. The effective and successful implementation of inclusive education depends on a myriad of functional variables to create the ideal system of education (Johnson et al., 2014) and requires significant changes in policy, structure and delivery system of education to all students (Sharma et al., 2013).

Most of the studies on inclusive education concluded that, successful implementation of education requires over all reforms in educational system. For instance, in order to translate the ideology of inclusive education into practice, Oliver (1996) suggested to develop such educational system that valued differences, morally committed to the integration of all children into a single education system, urged school to work with children, and adopt flexible curriculum. Thus, building an educational system that accommodates and respect diversity is the primary task to steer the effective implementation of inclusive education. The formulation of such education system requires reevaluation of current educational strategies .Along with the reform in educational system, the successful inclusion requires a fundamental change in the culture of schools and its roles and responsibilities. The implementation of inclusive education becomes problematic when the school has complex culture and organizational structure (Clark et al., 1999). In order to address this challenge, every school at present time needs to accept wider diversity.

Mittler (2000) suggested that, every school need to move from 'a deficit model' where the problem essentially was located within the individual to a 'social model' that believes disability is created through social institutions by oppressive, discriminatory and disabling practices. It means successful implementation of inclusive education requires the transformation of schools in such a ways that helps to increase their capacities to respond to all learners and not just children with special education needs (Biklen, 2000). In order to make

inclusion more effective, school must recognize and respond to the diverse needs of their students, accommodating different styles of instruction and ensuring quality education to all through appropriate curricula, organizational arrangements, teaching strategies, utilization of resources and partnership with their communities (UNESCO, 2005).

Most importantly, successful implementation of inclusive education requires effective teacher. Teacher factor is very important because teacher has pivotal role in realizing inclusive culture in the school. The attitude, skills and willingness of the teacher has significant influence on effective implementation of inclusive education. The effective practice of inclusion depends upon adequate number of teachers and their professional development (Sharma et al., 2013). When teachers are adequately trained and have access to appropriate resources and support and have a positive attitude towards including students with disability, there is a high possibility of good practices of inclusive education within their classrooms. These teachers, called 'high-impact teachers,' who have a positive effect on students because they discussed children's home and community lives and made an effort to connect these experiences with the classroom curriculum (Boyle et al., 2011). In order to develop positive attitude and response of the teacher towards diversity and disability, teachers are urged to learn and adopt new ways of teaching and interacting with students as part of the overall cultural transformation of their schools (Ainscow, 1999).

Similarly proper knowledge on the perspective of inclusive education, its policies and strategies among teacher and educator is also very necessary to handle the diversities and disabilities in the classroom. It has enlarges the thought of the teachers and educators and helps to build positive attitude (Schadock et al., 2007). Successful inclusion also requires technical skill and capacity among teachers and educators to handle diversities and differences in classroom and it could be achieved through teacher training programme.

The Council for Exceptional Children (CEC) has added the following additional elements for successful implementation of inclusive schools:

- A vision of equality and inclusion, publicly articulated,
- Leadership, which publicly espouses inclusion and equal opportunities,
- An array of services that are coordinated across and among education and agency personnel,
- System for cooperation within the schools,
- Flexible roles and responsibilities, and
- Partnership with parents (Thomas et al., 2005).

Hutchinson (2010) proposed two basic strategies for effective practice of inclusive education as: a) reform in curriculum and instruction methods that must be beneficial to all students, and b) provide continuous supports and services for students and teachers. Similarly, Winter and O’Raw (2010) offered some key to success with respect to inclusive education. These include effective leadership, committed teacher, positive attitude, teacher training, sufficient resources, trained and knowledgeable teaching assistant, family involvement and flexible curriculum.

According to Brakenreed (2011) information sharing workshops, time management for planning, adequate resources, reducing class size, and training for school administrators are integral part in the implementation that help to promote inclusive education. Furthermore, Brakenreed (2011) advised to change in educational values and philosophy to establish inclusive education system. Slavica (2010) emphasized greater commitment and a clear vision to flourishing implementation of inclusive education.

In summary, the essence of inclusive education is to transform educational system that brings people together, improve the system, and promote the inclusive society. To achieve this goal through the effective practice of inclusive education, school requires a high quality of service, well-trained teachers, support personnel and material resources. Moreover, inclusive schools are the heart of inclusive education. Such schools promote cooperative relationships, not only in school but also between school and the whole community. Inclusive schools are committed to proactive responsiveness to foster an inclusive educational culture in the school and teachers play a key role in this process. By developing an inclusive pedagogy, teachers in inclusive school are able to connect individual learners and their own way of learning to the curriculum and with the wider school community (Corbett, 2001). Thus, school community has vital role in effective implementation of inclusive education through creating inclusive culture in school.

UNESCO (2001) asserts that, full participation and equality should be encouraged for the special child since children’s learning does not only take place in schools, but also from their families through contact with peers, friends and participation in all diverse activities that occur in communities.

The practice of inclusion and its achievements rests on governments’ willingness and capacities to adopt pro-poor policies, addressing issues of equity in public expenditures on

education, developing inter-sectoral linkages and approaching inclusive education as a constituent element of lifelong learning (UNESCO, 2000).

According to(Zikl, 2011) Needs of pre-school children are totally individual at any age, especially in the context of their psychomotor, linguistic and personal development, while substantial discrepancy is particularly evident in the case of children with SEN.

Equality of opportunity exists where everyone is accorded the same chance to develop his or her capacities and to be acknowledged for personal accomplishments irrespective of characteristics such as gender, religion, political stance, color of the skin, or social background, that is, characteristics which are not related to their personal performance cited Kaspar Burger 2009(Hradil, 2001).

“It provides students with disabilities access to students without disabilities access to curricula and textbooks to which most other students are exposed” (Disabilities in Ethiopia 2005).

There are some challenges of implementing and practicing inclusive education, there are opportunities as well. Educating children with disabilities in various schools is an advantage for everyone (Lewis, 2009).

Effective implementation of inclusive education is a complex process. It requires a clear vision and commitment to overcome all types of barriers in implementation mainly an attitudinal and socio-cultural. The effective and successful implementation of inclusive education depends on a myriad of functional variables to create the ideal system of education and requires significant changes in policy, structure and delivery system of education to all students (Lei and Juliette, 2011).

Inclusive education opens opportunities for disabled children and realizes their right to be educated in the regular schools (Kuyini, 2010). Inclusive education creates many opportunities which include making the government builds or provides more facilities to benefit simultaneously disabled and non-disabled children, teachers, parents and society in general.

According to the Nevada Partnership for Inclusive Education (2016), inclusion is an educational approach and philosophy that provides all students with community membership and greater opportunities for academic and social participation and achievement.

2.7.2. Building and Providing Facilities

As the government wants to implement and practice inclusive education, it builds more schools and provides more facilities, which do not only benefit disabled children but everyone around them. Building more facilities encourages more children to be in schools because a lack of facilities becomes a barrier for many children who find themselves out of the school system (Singal, 2010).

This lack has led many children to drop out of school when there are not sufficient facilities to accommodate them (Miles and Nidhi, 2010). As more facilities are provided, it encourages more children to stay in schools and this also encourages teachers to develop a positive attitude towards children with disabilities.

