



Addis Ababa University

College of Social Sciences

School of Social Work

The Practice of Inclusive Education in Andinet International

School, Addis Ababa

By

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July 2019

Addis Ababa, Ethiopia

**The Practice of Inclusive Education in Andinet International
School, Addis Ababa**

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**A Thesis Submitted to Addis Ababa University the School of Social Work in
Partial Fulfillment of the Requirements for the Degree of Masters in Social
Work (MSW)**

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DECLARATION

I Kalkidan Abebe hereby declare that the thesis with the title of “The Practice of Inclusive Education in Andinet International School” is my original work and has not been used by others for any requirements in other places and sources of materials used in this project have been acknowledged.

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ACKNOWLEDGMENT

First of all my gratitude goes to the almighty God for his protection, wisdom and strength in my journey from the beginning.

My most gratitude goes to Dr. Mengistu Legesse for his constructive and unreserved professional comments and critics for taking his valuable time in reading the thesis and giving indispensable comments and suggestions as one of the senior professors in the department and also for his proper guidance and overall supervision at all times.

I would like to extend my greatest gratitude to Mr. Workneh Endazenaw who is the special educational expert and staff development coordinator at Andinet International School, for his invaluable and unlimited professional and personal support throughout my work.

I would like to express my heartfelt gratefulness to the special educational needs teachers and school teachers for devoting their invaluable time.

At last but not least I also thank those whom I might have overlooked to cite, but contributed to the thesis work in one or another way.

ACRONYMS AND ABBREVIATIONS

AIS- Andinet International School

EFA- Education For All

ETP- Education & Training Policy

IE- Inclusive Education

IEP- Individual Education Plan

LD- Learning Disability

SEN- Special Educational Needs

SLD- Students with Learning Disability

SSWs- School Social workers

STs- School Teachers

ABSTRACT

This research aims at describing the practice of inclusive education in Andinet International School, Addis Ababa. This study reviews some of the key issues on inclusive education. By using qualitative descriptive case study design, the study described the perception of inclusive education, the available resources, the interventions and challenges to implement inclusive education. In this study, case study research with purposive sampling was utilized. Data was obtained through key informant with the special educational needs expert, in-depth interview with 8 special educational needs teachers and 5 school teachers and document analysis. In addition, data that was obtained through in-depth and key informant interview was analyzed by using thematic analysis. The finding indicated that, the perception towards inclusive education is seen from education for all, social development and academic improvement perspective. The available resources are human, assets and teaching aids. The interventions are language skills, mathematical skills, gross & fine motor skills, adaptive & social skills. The study also found different challenges while implementing inclusive education; knowledge of inclusive education by parents of students with learning disability, parents of regular students, student population, administrators, teachers, specialists and other supporting staff, in availability of enough space to receive more students with learning disabilities, lack of updated assessment and teaching resources, lack of inclusive culture in school, lack of other professionals such as; speech pathologist, special education experts, trained school psychologist, occupational therapist and physical exercise specialist. Further research is encouraged that improve the implementation of inclusive education.

Key words: Inclusive education, Intervention, Perception, Resource, Challenge

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CHAPTER ONE: INTRODUCTION

1.1. Background of the Study

Within inclusive schools, children with special educational needs should receive whatever extra support they may require to ensure their effective education. Inclusive schooling is the most effective means for building solidarity between children with special needs and their peers (UNESCO, 1994).

Trembay (2007) stated that Inclusion Involves bringing the support services to the child (rather than moving the child to the services) and requires only that the child will benefit from being in the class (rather than having to keep up with the other students). UNESCO defined, 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 (Schiemer, 2017).

The Ethiopian constitution accepts the international declarations and conventions, and states education as a human right. In line with the international declarations and policies, it establishes the universal right to education, emphasizes the need to allocate resources and provide assistance to disadvantaged groups (MoE, 2016).

The Ethiopian government has registered a remarkable stride in improving educational access in the last couple of decades. The gross enrollment rate (GER) for primary education, for example, has improved from 51% (6,462,503 children) nearly 15 years ago (EMIS, 2000) cited

in Belay, Fantahun and Missaye (2015) to about 95.3% (i.e. 17,430,294 children) in more recent years (EMIS, 2013) cited in Belay et al.,(2015). Although these figures are obviously satisfying in themselves, they can only promise “education for all” if all groups of children are fairly represented irrespective of disability status and other special needs as the very phrase “education for all” genuinely entails. Usually, national figures such as these ones seem to disregard people with special needs because these people are not visible in many ways. Hence, the issue of education of children with special needs requires closer scrutiny against existing laws, policies and strategies, on the one hand, and actual provisions for their needs, on the other hand Belay et al.,(2015)

At the core of inclusive education is, therefore, the fundamental human right to “Education for All”; the need to identifying and solving barriers within the education system (attitudes, practices, policies and strategies, environment, curricular contents and methods, and resources), not barriers within the child (Lewis, 2009) cited in Belay et al., (2015), and the overall orientation towards promoting opportunities for all children to participate and be treated equally within mainstream settings (Belay et al., 2015).

Looking at the UNESCO country information on Ethiopia, we find that there are special schools run by government and religious organizations. “In 1996/97 there were twenty-two schools for the blind (1,020 pupils enrolled with ninety teachers), twenty-eight schools for the deaf (1,274 pupils enrolled with 136 teachers) and nineteen schools for the developmental difficulties (411 pupils enrolled with fifty-seven teachers)” (UNESCO, 2006) cited in Schiemer (2017). Thus, in some regions, there are no special schools at all (Afar, Ethio-Somali, Benishangul–Gumuz, Gambella, Dire Dawa) (UNESCO, 2006) cited in Schiemer, (2017). These data were collected two decades ago, meaning that the number of special schools might have

changed. In the report on the implementation of the United Nations Convention on the Rights of Persons with Disabilities of Ethiopia, we find that “most parents tend to prefer to send their children to such schools [special schools] for lack of facilities in their localities” (FDRE 2012, 2/40) cited in Schiemer (2017). It is further stated that special schools only allow a small number of students to access education, while the rest have to stay at home because of a lack of options (FDRE, 2012) cited in Schiemer (2017). These facts show that a special school system has already started to develop. However, we cannot say that these developments are the basis of a strongly institutionalized separating system and comparable to some western countries.

The Ethiopian Ministry of Education (MoE) has reacted on the high number of children with disabilities that is excluded from primary education. Within the MoE, it has established a team of special needs experts. Especially the government supports this department with additional experts and further support. Even though there has been considerable investment in the educational sector in general, problems remain.

All in all, it can be observed that there are positive developments and attitudes towards a more inclusive society through approaching inclusive education also on the governmental level in Ethiopia. However, the implementation is still held back by several barriers Schiemer (2017).

Achieving true inclusion in Ethiopia will require action that is rooted in the conviction that inclusive education is not only about access, but about changes in society and systems (Franck & Joshi, 2017).

It is greatly hoped that the study on the practice of inclusive education would benefit the concerned bodies as a source of empirical information to promote the particular practice in Andinet International School and the country at large. It would also create awareness among policy makers, teachers, students, parents and the community regarding the situation of inclusive

education. The study thus intends to describe the practice of inclusive education in Andinet international School, Addis Ababa.

1.2. Statement of the Problem

Inclusive learning focuses on the capacity of educational institutions to understand and respond to an individual learner's educational requirements and entitlements. The aim of inclusive learning is to move beyond simply focusing on 'access', to understanding ways of increasing active participation and engagement in learning (Howgego, Miles and Myers, 2014).

Inclusive education has been presented as program for education that should enable every child to access education on the basis of equal opportunities and emphasis on competencies rather than on deficits. This means that children could be taught together by using their diversity as a potential for the whole class. Special needs therefore have to be identified for every child in the class to be able to support the individual child according to his/her needs (Schiemer, 2017).

Most of the literature focuses on concepts and definitions of 'inclusive education', access to basic education, policy recommendations, and on teacher attitudes, but evidence on implementation and on learning outcomes is scattered and inconclusive (Howgego et al., 2014).

Studies have revealed that the Ethiopia government established a special needs strategy focused on the inclusion of students in mainstream classes close to their homes (Franck & Joshi, 2017). However, there is little research conducted on the situation of inclusive education for students with learning disabilities. The main challenge with integration/inclusion is that mainstreaming has not been accompanied by changes in the organization of the ordinary school, its curriculum and teaching and learning strategies. This lack of organization change has proved

to be one of the major barriers to implementation of inclusive policies (Gezahegne and Yinebeb, 2010).

The same author reported that, many factors continue to affect and regulate the development of inclusive education in Ethiopia. One of the determinant factors refers to the attitude of the community toward persons with disabilities and inclusive education. Among others, a limited understanding of the concept disability, negative attitude towards persons with disabilities and a hardened resistance to change are the major barrier impeding inclusive education.

The limited availability of research in this area as well as the interest in knowing the situation of inclusive education from Andinet international school perspective became the source of motivation for working on this research.

1.3. Research Questions

1. What is the perception of inclusive education for special educational needs teachers & school teachers?
2. What are the available resources to facilitate inclusive education?
3. What are the interventions and ways of practicing inclusive education?
4. What are the challenges to implement inclusive education?

1.4. Objectives of the Study

1.4.1 General Objective

The general objective of this study is to describe the practice of inclusive education in Andinet International School.

1.4.2. Specific Objectives

1. To explore the understanding of inclusive education by special educational needs teachers and school teachers.
2. To describe the available resources to facilitate inclusive education.
3. To describe the available interventions and ways of practicing inclusive education.
4. To describe the challenges to implement inclusive education.

1.5. Significance of the Study

Education is a basic human right and the foundation for a more just and equal society, this study assessed the practical situations towards the basic principles. The different interventions and methodologies which are being used in an inclusive education are generally being ways to reach out to different students with learning disabilities.

This study serves as guidance in using the available interventions for parents, teachers, significant others in general the community as it described the situation towards inclusive education for students with learning disabilities. The study also had an effect for the researcher through allowing advancing practical experience, knowledge and skills in conducting social work qualitative research.

Additionally, this study may contribute in adding the number of studies conducted on inclusive education in an Ethiopian context as there is a prevalence of scarcity in terms of available studies and documentations regarding the issue under investigation.

1.6. Limitations of the Study

Despite this research has its contribution in filling the knowledge gap regarding inclusive education for students with learning disabilities in AIS, it had limitations as well which were beyond the researcher's control. Therefore, this study had the following limitations:

The voice of students with learning disabilities regarding inclusive education was not used in this study, the position adopted by the researcher that is one member of the special educational needs department as a teacher and lack of adequate documentation in the School regarding what has been done under inclusive education in detail.

1.7. Organization of the Study

The study has six chapters which incorporates different points in relation to the research topics. chapter one includes, introduction, background of the study, statement of the problem, research questions, objectives of the study (general and specific objectives), significance of the study and limitation of the study.

Chapter two deals with the existing literatures in relation to the research topic, including introduction, history and background to inclusion, definition , principle and practice of inclusive education in different countries, EFA and quality education, approaches, implementation, benefits and challenges to achieving inclusion and theoretical framework on educational learning theories.

Chapter three discussed the research methods that were utilized by the researcher to conduct this study. The chapter included research design, study area, participants of the study, sample technique and sample size, data collection method (in-depth interview, document review

and key informant interview), procedures of data collection, method of data analysis ethical consideration and researcher's positionality.

On the subsequent part, chapter four presents the identified findings depending on the research objectives. Chapter five relates the study findings with pre-existing researches. Finally, chapter six examined social work implication and suggestions.

CHAPTER TWO: LITERATURE REVIEW

2.1. Introduction

Education has been formally recognized as a human right since the adoption of the Universal Declaration of Human Rights in 1948. This has since been affirmed in numerous global human rights treaties, including the United Nations Educational, Scientific and Cultural Organization

(UNESCO), Convention against Discrimination in Education (1960), the International Covenant on Economic, Social and Cultural Rights (1966) and the Convention on the Elimination of All Forms of Discrimination against Women (1981). The right to education has long been recognized as encompassing not only access to educational provision, but also the obligation to eliminate discrimination at all levels of the educational system, to set minimum standards and to improve quality. In addition, education is necessary for the fulfillment of any other civil, political, economic or social right (UNICEF, 2007).

2.2. History and Background to Inclusion

The concept of inclusion is far from new and has its origins in the field of special education and disability. During the 19th century, pioneers of special education argued for and helped develop provision for children and young people who were excluded from education (Reynolds & Ainscow, 1994) cited in Winter & Raw (2010). Much later, governments assumed responsibility for such provision. The twentieth century saw the emergence and development of the field of special education and special schools become very much the norm for pupils with disabilities. The segregated education of children according to their difficulties was seen as essential because they were deemed to be incapable of benefiting from ordinary methods of instruction (Thomas, Walker and Webb, 1998) cited in Winter and Raw (2010). Historically,

segregated special education was supported by the medical model of disability which views the barriers to learning as being within the child. It was also bolstered by advances in psychometrics. Both of these models facilitated categorization and separate educational provision according to the pupil's disability. This segregated approach largely went unchallenged for many years. As the field of special education expanded, it became the received and unquestioned wisdom that separate provision was the appropriate and most effective option for meeting the needs of a minority of children while safeguarding the efficient education of the majority (Pij and Meijer, 1994) cited in (Winter & Raw, 2010).