Creating more facilities reduces the number of students in a classroom to help the teacher have time to focus more on each student. The result is that when teachers get more time for all the children, they also have time to encourage their students to help one another in the classroom. Furthermore, as the government builds or provides more facilities, it effectively reduces cost because it is more economical to build facilities that accommodate and benefit all children than building separate facilities for disabled children (Bines and Philippa, 2011).

As the government reduces cost by providing facilities to benefit everyone, they can use the remaining money to help train more teachers and develop the expertise to help the teachers handle and teach diverse students in the schools. As teachers are trained, they get innovative ideas, techniques, teaching approaches and styles to teach disabled students. This develops teachers to be creative and innovative in their teaching strategies (Macartney, 2010).

As more facilities are provided and teachers are trained, this encourages the implementation and practice of inclusive education to become effective. This then leads to the provision of appropriate teaching aids and equipment to support all children to learn which makes children's needs and interests taken care of. Furthermore, it encourages more flexibility in the teaching methods and approaches by teachers (Tsegaye, 2014). This furthermore leads to a positive attitude developed by teachers and children. Therefore, inclusive education encourages the government to provide more facilities and resources to support its implementation and practice.

2.7.3. Developing Positive Attitudes

Inclusive education puts both non-disabled and children with disabilities in the same school and classroom with teaching approaches that benefit all of them. The environment is free and safe. There are facilities to accommodate all children and this encourages everyone to develop positive attitudes towards children with disabilities. When teachers are educated, trained, and supported in inclusive practice, it helps to develop a positive attitude and behavior towards disabled children (Macartney, 2010).

This encourages teachers to teach and train their students to do the same. Banks and Banks (2010) argue that teachers need to apply teaching approaches that include children with disabilities, which makes them respect and encourage their students to do the same (Singal, 2010).

Gadagbui (2010) added that as children are encouraged to respect each other, they play, work, study and help one another when one is in a difficult situation or does not understand the subject being taught in the class. It brings about collaborative learning as they study together. This makes children with disabilities feel accepted by their peers and encourages children to stand up for one another to prevent any discrimination among them. They develop mutual respect. Moreover, families and society develop positive attitudes as well when they have knowledge about inclusive education. It promotes a union between the school and parents, making teachers and parents help each other in helping disabled children within schools. This encourages parents who want to withdraw their children from schools to reconsider their choices (Macartney, 2010).

As argued by Slee (2011), everyone should be able to understand the importance of inclusive education, which leads people to embrace and support all children with disabilities in schools and communities. This leads people in the communities to help them do their homework as well as other activities (UNESCO, 1994). As the children are supported and encouraged, it brings them closer to people which helps us all to develop a positive attitude and good behavior towards them (Agbenyega, 2007) and this leads them to participate in the society as well. Inclusive education leads people to develop positive attitudes towards disabilities (Bines and Philippa, 2011).

2.7.4. Children with Disabilities developing themselves and the Society

Developing good behavior towards children with disabilities encourages them to participate in the school. It helps them to get a proper quality education to develop themselves. Inclusive education promotes quality education and social development for disabled children (Lei and Juliette, 2011). As they develop themselves, it leads them to participate in activities and work to develop the society and nation. As they better situate themselves in society, it generates people to accept, appreciate and respect them. This leads to the development of the nation because it encourages them to do more for their country. Children with disabilities had the chance to do life skills activities such as weaving baskets for trading in the country, which helps to generate incomes for them and the government, and the government uses the income to develop the nation.

It brings advantages in respect of the evolution of the society, on the labor market, more income to generate from the work they do as well as other children to develop the country. Furthermore, as children with disabilities are developing themselves, acceptance, appreciation, and respect from people around them are generated and this helps to bring tolerance and harmony among people in the country. This helps to develop the country by creating a better future for today's generation and the generations to come and to a greater degree, include everyone whether disabled or not to live together in society (UNESCO, 2010).

It increases social inclusion, builds relationships, encourages networking and gives opportunities for people to interact among themselves as with other communities and nations (Gadagbui, 2010), thus, preparing all for inclusive life and society in the future. Therefore, it is important to implement and practice inclusive education for disabled children to develop themselves and their country. Each and everyone's contributions help in the development of the country (Lewis, 2009).

2.8. Teachers and School Administrators Attitude towards Inclusive Education in Preschool

2.8.1. Teachers Attitude towards implementing Inclusive Education

Teachers are the key to quality education but in emergencies or after an emergency many are faced with a challenge of how to implement the required education in emergencies due to lack of confidence and lack of proper training (Peters, 2009). Teachers' positive attitudes towards

inclusion depend strongly on their experience with learners who are perceived as 'challenging'. Teacher education, the availability of support within the classroom, class size and overall workload are all factors that influence teachers' attitudes. Inclusive education opens opportunities for disabled children and realizes their right to be educated in regular schools (Bines and Philippa, 2011).

Therefore, it is significant for teachers and school leaders to be aware of what inclusive education is all about, which means, they need to be introduced to the concept.

The teachers and educators have a lack of clear understanding of the philosophy of inclusive education. The lack of common understanding and lack of knowledge about the practice of inclusive education is a barrier to inclusion itself. Research studies showed that the common misperception among teachers and educators is to perceive inclusive education as it requires a child (who is being included) to fit within a setting. This is not a real concept of inclusion; it is a notion of assimilation rather than (World Health Organization, 2013).

Similarly, another frequently reported problem is an attitude (Westwood, 2013). Teachers and educators tended to have a negative attitude towards mainstreaming children with disabilities. Most of the teachers expressed doubts about the efficacy and feasibility of attempting to teach an ever-increasing range of children with disabilities in one classroom (Kangwa and Grazyna, 2003).

As the teacher has a central role in the practice of inclusive education, their attitude has a direct impact on successful implementation. Teachers' attitude towards inclusion found to vary according to the nature of the disability of the students. Like attitude, there are various problems that are also identified with relation to the teacher. Research evidence showed that a teacher has a lack of desired skills and expertise to implement inclusive education successfully and to teach students with special needs (Macartney, 2010).

The main critical factor in the successful implementation of educational decisions at school level is the teachers in the mainstream schools. Hence Pijl et al. (2011) assert that their attitudes are therefore important in the implementing process (Mac Arthur, Purdue & Ballard, 2003).

Research suggests that schoolteachers who hold more negative attitudes towards inclusion do not make efforts to learn and apply successful strategies that help learners with disabilities (Macartney, 2010).

Thomson (2013) claims that inclusion can only be successful if teachers show willingness and are able to implement the interventional strategies in their classrooms (World Health Organization, 2013).

Clough & Corbett (2000) strongly assert that there is a need to develop teachers who are interested in enhancing the welfare of children with disabilities; teachers who love and respect children, those who can acknowledge and are ready to stimulate children to use their knowledge and creativity (Macartney, 2010).