It was only with the rise of the world-wide civil rights movement in the 1960s that the system of parallel provision began to be questioned. As people with disabilities challenged the stigmatizing and limiting nature of segregated education, and gave voice to their anger and dissatisfaction, issues of equality of access and educational opportunity gained impetus and integration became center stage. Political pressure from disability and parental advocacy groups began to change society's values and would ultimately bring legislative changes to reform education. Educators were increasingly exploring ways of supporting previously segregated groups so that they could find a place in mainstream schools. At the same time, the efficacy and outcomes of segregated education came under scrutiny. Specifically, evidence about the lack of success of segregated provision began to accumulate with such consistency that it could no longer be ignored (Thomas et al., 1998) cited in Winter & Raw (2010). Researchers also began to highlight the fact that the special school system selected children disproportionately from racial minorities and socially disadvantaged groups (see Dunn, 1968; Mercer, 1970; Tomlinson, 1981) cited in Winter & Raw (2010). By the end of the twentieth century there was a growing consensus, resulting from moral imperatives and empirical evidence, that inclusion was 'an

appropriate philosophy and a relevant framework for restructuring education’ (Thomas et al., 1998, p.4) cited in Winter & Raw (2010).

The current emphasis on inclusive education can be seen as another step along this historical road. It is, however, a radical step, in that it aims to transform the mainstream in ways that will increase its capacity for responding to all learners (Ainscow, 1999) cited in Winter & Raw (2010). The shift towards inclusion is not simply a technical or organizational change but also a movement with a clear philosophy which is rooted in the ideology of human rights:

This view implies that progress is more likely if we recognize that difficulties experienced by pupils result from the ways in which schools are currently organized and from rigid teaching methods. It has been argued that schools need to be reformed and pedagogy needs to be improved in ways that will lead them to respond positively to pupil diversity—seeing individual differences not as a problem to be fixed, but as opportunities for enriching learning (Winter & Raw, 2010).

2.3. Definition of inclusive education

Inclusive education refers to an education system that is open to all learners, regardless of poverty, gender, ethnic backgrounds, language, learning difficulties and impairments. Inclusion emphasizes that all children and students can learn. It requires identifying barriers that hinder learning, and reducing or removing these barriers in schools, vocational training, higher education, teacher education, and education management. The educational environment must be adjusted to meet the needs of all learners (MoE, 2016).

Inclusive education is a pedagogical and philosophical approach to high quality learning that benefits and accommodates diverse learning of all students in reaching their fullest potential in regular classrooms (Carr, 2016).

2.4. Principles of Inclusive Education

At the core of inclusion is the principle that students with special or additional learning needs or disability belong in mainstream education. The fundamental principle of an inclusive school is that all children should learn together, regardless of any difficulties or differences. To be an inclusive school, therefore, means that the school accommodates the needs of all students and welcomes diversity as a way to enrich learning for everyone. To exclude a student because of a particular disabling condition is to diminish not only the student but also the enriched learning that can take place within the school community. The underpinning principle of inclusive education is that all children and young people, with and without disabilities or other special needs, are learning effectively together in ordinary mainstream schools, with appropriate networks of support. This principle means that we enable all students to participate fully in the life and work of mainstream settings, whatever their needs. There are many different ways of achieving this and inclusion may take different forms for individual students (Winter & Raw 2010).

2.5. The practice of Inclusive education

2.5.1. The practice of Inclusive education in Australia

Special education policies in Australia in the 1990s reflected the underlying principles of equity and of placement in the least restrictive environment, although there were appreciable variations from one state or territory to another in the extent to which these principles were followed in practice. New South Wales, the state chosen as the focus for this study, was fairly typical of the whole country, with some 2.6% of the total in the state education system identified as having disabilities. Within New South Wales, whereas support for students with special needs had in the past varied appreciably across its ten regions, a greater consistency was being

established through the state's recent re-organization into 40 districts with similar administrative structures and stronger links with the state's Department of Education and Training. In attempting to support the education of students with disabilities in ordinary schools, the New South Wales Department of Education and Training relied extensively on the provision of special education support services, with many personnel sharing their time across schools from a base either in one of the schools or in a district office. Many different specialisms existed, and at the time of the visits some people had their professional links at state level with one section of the department and some with another. These arrangements, however, were under review. Students with disabilities followed individual education programs, and particularly good examples were seen in the special school visited. In ordinary classes in ordinary schools, where it was considered necessary, implementation of the programs was enhanced by the assignment of extra help, usually on a part-time basis and often by helpers not qualified as teachers. Assignment of extra help was rigorously controlled at state level, was monitored both within the school and at district co-coordinator level, and was being reviewed annually. An extensive review of inclusive education policy and practice in New South Wales had been undertaken only recently, and its recommendations were under active consideration at the time of the visits. Findings had indicated that the substantial developments in educating students with disabilities in ordinary classes in recent years had been of benefit both to them and to students without disabilities, that success required careful planning on the part of teachers, and that parental satisfaction was a necessary component of successful placement (Organization for Economic Co-operation and Development, 1999).

In Australia generally, over recent years detailed guidelines have been developed in relation to the education of students with disabilities. This was particularly evident during the

visits in New South Wales, where it involved extensive collaboration across departments. Support staff at state and district levels had also been very active in contributing to in-service training for school staff in special education, particularly in the field of teaching children to read. Arrangements whereby district personnel had been familiarized with training packages, had used them to help support teachers based in schools, and they in turn had used them to train class teachers, were impressive (Organization for Economic Co-operation and Development, 1999).

2.5.2. The practice of Inclusive education in Canada

New Brunswick's inclusive education policy is being implemented successfully, to the extent that the special schools have closed and virtually all children with special educational needs, including those with severe disabilities in learning, emotional adjustment and/or sensory-motor development, are educated within the ordinary school system (Organization for Economic Co-operation and Development, 1999).

In accordance with province-wide legislation that has been in place for more than a decade, provision is well established and provides ample demonstration that it is entirely feasible to educate children with major disabilities, given appropriate extra support, in ordinary classes of the order of 22 to 25 students, and within overall pupil/educator ratios of 17 to 1.

Visits were undertaken to three of the province's 12 districts and in one of these districts, on the basis of information provided by the district officers concerned. While virtually all children with special needs are being educated in ordinary schools in all three districts visited, in only one of them does inclusive education operate fully. In the other two, extraction from classes for small group or individual tuition, usually but not invariably as a part-time measure, is far more prevalent. The district most successful in providing fully inclusive education of good quality has the undoubted advantage of a district student support services team which is

wholeheartedly supported by its managers, which has a long history of innovation, evaluation and publication in this field, and which has a reputation stretching well beyond the province. Other factors which appear to contribute significantly to its sustained success include the following:

Contribution by the district support services team to the education of children generally, not just to that of children with special needs, Provision by the district student support services team of continuing in-service training on a regular basis for the methods and resource teachers employed as special education consultants in the schools, thus enabling them to develop and sustain the expertise and credibility required, Regular in-service training for class teachers and teachers' assistants in the teaching methods needed, Involvement by the school principals of the methods and resource teachers in regular discussion concerning issues of school management generally, not just in relation to special needs and Involvement of parents as active participants in the education process, not just as its clients (Organization for Economic Co-operation and Development, 1999).

2.5.3. The practice of inclusive education in Germany

Germany has a relatively high proportion of its school population, an estimated 4% in 1997, educated in special schools, with individual schools covering both primary and secondary age ranges and with different kinds of disability provided for mainly in different types of special schools. Stated national policy, however, endorsed through Land legislation in 1990, supports inclusive education (Organization for Economic Co-operation and Development, 1999).

In Berlin, while the proportion of children with disabilities attending ordinary schools since the 1990 legislation has tripled, some four fifths of children formally assessed as having disabilities are still in special schools. Excellent inclusive education was seen in a Berlin primary

school which has a long-standing national reputation for success in this field. Teachers taking mixed ability classes, which included some children with moderate to severe disabilities, were helped on a team teaching basis by assistants who were not qualified as teachers and who were paid at a lower rate. Classroom staff were advised and supported as necessary by the school's own special education specialists, and in looking after children with disabilities the school was largely self-sufficient, relying very little on support from the district's child guidance service. Inclusive education at secondary level in Germany presents far more problems than it does at primary level, as there is extensive stratification of schools, and of classes within schools, in accordance with the differing abilities of the students. Nevertheless, these problems were being overcome by staff of the primary school visited, through arrangements they were making with the local comprehensive school. Part of the strategy was for the children in a class to stay together when they moved up from primary to secondary, and part of it was for their teacher to move up with them for a while and to continue to teach them for some lessons each week. The inclusive education model seen, although generally recognized within Germany as being successful, is not replicated in many other schools. Given the fact that it has been in place for more than 20 years, and the fact that legislation supports it, this is surprising. It would appear that pre-requisites for further progress in ordinary schools still include not only changes in teachers' attitudes towards children with disabilities but also extensive training in the specialized skills needed to teach them. Both these pre-requisites have strong implications for the in-service training of teachers, but there are also implications for their initial training. If existing policy and associated legislation concerning inclusive education are to be implemented effectively, established practice in initial teacher training in special education, which perhaps provides too

much emphasis on special school experience rather than in ordinary schools, needs to be re-examined (Organization for Economic Co-operation and Development, 1999).

2.5.4. The practice of inclusive education in United States

Across the United States, the movement towards inclusive education for individuals with disabilities, as with civil rights movements more generally, had some of its origins at grassroots level. For more than two decades now, it has also been powered through often-stated national policy and through national legislation, underpinned by the principles of the right to the least restrictive environment and the right to individual educational programming. One factor influencing moves towards inclusive education at state and local levels is the obligation on states to be active in interpreting national legislation in the light of local conditions and in implementing it accordingly. Within the ordinary schools, teachers specializing in special education, along with their paraprofessional assistants, are class teachers' main sources of support in the teaching of children with disabilities. In the district focused on, these specialists are required to have completed an advanced special education qualification, and other support staffs, notably psychologists and speech/language therapists, are also school-based. Overall, the constellation of positive pressure and support is such that a teacher unsympathetic to inclusion, or having difficulty in coping constructively with students with disabilities, could have a hard time. Recent statistics indicate that only 0.4% of Colorado State's total school student population is placed outside ordinary schools because of disabilities, a percentage lower than that pertaining in the United States as a whole, and that 71% of students with disabilities are in ordinary classes for at least 80% of their time. It transpires that maintaining this high level of inclusion is not inordinately expensive. Economy of provision is helped by the fact that the pay of paraprofessionals is less than half that of teachers. The state's overall student/teacher ratio in its

schools is 18.5 to 1. As in the United States generally, Colorado has a high proportion of its school population, over 10%, formally placed on individual education programs. In the district focused on for the purposes of this study, evaluation conducted by the Colorado Department of Education indicated that, while much good work was being done, there were some weaknesses in monitoring individual education programs (Organization for Economic Co-operation and Development, 1999).

2.5.5. The practice of Inclusive education in Serbia

Children and youth with developmental difficulties are largely outside the system of education or are placed in mainstream kindergartens and schools without the necessary support. The information shows that in relation to the total population of pupils, 7% to 10% of children and pupils with disabilities and developmental difficulties are outside the system of education. The official rate of enrolment to primary schools is 98.3% (2000/2002) and the dropout rate is 0.62%. The percentage of those who leave school is particularly large among pupils with disabilities and developmental difficulties, Roma, refugees and internally displaced persons.

The education systems for children and youth with disabilities and developmental difficulties are completely separate and there is practically no possibility for a pupil enrolled to a special school to be transferred to mainstream school if he/she has progressed in development or if an error has been made in placing him/her in a special school Farina, Operti & Ji (2007).

A large number of pupils with disabilities and developmental difficulties for whom there are no special schools attend mainstream schools (pupils with borderline intellectual capabilities, with difficulties in reception and expression of speech, bodily disabled, chronically ill, hyperactive, hypoactive children, children with emotional difficulties, children with behavioral difficulties, children from socially undeveloped environments..). For children from this group

there are no additional programs. A significant number of mainstream schools refuse to enroll children with disabilities and developmental difficulties just because they “have a diagnosis.”

Consequently, education system in Serbia still displays most signs of high selectivity and exclusion from the system of education. It could be concluded that generally, inclusive education is not seriously conceived as a way of democratizing opportunities for life-long learning, and, even that the notion of inclusive education as well as the notion of life-long learning are not seen as mutually connected issues, both on a practical level important for democratization of education, as well as for poverty reduction Farina, Operti & Ji (2007).