2.8.2. School Administrators Attitude Related to implement Inclusive Education in Preschools

School Principals and other school leaders have several considerations to make as they guide their schools to implement inclusive practices. This guide provides a general overview of the role of Principals as they support to develop a culture of collaboration and support the changing roles of educators (Mac Arthur, Purdue & Ballard, 2003).

Early studies by Brinker, Thorpe, & Horne (1985) found school staff exhibited largely negative attitudes toward inclusion that could be attributed to lack of training, resources, knowledge and personal experiences with students with disabilities. In 1993, Weiner and Norton conducted a study of school principals and their attitude toward inclusion. The researchers found that although the principals were supportive of the philosophy of inclusive education, they had a lot of reservations about its actual implementation (Kangwa and Grazyna, 2003).

2.9. Previous studies

2.9.1. Empirical evidence on Inclusive Education in Preschools

Research on inclusive education, particularly related to early childhood education, has mostly focused on the analysis of teachers' practice and early interventions for identifying effective and high-quality education for children with disabilities (Johnstone and David, 2009). This approach has often adopted children's learning outcomes as indicators of showing the effectiveness of preschool education on children's social skills and school progress.

However, when scholars examined children's participation, the studies revealed the relevance of considering the child's voice and involvement in social situations. Souza (2010) showed

how children can be active participants in constructing knowledge (Teklemariam and Temesgen, 2011).

Lúcio and L'Anson (2015) discussed children's participation and citizenship in terms of everyday experiences, showing children's diverse roles as community members. Based on the sociology of childhood, researchers have shown children's active roles in constructing culture and contributing to peers' development (UNESCO, 2015).

Studies have also investigated the relevance of organizing spaces and practices that allow children's interaction to happen (Müller & Carvalho, 2009; Rutanen, Amorim, Colus, & Piattoeva, 2014) and the importance of free play as an opportunity for children to coconstruct culture (Lucena, 2010) within an inclusive environment (Kangwa and Grazyna, 2003).

Recently, researchers have discussed children's participation by investigating its impact in the development of school activities and architecture, showing how children perceived themselves as confident learners and discussing the need to incorporate children's perspectives in institutional management planning (Jansson, 2015; Nah & Lee, 2016; Sandseter & Seland, 2016).

On the other hand, despite a solid body of research that indicates the competency and agency of children in constructing culture and participating in learning situations, and the previous knowledge on teachers' instructional practice and the interaction between children, the challenges faced on the practical level of promoting participation and achievement of children with disabilities in inclusive settings points to the need for further research. Previous studies highlighted the need to consider the complexity of human development when working within inclusive school environments.

CHAPTER THREE

METHOD

Introduction

Research design and approaches, population and sample, data collection method, reliability and validity test are presented in this chapter. Further description and illustration is given on how each data collection tool is applied

3.1. Research design

A descriptive survey research design was applied to identify the status of schools in practicing inclusive education in an early childhood setting. Using this research design the study assessed the effort made, the population available and the challenges faced during the implementation of inclusive education in early childhood education in some selected preschools in Addis Ababa City. This research design intentionally combines quantitative and qualitative approaches as components of methodology (Kumar, 2011).

To serve the purpose of the study both qualitative and quantitative research methods (mixed approach) were employed. The purpose of mixed methods research is to build on the interaction and strength that exists between quantitative and qualitative research methods to understand a phenomenon more fully than is possible using either quantitative or qualitative methods alone (Ponce, 2011; Creswell, 2009).

3.3. Sources of the Data

The source of the data for the study was obtained from the primary and secondary data sources. The primary sources of data were obtained through questionnaires, interviews and observation from Education Bureau Officers, sub city and school administrators, teachers and education office heads and experts. As per the documents of schools, whereas the secondary sources of data were obtained from documents, reports, journals articles, and internet sources.

3.4. Population, Sample and Sample size of the Study

A population is defined as all existing members of the group from which samples are drawn (Fraenkel and Wallen, 2000). Accordingly, the population of this study encompassed all government pre-primary schools in Addis Ababa.

Currently, there are 10 sub-cities in Addis Ababa and the total number of Preschools is 247. The total number of teachers in the pre-school is 2175. The population includes teachers, principals, and Sub city administrators of the city.

From the 10 sub-cities of Addis Ababa, The three were randomly selected by using the lottery method for this study. The three selected sub-cities were Arada Sub-city, Gullelle Sub-city, and Kirkos Sub-city. Only these three Sub cities were selected because of time and financial constraints.

There are 47 pre-schools and 532 teachers in the three sub-cities: 15 Pre Schools (141 teachers) in Arada, 15 Pre Schools (244 teachers) in Gullelle and 17 Pre Schools (147 Teachers) in “Kirkos”. From the 47 pre-schools, only six schools, two pre-schools from each Sub-city, were further selected purposively. In this case, the purposive sampling technique was used to obtain rich information about inclusive education, and this helps the researcher to understand more of inclusive education in the pre-schools.

The six pre-schools purposively taken are “*Atse Fasil*” and “*Ras Abebe Aregay*” from “Arada”, “*Felege Yordanos*” and “*Waliya*” from “Kirkos” and “*Dil Betigil*” and “*Atse Libne Dingil*” from “Gullelle”. The total number of teachers of the six pre-schools was 64, that is, 6 and 11 from Arada, 12 and 12 from Kirkos, and 12 and 11 from Gullelle, respectively. All the available teachers in the six schools were the participants of the study.

In addition to the teacher participants, each of the vice academic principals of the six pre-schools were included as study participants. Furthermore, each of the three selected Sub city educational officers were included to obtain ample information for the study. Number of children with disabilities in the selected 6 preschools were total 14 type of disability presented below

Types of Disabilities	Name of Schools						
		Atse Fasil	Ras Abebe Aregay	Dil Betigil	Atse Libne dingil	Felege Yordanos	Waliya
Hearing Impairment				5		1	
Physical Impairment				1	1	1	
Intellectual impairment							3
Visual impairment							2

3.5. Data Collection Instruments

For this study, three tools were employed i.e. a questionnaire, interview, and observation.

3.5.1 Questionnaire

The first and main tool of the study was a set of questionnaires. The questionnaire was prepared based on the objectives of the study and administered for the teacher participants. The questionnaire contains closed-ended and open-ended questions. There were a total of 51 questions and among which 43 closed-ended questions and eight open-ended questions. All the closed-ended questions were in the five leveled Likert scale. The other six questions were open-ended.

3.5.2 Interview

As the second tool of the study, interview was held with school directors and educational officers. A face-to-face interview was carried out with six academic vice-directors of the six sample schools and three educational officers of the three sub-cities selected. Semi-structured interview questionnaires were set for both the directors and the officers. The questions were slightly different from that of the questions in the questionnaire. This tool helps the researcher to understand the inclusive educations in the sample schools.

3.5.3 Observation

The third tool for the study was observation. Observation was used to check both the school and the classroom environment. The school and the classrooms of the sample schools were checked to identify if they were comfortable for inclusive education. To achieve this, a checklist was used. The researcher based on the checklist prepared and carried out school and classroom observation.