2.5.6. The practice of inclusive education in Africa

In developing countries Uganda has shown commitment to universal primary education and in particular inclusive education. Despite civil wars and the AIDS pandemic, Uganda has opened its education system to a number of under privileged children. Four in every family have access to free primary education and any child who has a disability or is a girl has first priority. The number of children attending school has increased within a short time. The road to inclusion is not an easy one; it involves change of attitudes, change of values, change of teacher training programs and change of school systems. While change is one of the few permanent aspects in life, not many people are comfortable with it for fear of losing control of the known. There is need for change of mindset such that the society at large and the school in particular cultivate norms that include pupils with special needs both in society and at school. Communities need to plan buildings, accommodation, roads and sporting facilities accommodating the needs of people with special needs. Schools need to adapt their facilities in order to ease the movement and operational activities for children with special needs. This calls for change of attitudes and a shift in values. If developing countries are to implement inclusive education meaningfully, schools

need to re-think their value systems, restructure their organizations and curriculum and assessment procedures in order to overcome barriers to learning and participation and cater for the full range of children in their schools and in their countries. The degree to which education authorities, head teachers and mainstream teachers understand and are committed towards inclusion is reflected in the quality of the support they give and the amount of time they commit to the programs (Charema, 2010).

While developing countries have financial constraints, the main issue is not about poverty, it is about attitudes, values and beliefs and political will. A number of poor countries that have implemented inclusion have been cited and their programs are on the road to success. It is about time that developing countries use the little available resources they have and do what is practical and feasible in their situation. There is need to map out strategies in order to develop sound policies and clear objectives that support the implementation of inclusion (Charema, 2010).

Given the financial and human resources constraints, that developing countries experience, the seemingly unclear situation at governments level, ideological socialization, large classes, lack of awareness of what inclusion entails, an unrealistic sense of urgency of some with regards to implementation, are good enough reasons to scare many. At this juncture proponents of inclusive education must realize the enormity of the task at hand. Developing countries cannot afford an overnight change of attitude or position on Inclusive Education. Policy endeavors must evolve grassroots participation so that all stakeholders are well informed and in order for the process to enjoy the support of the majority of teachers, parents, children, the community and those who are generally involved in education (Charema, 2010).

2.5.7. The practice of Inclusive education in Ethiopia

In Ethiopia, the movement towards inclusive education continues on the assumption that teachers are willing to admit students within the regular classes and be responsible for meeting their needs. However, negative attitudes and misconceptions have begun to be reflected in a researches conducted in some schools. Etenesh (2000) cited in Beyene & Tizazu (2010), for example, found that most teachers reject the admission of students with disabilities into their schools. The same source indicates that teachers also refuse the placement of students with disability in their classes with the notion that this could be unrewarding and burdensome. The rejection is stronger with those children with severe disabilities than those with less severe disabilities are. On the other hand, a growing body of research, like (Wood, 1992; as cited by abate 2001) cited in Beyene & Tizazu (2010) refutes claiming that perceptions and attitudes of teachers are gradually improving in a positive direction in inclusive educational setting. Whatever the case may be, attitudes of teachers toward inclusive education must be given the due attention it deserves if inclusive education is to be favored and practiced as educational modality (Beyene & Tizazu, 2010).

2.6. Approaches to Inclusive Education

2.6.1. Special needs education

As inclusive education is a new term akin to and originating in special needs education, most regions referred to this tradition when approaching inclusive education. For example, in Eastern and Western Sub-Saharan Africa, the CIS and Eastern and South-Eastern European regions, special needs education is based on the scientific and intellectual tradition of defectology as a way of addressing the education of children with special needs (UNESCO, 2008).

Similarly, in the latter two regions, considerable importance is given to the education of gifted children. The separation of gifted children — as well as that of special needs children (e.g. especially of hearing and visually impaired; physically or mentally disabled) — from mainstream schools was envisaged as necessary as there is no clear understanding of how to address the learning needs of these groups in the same classroom (UNESCO, 2008).

2.6.2 Integration

At the same time, alongside special needs education, regions are also presenting aspects of integration in their education systems. In some cases, special needs children with motor disabilities are integrated into mainstream schools as they do not represent “extreme cases” of disability. This could be approached as an initial step in inclusive education, yet in need of further development involving upcoming curricular and pedagogical changes. However, as is the case in some countries of the CIS region, integration of special needs children into mainstream schools could also be understood as a step in response to a lack of special education schools in remote areas (UNESCO, 2008).

2.6.3. Social inclusion

Social equity could not be separated from an inclusive education approach and that inclusive education could not be implemented successfully without a just society. Inclusive education implies valuing diversity within social cohesion (UNESCO, 2008).

2.7. EFA and quality education

Understanding inclusive education in relation to the EFA goals broadened the concept of inclusive education when participants in all regions considered who does not have equitable access to quality education as a human right. Quality education was defined as taking into account the different learning abilities of children with engaging educational processes,

decreasing exclusiveness, and not related to the accumulation of knowledge detached from reality (UNESCO, 2008).

2.8. Implementation of inclusive education

2.8.1 Parent's views of inclusion

Parents' views on inclusion vary greatly Farrell (1997) cited in Winter & Raw (2010). The increasing number of students with special educational needs in mainstream schools suggests that for many parents, inclusion is the preferred option. The factors that influence parents' choices of provision are relatively under-researched but according to Giangreco, central to inclusive practice is the acceptance that the family is part of the collaborative team (Winter & Raw, 2010).

2.8.2 Teachers' views of the inclusion

The current context in which teachers are working is one of rapid change. All areas of education have changed during the past decades, with major changes to the role of teachers, together with the introduction of new approaches to the curriculum and assessment. In addition, the legislation has seen changes in how difficulties in learning are conceptualized from special educational needs to additional support for learning. These changes have involved the development of new understandings about the interactive nature of children's needs and a shift in focus from 'what is wrong with the child?' to 'what does the child need to support their learning?' Such developments have substantially affected the professional identity as well as the roles and responsibilities of many teachers. It also has implications for how teachers are trained and supported in their professional development (Rouse, 2008).

2.9. Benefits of inclusive education

Inclusive education is based on the principle that all children should learn together, wherever possible, regardless of difference. Inclusive education acknowledges that every child has unique characteristics, interests, abilities and learning needs and that those learners with special education needs must have access to and be accommodated in the general education system through child-centered pedagogy. Inclusive education, by taking into account the diversity among learners, seeks to combat discriminatory attitudes, create welcoming communities, achieve education for all as well as improve the quality and effectiveness of education of mainstream learners. In this way, educational systems should no longer view persons with disabilities as problems to be fixed; instead, they should respond positively to pupil diversity and approach individual differences as opportunities to enrich learning for all (Carr, 2016).

2.10. Challenges to achieving inclusion

UNESCO (2008) cited in Carr (2016) while many children are out of school because of systemic barriers within the education system, there are many other issues that go beyond the responsibility of Ministries of Education. Children with disabilities may be out of school for many reasons. In many places, there is still major stigma associated with disability. Children with disabilities may be kept hidden because of the negative consequences. In countries where there is a cost to birth registration, families may opt not register a child with a disability, later denying that child the right to an education.

Given the disproportionate number of children with disabilities out of school, there needs to be greater recognition that the goals of Education for All and the Millennium Development goals cannot be reached if children with disabilities continue to be ignored. But children with

disabilities cannot be an afterthought: they need to be considered at the outset of education sector planning. Policy commitments are not enough without corresponding investment, and influencing investment means influencing both donors and recipients (Carr, 2016).

2.11. Theoretical framework

2.11.Educational learning theories

Over the past century, educational psychologists and researchers have posited many theories to explain how individuals acquire, organize and deploy skills and knowledge. To help readers organize and apply this extensive body of literature, various authors have classified these theories in different ways.

2.11.1. Behaviorism

Behaviorism is primarily concerned with observable and measurable aspects of human behavior. In defining behavior, behaviorist learning theories emphasize changes in behavior that result from stimulus-response associations made by the learner. Behavior is directed by stimuli. An individual selects one response instead of another because of prior conditioning and psychological drives existing at the moment of the action (Parkay & Hass, 2000) cited in (Zhou and Brown, 2015).

In education, advocates of behaviorism have effectively adopted this system of rewards and punishments in their classrooms by rewarding desired behaviors and punishing inappropriate ones. Rewards vary, but must be important to the learner in some way.

Behaviorist techniques have long been employed in education to promote behavior that is desirable and discourage that which is not. Among the methods derived from behaviorist theory

for practical classroom application are contracts, consequences, reinforcement, extinction, and behavior modification (Zhou & Brown, 2015).

2.11.2. Cognitive

An important implication of Piaget's theory is adaptation of instruction to the learner's developmental level. The content of instruction needs to be consistent with the developmental level of the learner. The teacher's role is to facilitate learning by providing a variety of experiences. "Discovery Learning" provides opportunities for learners to explore and experiment, thereby encouraging new understandings (Kafia & Resnick, 1996) cited in (Zhou & Brown, 2015). Opportunities that allow students of differing cognitive levels to work together often encourage less mature students to advance to a more mature understanding. One further implication for instruction is the use of concrete "hands on" experiences to help children learn (Zhou & Brown, 2015).

2.11.3. Constructivism

The basic premise of constructivist theory is that people are said to learn when they have gained experience from what they learn. That is, people create their own meaning through experience.

The learners' knowledge is their own life, their style and their life is an experience they get. Therefore, the teaching and learning process must be related to the practical real world so that the classroom is designed and shaped in such a way that teacher and students can share their knowledge and experience actively (Suhendi, 2018).

The cognitive structure must always be altered and adapted according to the demands of the environment and the changing organism. The process of adjustment occurs continuously

through the process of reconstruction (Amineh and Davatgari. 2015: 9-16) cited in Suhendi (2018).

The most important thing in constructivism theory is that in the learning process; the learner should get the emphasis. Learners must actively develop their knowledge, not others. Learners must be responsible for their learning outcomes. Their creativity and liveliness will help them to stand alone in their cognitive life.

In the perspective of constructivism theory, students are motivated and directed to learn the main idea through discovery learning. For example, learning about vocabulary by playing word strips; learning about additions and subtractions through manipulative use; or learning about the effects, impacts, and relationships of subjects with objects through experiments with different sizes and shapes of objects are motivated students in learning.

The above statement shows that students' own ideas about how things work play a big part in constructivism because they will try to explain what they encounter and fix it if they find mistakes. This constructivist strategy emphasizes conceptual understanding rather than rote learning (Suhendi, 2018).

2.11.4. Humanism

Humanistic education (also called person-centered education) is an approach to education based on the work of humanistic psychologists. The humanist teacher is a facilitator, not a disseminator, of knowledge. Participatory and discovery methods would be favored instead of traditional didacticism (i.e. learn parrot-fashion everything the teacher says). As well as the child's academic needs the humanistic teacher is concerned with the child's affective (or emotional) needs. Feeling and thinking are very much interlinked. Feeling positive about oneself facilitates learning.

Much of a humanist teacher's effort would be put into developing a child's self-esteem. It would be important for children to feel good about themselves (high self-esteem), and to feel that they can set and achieve appropriate goals (high self-efficacy). This form of education is known as child-centered, and is typified by the child taking responsibility for their education and owning their learning (Barlow, 1985).

2.11.5. Connectivism

After the founder's explanations, George Siemens, connectivism paved the way for a new model of learning, adequate to knowledge society, in which “learning is a process of connecting specialized nodes or information sources” (Siemens, 2004, – Principles of connectivism) cited in Dunaway (2011).

As we know, into a network, there are a lot of connections, links between entities, entities which can be named nodes and each node has or has to have information as forms of knowledge. A node could be any entity such as: a person, a group of people, a computer or ideas and communities. A change of data in a node makes data's change in another node. Being connected into a network, the nodes play their role in sharing the information which can be transformed, by understanding, in true knowledge.

Deep connections are representations of knowledge and understandings. In connectivism learning is actionable knowledge. Learners exploit the weak ties between nodes, recognize the patterns, connect to the small world of individual knowledge (meaning making) and extend personal network (Dunaway, 2011).

CHAPTER THREE: RESEARCH METHOD

3.1. The Research Design

A descriptive research was utilized to describe the practice of inclusive education in Andinet International School. The goal of descriptive research is to describe some aspect of a phenomenon, i.e., the status of a given phenomenon. It can help understand a topic and lead to causal analysis (Melese , Abiy, Alemayehu, Daniel, and Yilma, 2009).

For this study, a qualitative research design was used. A qualitative methods research explores attitudes, behavior and experiences through such methods as interviews or focus groups. As it is attitudes, behavior and experiences which are important, fewer people take part in the research, but the contact with these people tends to last a lot longer (Dawson, 2009) Based on this, in this research, a qualitative descriptive research design was utilized to describe the practice of inclusive education.