3.6. Procedure

To collect data from the selected pre-schools, the researcher obtained permission from the sub-city education administrators and pre-school principals. Having this, the researcher made an agreement with the pre-school teachers before collecting data from them. Following this, the researcher collected the required data, both quantitative and qualitative. The data of the questionnaire were collected before observation. The interview to be made with principals and education officers was carried out after observation. Then these data, collected through questionnaires, observation, and interviews were analyzed.

3.7. Validity and reliability test

Validity represents how well a variable measures what it is supposed to measure. Validity is concerned with whether the findings are really about what they appear to be about. Kazi (2010) defined the validity as “the degree to which a measure accurately represents what it is supposed to”. Validity is concerned with how well the concept is defined by the measure(s). He also mentioned about three types of validity: content validity, Predictive validity, and Construct validity. Kazi (2010) defined the content validity as the assessment of the correspondence between the individual items and concept. In this study all variables (items) were inspected by the researcher and eight educational psychology experts to ensure that they were an adequate and a thorough representation of the construct under investigation. To test the questionnaire for clarity and to provide a coherent research questionnaire, a macro review was accurately performed. Some items were added, based on their valuable recommendations. Some others were reformulated to become more accurate and clear, and this was required for the purpose of enhancing the research instrument.

To increase the level of reliability in the data collection instruments, the test and retest technique was used. The questionnaires were administered twice to the same groups of respondents of which there would a time lapse between the first and second test, and their responses were scrutinized to ascertain instruments' reliability. The test coefficient was above 0.7 and proved that the research instrument was reliable.

3.8. Data Analysis

The data gathered through closed-ended questions and observation checklists were analyzed quantitatively. The raw data to be gathered quantitatively were organized using tables and percentages. The data gathered through open-ended questions interviews was analyzed qualitatively.

3.9. Ethical consideration

To conduct the study, a written supportive letter for the area of the study was obtained from the Department of Special Needs Education. Then after, head to the city educational office for purpose of the study and to get their willing, then arrived at the study area and contact the city education and school administrators, teachers, to get their willing and interest in providing information about the purpose of the study then I arranged the convenient time to the questionnaire and interviews. Finally, I informed the respondents about the information that all the data obtained was only for the research purpose.

CHAPTER FOUR

FINDINGS AND DISCUSSION

4.1 Introduction

These chapters attempted analyze and interpret the data collected and summarized. The results were made to relate to the key considerations discussed in the literature review sections. At the same time, the data was analyzed in association with the research questions raised in chapter one. The center of focus of the presentation and analysis of data was to assess the practice of inclusive education. Finally, summary of findings with respect to these same issues were presented and discussed in a way the researcher could grasp ideas leading to the next conclusion section.

4.3 Personal Information of participants

This study surveyed respondents by sex, education background and age of the respondents and presented below

Table 1:

Percentage and frequency distribution of the respondents by sex, education background and age

1 .sex of the participants	Sex	Frequency	percent
	male	3	5.5
	female	52	94.5
	Total	55	100.0
2.Educational background of the participants	BA/BSC	2	3.6
	diploma	18	32.7
	certificate	35	63.6
	Total	55	100.0
3.Age of the respondents	Age	Frequency	Percent
	20-30	31	56.4
	31-40	21	38.2
	41-50	3	5.5
	Total	55	100.0

Table 1 Shows, out of the total sample 55 teachers in preschools 52 (94.5%) of them were female.

Whereas out of the total sample 55 teachers 3 (5.5%) of them were male. Regarding to education background out of the total sample 55 teachers in preschools 2 (3.6%) of them were with BA/BSC. In addition out of the total sample 55 teachers in preschools 18 (32.7) of them were with diploma. Moreover, out of the total sample 55 teachers in preschools 35 (63.6%) of them were with certificate.

In respect of age of the respondents background out of the total sample 55 teachers in preschools 31(56.4%) of them were in age category of 20-30. 38.2 (38.2%) of them were in age category of 31-40. In addition out of the total sample 55 teachers in preschools 3 (5.5%) of them were in age category of 41-50. It is obvious most of the teachers were female and more than half of them were in age category of 31-40.

According to MWANGI (2014) most female teachers had a motherly touch for the special children and the interest of such pupils at heart & this gave relatively better opportunity to elicit analyzable information and data on assessing inclusive education practice.

Meanwhile, regarding to education background during interview sessions preschool principals mentioned that all the teachers, certified in certificate, diploma and degree, had not taken common course related to special need. And the study has used this information for further analysis and interpretation of survey data in later sections.

4.4 The practice of inclusive education

4.4.1. Setting arrangement of the students

This study carried out surveillance on practice of inclusive education in respect of issues related to sitting arrangement of the students and presented below

Table 2:**Percentage and frequency distribution of the respondents by their degree of agreement to issues related to setting arrangement of the students**

1.I believe that Inclusion is most beneficial for students with disabilities.	Frequency	Percent
	3	5.5
	2	3.6
	1	1.8
	15	27.3
	34	61.8
	Total	55
2.The setting arrangement of students in mixed ability groups	Frequency	Percent
	2	3.6
	4	7.3
	1	1.8
	34	61.8
	14	25.5
	Total	55
3.Children with disabilities and without disabilities learn together same class room	Frequency	Percent
	3	5.5
	10	18.2
	4	7.3
	23	41.8
	15	27.3
	Total	55

The table above presented surveyed results on setting arrangement of the students by the degree of agreement of the respondents. Accordingly, out of the total sample 55 respondents/teachers of the preschools 15 (27.3%) of them agreed for inclusion is most beneficial for students with disabilities. Even 34 (61.8%) of them strongly agreed for disabilities are benefited.

In 34 (61.8%) of them agreed that the setting arrangement of students in mixed ability groups. Even 14 (25.5%) of them agreed strongly. Moreover, out of the total sample 55 respondents/teachers of the preschools 23(41.8%) of them agreed that children with disabilities and without disabilities learn together same class room. Even 15 (27.3%) of them agreed strongly. In line with (Peters, 2009) with As inclusive education is founded on the principles of equality, it challenges practices allowing for exclusion and marginalization and

can be considered as a persuasive resource in the battle against ignorance, indifference and social irresponsibility.

Even though there was interruption, the researcher observed some implementation and participatory process in respect of the practice of inclusive education that strengthen the aforementioned responses. For example, during observation session group of students including disabled were discussing about the lesson using some pictorial materials. Actually, previous studies also strengthened this finding.

For instance according to Dagnew (2013) teachers and parents of children with and without disabilities have positive views about early childhood inclusion, and children with and without disabilities benefit from attending quality inclusive early childhood settings. Meanwhile, the implementation and participatory process was not schedule wise. It lacks also commitment to be scheduled.

Any way as argued by Slee (2011), everyone should be able to understand the importance of inclusive education that leads people to embrace and support all children with disabilities in schools and communities. This leads people in the communities to help them do their homework as well as other activities (UNESCO, 1994).