The rationales for using qualitative research design are;

It enabled the researcher to study the practice of inclusive education in its natural settings and located the researcher in the world. Qualitative research involves an interpretive & naturalistic approach to the world (Creswell & Poth, 2017).

The researcher gives attention for each and every perception of concepts and description of the inclusive education. In the entire qualitative research process, the researcher keep a focus on learning the meaning that the participants hold about the problem or issue, not the meaning that the researchers bring to the research or writers from the literature (Creswell & Poth, 2017).

As a result, from the five types of qualitative research designs, the researcher utilized qualitative case study design.

Case study method enables a researcher to closely examine the data within a specific context. In most cases, a case study method selects a small geographical area or a very limited number of individuals as the subjects of study. It explores and investigate contemporary real-life phenomenon through detailed contextual analysis of a limited number of events or conditions and their relationships (Zainal, 2007).

The reason behind using this design was perception of inclusive education may relate with the school's intervention on inclusive education and its general situation. The interventions that are used by the school may differ from school to school that may result in the difficulty to generalize findings. Therefore, the researcher used case study based on the listed issues.

According to Stake (1994) as cited in Priya (2014) there are three main types of case studies; intrinsic case study where the study is undertaken because the researcher wants a better understanding of a particular case. The second is instrumental case study where a particular case is studied to give insight into an issue, or to refine a theory. The third is collective case study where the instrumental case study is extended to cover several cases, to learn more about the phenomena. Among the three types of case study, the researcher utilized intrinsic case study to investigate the targeted issue under the study. Stake (1994) as cited in Priya (2014) suggested the first two of these are single studies, where the focus is within the case. The third involve multiple cases, where the focus is both within and across cases and it is called multiple or comparative case study (Priya, 2014).

3.2. Sources and types of data

This qualitative research in order to obtain the required data in an inclusive education Andinet International School, managed to obtain primary data through an interview from special educational needs expert, special educational needs teachers and the school teachers who are directly involved with students with learning disabilities. Secondary data is collected from different written documents related to the topic under the study, including the school manual, guidelines and online information.

3.3. Description of Study Site

This study was conducted at Andinet International School which is located at Addis Ababa city administration Yeka sub city. The site is purposely selected as it is the setting where there is an inclusive education for students with learning disabilities. The school is an international school where people from different parts of the country and nationalities could learn and teach. The department special educational need was established in the year 2010 G.C. It started with 2 students with learning disability and 2 special educational needs teachers with 1 special educational needs expert. Now, there are 35 students with different learning disabilities who range in the age from early childhood to senior high school in the school's special educational needs department. There are also 19 special educational need teachers in AIS special needs educational department.

3.4. Study participants

There are 35 students with learning disabilities and 19 special educational needs teachers in AIS special educational needs department. All of special educational needs teachers are directly involved in the intervention. The participants of this research were special educational

expert, special educational teaches who has 3 and above years of experience on the profession and school teachers of Andinet International School.

Specifically, the researcher applied the following eligibility criteria to incorporate the participants in the study. (1) The special educational needs teachers who's working experience is 3 and above. (2) The school teachers who has a direct relation to students with learning disabilities.

3.5. Sample technique and Sample size

For this study, the participants recruited through purposive sampling which is one of non-probability sampling technique. The researcher selected those special educational teachers who has 3 and above years of experience on the profession. The reason behind using this sample technique is long years of experience on inclusive education coincides with an in depth practical knowledge regarding inclusive education in Andinet International School.

This sampling technique has also been applied for selecting the school teachers on the basis of having enough interaction with the selected student with learning disability. Qualitative research methods are typically used when focusing on a limited number of informants, whom you select strategically so that their in-depth information will give optimal insight into an issue about which little is known. This is called purposeful sampling (Melese et al., 2009).

Before starting the data gathering process, the researcher prepared predetermined inclusion criteria. In order to select the participant, demographic characteristics; experiences were used as criteria. For determining the sample size for this study, data saturation has been applied. Data saturation is reached when there is enough information to replicate the study (o'reilly & parker,2012; walker,2012) cited in Fusch and Ness (2015), When the ability to obtain

additional new information has been attained (guest et al.,2006) cited in Fusch and Ness (2015), and when further coding is no longer feasible (guest et al., 2006) cited in Fusch and Ness (2015).

Thus, in order to describe the situation of inclusive education for students with learning disabilities in AIS based on the data saturation, 8 special educational needs teachers, 1 special educational needs expert and 5 school teachers were included until the needed points were saturated.

3.6. Data collection method

After the recognition of the research problem under the study, the researcher identified the data collection methods and tools. As a result, in-depth interview, document review and key informant interview were employed in this study. Interview guide questions are prepared for the special educational need expert, special educational needs teachers and school teachers. Interview was used because of the fact that the researcher can have and provide detail information.

Interview was conducted from the special educational need expert and special educational need teachers. Additionally, the school teachers who are directly involved with students with the specified disabilities were interviewed.

In-depth, qualitative interviews are excellent tools to use in planning and evaluating extension programs because they use an open-ended, discovery-oriented method, which allows the interviewer to deeply explore the respondent's feelings and perspectives on a subject according to Guion, Diehl and Mcdonald (2011).

3.6.1. In-depth interview

In-depth interviews are most appropriate for situations in which you want to ask open-ended questions that elicit depth of information from relatively few people. It allows the interviewer to deeply explore the respondent's feelings and perspectives on a subject. In-depth interviews involve not only asking questions, but systematically recording and documenting the responses to probe for deeper meaning and understanding (Guion et al., 2011). The researcher tried to explore the special educational needs teachers' and school teachers' response on the issue of investigation.

3.6.2. Key informant interview

Key informants, as a result of their personal skills, or position within a society, are able to provide more information and a deeper insight into what is going on around them. It is an expert source of information as Marshall, (1996) suggests. As a result, the researcher had key informant interview with the special educational need expert so that to get rich and detailed data.

3.6.3. Document review

Document review is a systematic procedure for reviewing or evaluating documents – both printed and electronic (computer based and internet- transmitted) material. Like other analytical methods in qualitative research, document review requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge (corbin & Strauss, 2008; see also rapley, 2007) cited in Bowen (2009).

As a result, in order to triangulate the data that was acquired from Key informant interview and in-depth interview, the researcher reviewed different written documents related to the topic under the study, including the school manual, guidelines and online information.