4.4.2. Class room environment

This study also surveyed the practice of inclusive education in respect of issues related to classroom environment and presented below

Table 3:**Percentage and frequency distribution of the respondents by their degree of agreement to issues related to classroom environment**

1. There is adequate light in the class room in the process of teaching and learning	Frequency	Percent
	2	3.6
	6	10.9
	1	1.8
	21	38.2
	25	45.5
	Total	55
2. Class room environment accessible and well coming to SWDs	Frequency	Percent
	5	
	8	14.5
	5	9.1
	20	36.4
	17	30.9
	Total	55
3. There is noise while in the process of teaching learning	Frequency	Percent
	9	16.4
	16	29.1
	4	7.3
	17	30.9
	9	16.4
	Total	55
4. Adapting furniture by lowering cahiers and tables	Frequency	Percent
	18	32.7
	15	27.3
	5	9.1
	8	14.5
	9	16.4
	Total	55

As implied from the above table majority of the respondents accounted for 21(38.2%) implied that there is adequate light in the class room in the process of teaching and learning. In

addition out of the total sample 55 respondents/teachers of the preschools 27 (49.1%) of them agreed strongly for the availability of reading corners in the classroom. In the contrary 15 (27.3%) disagreed for adapting furniture by lowering chairs and tables and creating slant boards in the classroom to help disabled students. Even 18 (32.7%) of disagreed strongly. In addition 17 (30.9%) of them agreed for there is noise while in the process of teaching learning

Previous studies are also go in align with this for example, Act (1992 revised 2001) lacked ramps and wide doors for children using wheelchairs, rails for students who are blind and sound proof class rooms for children who have hearing impairment. In addition, Bines and Philippa (2011) uncovered lack of access to sanitary and ablution facilities were another major barrier to inclusive education particularly in rural areas

Actually, structural barriers complicated the process of implementing inclusive education and the situation was made worse where cultural barriers and negative attitudes toward disability still dominated the education environment

4.4.3. Teaching and Material Support (including Teaching aid and assistance devices)

In addition, this study carried out surveillance on practice of inclusive education in respect of issues related to teaching and material support and presented below

Table 4:

Percentage and frequency distribution of the respondents by their degree of agreement to issues related to teaching and material support

All students access the teaching and learning materials a	Frequency	Percent
	4	7.3
	4	7.3
	4	7.3
	21	38.2
	22	40
	55	Total 100
The school provides teaching aid according to SWDs learning style	Frequency	Percent
	5	9.1
	9	16.4
	5	9.1
	27	49.1
	9	16.4
	55	Total 100
Instructional materials and equipment are easily acquired for meeting the needs of children with special needs in early childhood setting Valid Total	Frequency	Percent
	8	14.5
	18	32.7
	4	7.3
	19	
	6	10.9
	55	Total 100
Teachers have sufficient skills like brail and sign language to teach SWDs in early childhood setting	Frequency	Percent
	19	34.5
	16	29.1
	6	10.9
	10	18.2
	4	7.3
	55	Total 100
The school currently has enough resources to support SWDs in early childhood setting	Frequency	Percent
	15	27.3
	16	29.1
	8	14.5
	13	23.6
	3	5.5
	55	Total 100
The school provide assistive device	Frequency	Percent
	10	18.2
	12	21.8
	13	23.6
	12	21.8
	8	14.5
	55	Total 100

Source: own survey (April, 2019)

The table above presented surveyed results on Teaching and Material Support (including Teaching aid and assistance devices) by the degree of agreement of the respondents. Accordingly, out of the total sample 55 respondents/teachers of the preschools 21(38.2%) of them agreed for all students access the teaching and learning materials.

Even 22 (40.0%) of them agreed strongly. In contrary 16 (29.1%) disagreed for the school currently has enough resources to support SWDs in early childhood setting. Even 15 (27.3%) of them disagreed strongly. In addition 16 (29.1%) of them disagreed for the teachers have sufficient skills like brail and sign language to teach SWDs in early childhood setting. And 19 (34.5%) of them disagreed strongly also.

Meanwhile, out of the total sample 55 respondents/teachers of the preschools 19 (34.5%) of them agreed for the instructional materials and equipment are easily acquired for meeting the needs of children with special needs in early childhood setting. At the same time 18 (32.7%) of them disagreed to this same issue. In addition out of 55 respondents/teachers of the preschools 12 (21.8%) of them agreed for the school provide assistive device. At the same time 12 (21.8%) disagreed for this same issue also. During interview session what preschool principals and education officers said also strengthened the survey results. For instance principals and officers said that additional support to recurrent budget to finance teaching aid and assistance device was not enough that is why the materials so far stocked at the warehouse are not enough.

4.5. Challenges of inclusive education

4.5.1. Issues related to teaching – learning process

This study assessed challenges of inclusive education related to teaching – learning process and presented below

Table 5:

Percentage and frequency distribution of the respondents by their degree of agreement to challenges related to teaching – learning process

Children with special needs increases teachers work load	Frequency	Percent
	12	21.8
	10	18.2
	3	5.5
	18	32.7
	12	21.8
	55	Total 100
Through inclusive education, non-disabled children have less prejudice and rejection of children with disabilities.	Frequency	Percent
	1	1.8
	10	18.2
	6	10.9
	25	45.5
	13	23.6
	55	Total 100
Class peers interact freely with children with special needs	Frequency	Percent
	2	3.6
	6	10.9
	2	3.6
	23	41.8
	22	40
	55	Total 100
Children with special needs should learn in their own class	Frequency	Percent
	14	25.5
	16	29.1
	5	9.1
	7	12.7
	13	23.6
	55	Total 100
I do not adapt instructional methods to meet the needs of children with special needs V	Frequency	Percent
	15	27.3
	14	25.5
	4	7.3
	14	25.5
	8	14.5
	55	Total 100
I do not involve learners with special needs in class participation.	Frequency	Percent
	16	29.1
	21	38.2
	8	14.5
	8	14.5
	2	3.6
	55	Total 100

The table above presented surveyed results on challenges related to teaching – learning process by the degree of agreement of the respondents. Accordingly, out of the total sample 55 respondents/teachers of the preschools 18 (32.7%) of them agreed for children with special needs increases teachers work load. Even 12 (21.8%) of them agreed strongly. 25 (45.5%) of them agreed for the non-disabled children have less prejudice through inclusive education. Even 13 (23.6%) of them agreed strongly. 23 (41.8%) of them agreed for the peers interact freely with children with special needs. Even 22 (40.0%) of them agreed strongly.

Out of the total sample 55 respondents/teachers of the preschools 16 (29.1%) of them disagreed for the children with special needs should learn in their own class. Even 14 (25.5%) of them disagreed strongly. 14 (25.5%) of them disagreed for not adapting instructional methods to meet the needs of children with special needs. Even 15 (27.3%) of them disagreed strongly.

21(38.2%) of them disagreed for not involving learners with special needs in class participation.16 (29.1%)of them disagreed strongly. Out of the total sample 55 respondents/teachers of the preschools 22 (40.0%) of them disagreed for it's a waste of time to educate learners with special needs in Early Child hood setting.

Even 26 (47.3%) of them disagreed strongly.17 (30.9%) of them disagreed for the inclusion of children with disabilities hinders the capability of the general education teacher to meet the needs of general education students. Even 14 (25.5%) of them disagreed strongly. In this regard to some extent situations are becoming contusive in contrast to earlier days because there were so many factors hindering teaching learning process before among these were inadequate or total lack of the very important teaching and learning materials such as a revised curriculum, trained teaching force, proper physical facilities, other resources and equipment for the special learners in these schools (MWANGI, 2014).

4.5.2. Challenges related to infrastructure

This study carried out surveillance on challenges related to infrastructure and presented below

The table above presented surveyed results on challenges related to teaching – learning process by the degree of agreement of the respondents. Accordingly, out of the total sample 55 respondents/teachers of the preschools 21(38.2%) of them agreed for there are accessible classrooms. Even 10 (18.2%) of them agreed strongly. 16 (29.1%) of them agreed for there is

Water/hand washing facility. Even 23(41.8%) of them agreed strongly. In this regard, things are becoming improved in contrast to previous because in earlier days the pupils with learning difficulties instead used the same facilities with their counterpart regular pupils (MWANGI, 2014).

4.6. Opportunities of Inclusive Education

This study assessed opportunities of inclusive education and presented below

Table 6:
Percentage and frequency distribution of the respondents by their degree of agreement to opportunities of inclusive education

	Frequency	Percent
Provide opportunities to children with and without disabilities for exploring the natural environment, indoors and outdoors (e.g., soil, rocks, water, and air).	8	14.5
	10	18.2
	10	18.2
	16	29.1
	11	20
	55	Total 100
Provide opportunities to children with and without disabilities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant’s need for sunlight or the effects of light and shadow on objects).	Frequency	Percent
	9	16.4
	8	14.5
	15	27.3
	15	27.3
	8	14.5
55	Total 100	
Provide opportunities to children with and without disabilities for investigating weather phenomena (e.g., recording daily changes in weather, observing cycles of seasonal change, discussing characteristics of different kinds of weather).	Frequency	Percent
	7	12.7
	10	18.2
	11	20
	17	30.9
	10	18.2
	55	Total 100
	15	27.3
	10	18.2
	6	10.9
	15	27.3
	9	16.4
55	Total 100	
Use classroom experiences to assist to children with and without disabilities in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources, recycling).	Frequency	Percent
	9	16.4
	5	9.1
	9	16.4
	18	32.7
	14	25.5
55	Total 100	

The table above presented surveyed results on opportunities of inclusive education by the degree of agreement of the respondents. Accordingly, out of the total sample 55 respondents/teachers of the preschools 15 (27.3%) of them agreed for provide opportunities to children with and without disabilities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant's need for sunlight or the effects of light and shadow on objects.). Even 8 (14.5%) of them agreed strongly. Out of the total sample 55 respondents/teachers of the preschools 18 (32.7%) of them agreed in using classroom experiences to assist to children with and without disabilities in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources, recycling). Even 14 (25.5%). of them agreed strongly.

It is obvious as more facilities are provided and teachers are trained, this encourages the implementation and practice of inclusive education to become effective. This then leads to the provision of appropriate teaching aids and equipment to support all children to learn which makes children's needs and interests taken care of. Furthermore, it encourages more flexibility in the teaching methods and approaches by teachers (Tsegaye, 2014). This furthermore leads to a positive attitude developed by teachers and children. Therefore, inclusive education encourages the government to provide more facilities and resources to support its implementation and practice.

4.7. Teachers and School Administrations' Attitude towards inclusive education

This study assessed teachers and school administrations' attitude towards inclusive education and presented below

Table 7:

Percentage and frequency distribution of the respondents by their degree of agreement to teachers and school administrations' attitude towards inclusive education

Inclusive education at my school has been a positive experience for students with and without disabilities.	Frequency	Percent
	4	7.3
	5	9.1
	6	10.9
	25	45.5
	55	100.0
Inclusive education at my school is academically advantageous for students with without and disabilities	Frequency	Percent
	5	9.1
	5	9.1
	10	18.2
	3	5.5
	18	32.7
	19	34.5
55	100.0	
General education teachers at my school have been adequately prepared and are provided with enough training, experiences and supports in order to include students with disabilities in the general education classroom.	Frequency	Percent
	15	27.3
	19	34.5
	9	16.4
	9	16.4
	3	5.5
	55	100.0
Students with disabilities in the general education classroom develop a better self-concept than those in the self-contained special education classroom.	Frequency	Percent
	9	16.4
	10	18.2
	9	16.4
	18	32.7
	9	16.4
	55	100.0

Students with disabilities do not monopolize teachers' time in the general education classroom	Frequency	Percent
	1	1.8
	11	20.0
	10	18.2
	26	47.3
	7	12.7
	55	100.0
Most students with disabilities do not demonstrate behavior problems in the general education classroom	Frequency	
	10	18.2
	15	27.3
	5	9.1
	19	34.5
	6	10.9
	55	100.0
Students with disabilities can be best served in the special education classroom	Frequency	Percent
	13	23.6
	9	16.4
	2	3.6
	19	34.5
	12	21.8
	55	100.0
Students with disabilities included in the general class room , require additional time and attention which can be advantage to students with our disabilities	Frequency	Percent
	3	5.5
	5	9.1
	23	41.8
	24	43.6
	Total	55

The table above presented surveyed results on teachers and School Administrations' Attitude towards inclusive education by the degree of agreement of the respondents. Accordingly, out of the total sample 55 respondents/teachers of the preschools 25 (45.5%) of them agreed for Inclusive education at their school has been a positive experience for students with and without disabilities. Even 15 (27.3%) of them agreed strongly. In addition, out of the total sample 55 respondents/teachers of the preschools A 19(34.5%) of them agreed for inclusive education at their school is socially advantageous for students with and without disabilities. Even 23 (41.8%). of them agreed strongly. In contrary 19 (34.5%) of them disagreed for the general education teachers at the school have been adequately prepared and are provided with

enough training, experiences and supports in order to include students with disabilities in the general education classroom. Even 15 (27.3%) of them disagreed strongly.

It is obvious previous empirical studies also strengthened this finding. For instance according to Miles, Wapling and Beart (2011) teachers who participated in an inclusive education project in Uganda expressed more uncertainty about their own abilities than about the abilities of the disabled students. This is not meant to diminish the importance of teachers' doubts about the abilities of disabled children; it does however reveal how important it is to also consider teachers' visions of themselves and the ways in which low self-confidence or even simply lack of understanding about disabilities may result in rejection of inclusive education plans (Franck, 2015).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSION AND

RECOMMENDATION

5.1 Summary of major Findings

This study mainly surveyed the practice of inclusive education in some selected government preschools of Addis Ababa. To this end, the study tried to answer the following research questions: 1) Is there any inclusive education practice in early childhood setting of the selected government pre-schools in Addis Ababa? 2) What are the major challenges of inclusive education in the selected government pre-schools of Addis Ababa? 3) What are the opportunities of inclusive education in selected government pre-schools of Addis Ababa? 4) What attitude do the teachers and school administrators' have towards inclusive education in selected government pre-schools of Addis Ababa?

The study employed survey research design to answer the questions and achieve the research objectives. The information was obtained from sample participants through questionnaire, interview and observation. The data were analyzed using frequency, percentage and tabulation. Based on the data analysis the following major findings were obtained.

- ✓ Accordingly, out of the total sample 55 participants /teachers of the preschools 15 (27.3%) of them agreed for inclusion is most beneficial for students with disabilities. Even 34 (61.8%) of them strongly agreed for disables are benefited.
- ✓ 34 (61.8%) of them agreed that the setting arrangement of students in mixed ability groups. Even 14 (25.5%) of them agreed strongly. Moreover, out of the total sample 55 respondents/teachers of the preschools 23(41.8%) of them agreed that children with disabilities and without disabilities learn together same class room. Even 15 (27.3%) of them agreed strongly.
- ✓ Even though there was interruption, the researcher observed some implementation and participatory process in respect of the practice of inclusive education that strengthen the aforementioned responses.
- ✓ As implied from the above table majority of the participants accounted for 21(38.2%) implied that there is adequate light in the class room in the process of teaching and

learning. In addition out of the total sample 55 respondents/teachers of the preschools 27 (49.1%) of them strongly agreed for the availability of reading corners in the classroom. In the contrary 15 (27.3%) disagreed for adapting furniture by lowering chairs and tables and creating slant boards in the classroom to help disabled students. Even 18 (32.7%) of disagreed strongly. In addition 17 (30.9%) of them agreed for there is noise while in the process of teaching learning

- ✓ Accordingly, out of the total sample 55 respondents/teachers of the preschools 21(38.2%) of them agreed for all students access the teaching and learning materials.
- ✓ Even 22 (40.0%) of them agreed strongly. In contrary 16 (29.1%) disagreed for the school currently has enough resources to support SWDs in early childhood setting. Even 15 (27.3%) of them disagreed strongly. In addition 16 (29.1%) of them disagreed for the teachers have sufficient skills like brail and sign language to teach SWDs in early childhood setting. And 19 (34.5%) of them disagreed strongly also.
- ✓ Meanwhile, out of the total sample 55 respondents/teachers of the preschools 19 (34.5%) of them agreed for the instructional materials and equipment are easily acquired for meeting the needs of children with special needs in early childhood setting. At the same time 18 (32.7%) of them disagreed to this same issue. In addition out of 55 respondents/teachers of the preschools 12 (21.8%) of them agreed for the school provide assistive device. At the same time 12 (21.8%) disagreed for this same issue also.
- ✓ During interview session what preschool principals and education officers said also strengthened the survey results. For instance principals and officers said that additional support to recurrent budget to finance teaching aid and assistance device was not enough that is why the materials so far stocked at the warehouse are not enough.
- ✓ out of the total sample 55 respondents/teachers of the preschools 18 (32.7%) of them agreed for children with special needs increases teachers work load. Even 12 (21.8%) of them agreed strongly. 25 (45.5%) of them agreed for the non-disabled children have less prejudice through inclusive education. Even 13 (23.6%) of them agreed strongly. 23 (41.8%) of them agreed for the peers interact freely with children with special needs. Even 22 (40.0%) of them agreed strongly.

Out of the total sample 55 respondents/teachers of the preschools 16 (29.1%) of them disagreed for the children with special needs should learn in their own class. Even 14 (25.5%) of them disagreed strongly. 14 (25.5%) of them disagreed for not adapting instructional

methods to meet the needs of children with special needs. Even 15 (27.3%) of them disagreed strongly. 21(38.2%) of them disagreed for not involving learners with special needs in class participation. 16 (29.1%) of them disagreed strongly. Out of the total sample 55 respondents/teachers of the preschools 22 (40.0%) of them disagreed for it's a waste of time to educate learners with special needs in Early Child hood setting. Even 26 (47.3%) of them disagreed strongly.17 (30.9%) of them disagreed for the inclusion of children with disabilities hinders the capability of the general education teacher to meet the needs of general education students. Even 14 (25.5%) of them disagreed strongly. Meanwhile during observation handling disabled students was not in very good condition.

- ✓ Accordingly, out of the total sample 55 respondents/teachers of the preschools 21(38.2%) of them agreed for there are accessible classrooms. Even 10 (18.2%) of them agreed strongly. 16 (29.1%) of them agreed for there is Water/hand washing facility. Even 23(41.8%) of them agreed strongly.
- ✓ Accordingly, out of the total sample 55 respondents/teachers of the preschools 15 (27.3%) of them agreed for provide opportunities to children with and without disabilities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant's need for sunlight or the effects of light and shadow on objects.). Even 8 (14.5%) of them agreed strongly. Out of the total sample 55 respondents/teachers of the preschools 18 (32.7%) of them agreed in using classroom experiences to assist to children with and without disabilities in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources, recycling). Even 14 (25.5%). of them agreed strongly.
- ✓ Out of the total sample 55 respondents/teachers of the preschools 25 (45.5%) of them agreed for inclusive education at the school has been a positive experience for students with and without disabilities. Even 15 (27.3%)of them agreed strongly. In addition out of the total sample 55 respondents/teachers of the preschools A 19(34.5%) of them agreed for inclusive education at my school is socially advantageous for students with and without disabilities. Even 23 (41.8%). of them agreed strongly. In contrary 19 (34.5%) of them disagreed for the general education teachers at the school have been adequately prepared and are provided with enough training, experiences and supports in order to include students with disabilities in the general education classroom. Even 15 (27.3%) of them disagreed strongly

5.2 Conclusion

Based on the summary of the findings above this study concludes that

- ✚ Implementation and participatory process are still in its infant stage the practice of inclusive education
- ✚ Teachers have no sufficient skills like brail and sign language to teach SWDs in early childhood setting.
- ✚ Instructional materials and equipment are not easily acquired for meeting the needs of children with special needs in early childhood setting.
- ✚ Additional support to recurrent budget to finance teaching aid is not enough
- ✚ General education teachers at the school have not been adequately prepared and are not provided with enough training, experiences and supports in order to include students with disabilities in the general education classroom.

5.3 Recommendation

It is better to consider the following issues

- ✚ To enhance implementation and participatory process preschool clubs should have a room also for the disabled children
- ✚ Short term trainings on the special need should be conducted for preschool staffs
- ✚ Rather than being dependent on additional support to recurrent budget searching for other alternative fund sources
- ✚ It will be demanding if there is an accessible condition for sign language training for those who are interested for teachers, school staff members and parents of children with disabilities.
- ✚ Societal awareness creation has to be practiced sustainably from government side and other concerned bodies.

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NNEX

Structure and Semi Structure Questionnaires Including Issues for observation Related to Practice of Inclusive Education

Addis Ababa University

College of Education and Behavioral Studies

Department of Special Needs Education

I am a postgraduate student in Addis Ababa University College of education and behavioral studies department of Special Needs Education. As part partial fulfillment of the requirement to receive Master degree of Special Needs educations, I am undertaking my research entitled “The Practice of inclusive education in selected government preschools”. The purpose of this questionnaire is to obtain information in preschools to survey the practice of inclusive education in early childhood setting. So, you are kindly requested to give your answers as genuinely as you can. In regarding to the information you provide, I would like to assure you, that the information you provide will only be used for academic purposes and your honest, thoughtful response is thus, invaluable, and the findings of the study will surely be useful to access the practice of inclusive education in early childhood setting. Due to this, your involvement as the respondents of the study is regarded as a great input to the quality of the research results and I believe that you will contribute more.

Yours Sincerely!

In case you have any inquiry related to the study, please do not hesitate to contact me via:

Tel Number: 09 49000646

General Instruction

This questionnaire contains two sections and contains four pages that will be expected to take approximately 15 to 20 minutes to complete. Please provide your responses to the questions based on the instructions under each section. If you have any comments or if you want to provide further explanations, please use the space provided at the end of the questionnaire.

Section1: Demographic profile of respondents

Please indicate the following by putting tick (√) on the spaces in front of the response options:

1. Indicate your Gender.

Male

Female

2. Age

15-17

18-30

31-40

41-50

above

51

3. What is your highest level of your education?

Post-graduate Under-graduate

Diploma Certificate 9th- 10th Grade Others

Section 2: Survey questionnaires on the practice of inclusive Education (Using yes/no & likert scale)

Instruction:

Below are lists of statements relating to practice of inclusive education in early childhood education setting. Please indicate whether you agree or disagree with each statement by ticking (√) on the spaces that specify your choice from the options that range from strongly agree to strongly disagree. Each choice is identified by numbers ranged from 1 to 5. If you have comments or if you want to provide further explanations, please use the space provided at the end of the questionnaire.

I. Yes/No Questionnaire

1. In your own opinion, does inclusive education practice in your school in early childhood setting?

Yes

No

In your level of agreement to the statement below relating to practice of inclusive education in early childhood education, use a scale of 1-5, where 1- strongly disagree, 2-disagree, 3- neutral, 4- agree, 5- strongly agree

II. Likert scale questionnaires about the practice of inclusive education

No	statements	SD (1)	DA (2)	N (3)	A (4)	SA (5)
1	I believe that Inclusion is most beneficial for students with disabilities.					
2	The setting arrangement of students in mixed ability groups					
3	Children with disabilities and without disabilities learn together same class room					
4	There is adequate light in the class room in the process of teaching and learning					
5	Class room environment accessible and well coming to SWDs					
6	There is noise while in the process of teaching learning					
7	Adapting furniture by lowering chairs and tables and creating slant boards in the classroom for support can help SWDs					
8	Availability of reading corners in the classroom					
9	All students access the teaching and learning materials					
10	The school provides teaching aid according to SWDs learning style					
11	Instructional materials and equipment are easily acquired for meeting the needs of children with special needs in early childhood setting					
12	Teachers have sufficient skills like brail and sign language to teach SWDs in early childhood setting					
13	The school currently has enough resources to support SWDs in early childhood setting					

Section 3: Likert Scale Questionnaires about the Challenges of Inclusive Education

In your level of agreement to the statement below relating to level of the challenges of inclusive education,() use a scale of 1-5, where 1- strongly disagree, 2-disagree, 3- neutral, 4- agree, 5- strongly agree

No	statements	SD (1)	DA (2)	N (3)	A (4)	SA (5)
1	Children with special needs increases teachers work load					
2	Through inclusive education, non-disabled children have less prejudice and rejection of children with disabilities.					
3	Class peers interact freely with children with special needs					
4	Children with special needs should learn in their own class					
5	I do not adapt instructional methods to meet the needs of children with special needs					
6	I do not involve learners with special needs in class participation.					
7	It's a waste of time to educate learners with special needs in Early Child hood setting					
8	Inclusion of children with disabilities hinders the capability of the general education teacher to meet the needs of general education students.					

Section 4: Likert Scale Questionnaires about the Opportunities of Inclusive Education

For each of the following statement, please indicate (by ticking) the extent to which you agree, using the following scale: use a scale of 1-5, where 1- strongly disagree, 2-disagree, 3- neutral, 4- agree, 5- strongly agree

No	Statements	SD (1)	DA (2)	N (3)	A (4)	SA (5)
1	Provide opportunities to children with and without disabilities for exploring the natural environment, indoors and outdoors (e.g., soil, rocks, water, and air).					
2	Provide opportunities to children with and without disabilities for exploring the natural energy of sunlight through its connection with living and nonliving things (e.g., a plant's need for sunlight or the effects of light and shadow on objects).					
3	Provide opportunities to children with and without disabilities for investigating weather phenomena (e.g., recording daily changes in weather, observing cycles of seasonal change, discussing characteristics of different kinds of weather).					
4	There is Recreational areas/playground					
5	Use classroom experiences to assist to children with and without disabilities in developing an awareness of conservation and respect for the natural environment in everyday contexts (e.g., conserving resources, recycling).					

Section five: Likert scale Questionnaires about Teachers and School Administrations' Attitude

For each of the statement below please rate the level of your agreement or disagreement by (ticking) the extent to which you agree, using the following scale: use a scale of 1-5, where 1- strongly disagree, 2-disagree, 3- neutral, 4- agree, 5- strongly agree

No	Statements	SD (1)	DA (2)	N (3)	A (4)	SA (5)
1	Inclusive education at my school has been a positive experience for students with and without disabilities.					
2	Inclusive education at my school is socially advantageous for students with and without disabilities.					
3	Inclusive education at my school is academically advantageous for students with without and disabilities					
4	General education teachers at my school have been adequately prepared and are provided with enough training, experiences and supports in order to include students with disabilities in the general education classroom.					
5	Students with disabilities in the general education classroom develop a better self-concept than those in the self-contained special education classroom.					
6	Students with disabilities do not monopolize teachers' time in the general education classroom					
7	Most students with disabilities do not demonstrate behavior problems in the general education classroom					
8	Students with disabilities can be best served in the special education classroom.					
9	Students with disabilities included in the general education classroom, require additional time and attention which can be a disadvantage to students without disabilities.					

Section six: Interview Questions for sub city and city educational officers

1. Do you have clear policy and guideline about the implementation of IE in early childhood preschools?
2. Dose schools have plane to promote inclusive education for the school communities?
3. What are the major oppotunities to SWDs from inclusive education?
4. What are the major barriers to implement inclusive education in early childhood education setting?
5. What are the major barriers encounters for SWDs in the schools?
6. Dose schools have sufficient teaching and learning materials?
7. Is there resources allocation for students with disabilities in schools?
8. What are your suggestions to help reduce these barriers to more accessible for SWDs?

Section seven: Observation Checklist

Tick the mark (X) in appropriate box.

	Indicators	<i>Very Good</i>	<i>Good</i>	<i>Poor</i>	<i>Very poor</i>
	1. Practice and Participation				
1	Individual activities in the classroom				
2	Makes a group of students to discuss the lesson				
3	Use pictorial materials				
4	Motivate by giving value and incentives				
5	Individually support				
	2. challenge Diversity Management				
1	Use clear language of the students				
2	Use peer teaching				
3	Share cultural experience				
4	Use language interpreter				
	3. opportunity disability Management				
1	Provide support materials to students with				
2	Use support staff or resource person				
3	Encourage peer support				