As a research method, document review is particularly applicable to qualitative case studies-intensive studies producing rich descriptions of a single phenomenon, event, organization, or program (stake, 1995; yin, 1994) cited in Bowen (2009).

3.7. Data collection procedures

The researcher provided the participants with an informed consent which explained the purpose and general procedure. After a good rapport establishment, the researcher started conducting data. In order to be familiarized with the data through frequently listening to the participant, the researcher administered in-depth interview with one participant per a day. This enabled the researcher to have better understanding ideas and concepts which were obtained from the participant. The key informant data gathering proceeded next to an in-depth interview with the special educational expert. Document review was taken place during all the interview process.

3.8. Data Analysis

So as to analyze data acquired from the participants, the researcher utilized thematic approach. Thematic analysis is essentially a method for identifying and analyzing patterns in qualitative data. It works with a wide range of research questions, from those about people's experiences or understandings to those about the representation and construction of particular phenomena in particular contexts as Clarke & Braun (2013) explains. Accordingly, the researcher classified and organized the data based on the key themes, concepts and emergent categories.

As a result, in order to analyze the collected data by using thematic method, the researcher employed 6 phases of thematic approach explained by Clarke & Braun (2013).

In the phase that is familiarization with the data, since the researcher conducted the entire interview using the local language (Amharic), transcribing the data to an English language right after the collection was the first task. Then, the researcher read and re-read each transcript closely until the main intent is achieved.

The researcher must immerse themselves in, and become intimately familiar with, their data; reading and re-reading the data (and listening to audio- recorded data at least once, if relevant) and noting any initial analytic observations (Clarke & Braun, 2013).

On the second phase that is coding, the researcher organized each data in a meaningful and systematic way for coding. Coding reduces lots of data into small chunks of meaning. There are different ways to code and the method will be determined by your perspective and research questions (Clarke & Braun, 2013).

On the third phase that is searching for themes, a theme is a coherent and meaningful pattern in the data relevant to the research question. If codes are the bricks and tiles in a brick and tile house then, tiles are the walls and roof panels Clarke & Braun (2013). The researcher ends this phase by collecting all the coded data relevant to each theme.

Reviewing themes is the fourth phase. In this phase, the researcher determine whether the themes tell a convincing and compelling meaningful data or whether there is relationship between the themes or to split or collapse two or more themes. In short, the researcher reviewed, modified and developed the preliminary themes that were identified in the previous theme.

On the fifth theme that is defining and naming themes, the researcher conducted and wrote a detailed analysis of each theme. It is the phase where the broad identification of the essence of what each theme is about stated. The researcher wrote the integral element of the

analytic process in thematic analysis on the sixth theme that is writing up. Writing-up involves weaving together the analytic narrative and (vivid) data extracts to tell the reader a coherent and persuasive story about the data and contextualizing it in relation to existing literature (Clarke & Braun, 2013).

3.9. Quality assurance

The researcher utilized triangulation as data quality assurance technique which helped the researcher to diminish unfairness and cross-examines the trustworthiness of the participant's response. The data that was collected through in-depth interview cross-checked using document review and key informant interview and vice versa. By using these techniques, the researcher verified the collected data from different sources.

Data quality assurance principles for qualitative research stated by Bhattacharjee (2012) also employed to preserve the trustworthiness of the collected data in this study. (1) Addressing credibility; to do this, the researcher tried to demonstrate that a true picture of the phenomenon under the study is being presented so that the readers find its inferences to be believable. (2) Addressing confirmability; to do this, the researcher tried to demonstrate the different subjectivity issues under investigation. Transferability; to do this, the researcher provided sufficient detail of the practice of inclusive education for a reader to be able to decide whether the prevailing environment is similar to another situation and the finding can be justifiable by applied into the other setting. (3) Addressing dependability; to do this, the researcher strive to enable future investigators to repeat the study so that to arrive at the same conclusion.

3.10. Ethical consideration

The researcher started establishing rapport with the concerning bodies for the successful accomplishment of the study. Moreover, before the beginning of conducting data the following important points has been considered by the researcher;

Consent of participants

Participants must be informed about the research and allowed to decide about participation. Participants' autonomy refers to the obligation on the part of the investigator to respect each research participant as a person capable of making an informed decision regarding participation in the research study (Ministry of science and technology, 2014). Accordingly, the researcher tried to get the informed consents of the participants. Respect for autonomy and confidentiality was highly considered.

Respect for privacy

During conducting data, the researcher considered the privacy of the participant and takes all the necessary steps that can assure and guard confidentiality.

Vulnerable group of people

The researcher disclosed that the finding of the study will not harm the participants in anyway.

Justice

Justice connotes fairness and equity in the distribution of the benefits and burdens of research to participants (Ministry of science and technology, 2014). The researcher demonstrates fair distribution of the benefits and burdens of this study while in the collection of the data and in sharing the description of the practice of inclusive education.

Beneficent

The principle of beneficence refers to the obligation on the part of the investigator to attempt to maximize benefits for the individual participant and/or community, while minimizing risk or harm to the individual/community (Ministry of science and technology, 2014).

The researcher believes in sharing the findings to teachers, parents, other schools who practices an inclusive education and to all bodies who can be benefited from the findings.

3.11 Researcher's Positionality

The position adopted by the researcher, that is a special educational needs teacher, in every phase of the study, from the way the question was constructed, designed and conducted to how others was participated contributed for the richness, genuine and trustworthiness of the findings. The term positionality describes an individual's world-view and the position they have chosen to adopt in relation to a specific research task.

“The positionality that researchers bring to their work, and the personal experiences through which positionality is shaped, may influence what researchers may bring to research encounters, their choice of processes, and their interpretation of outcomes” Foote & Bartell (2011).

CHAPTER FOUR: DATA PRESENTATION

4.1. Introduction

This chapter deals with the presentation of findings in the study which was obtained through key informant interview, in-depth interview and document review. Participant of key informant interviewee were the special educational needs expert and staff development coordinator who has an extensive years of experience at Andinet International School special need department. In-depth interviewees of this study were special educational needs teachers of students with learning disabilities and school teachers who have an interaction with students with learning disabilities at Andinet International School. In general, there were 14 participants (13 in-depth interview participants and 1 key informant participant) who participated in this study.

The findings of this study were interpreted and analyzed into four main research objectives with different topics and sub topics by taking into account the identified codes and categories of the collected data. Perceptions of inclusive education were discussed in the first part of the chapter. Then, the available resources to facilitate inclusive education were described. On the third part, interventions and ways of practicing inclusive education were described. Finally, the challenges to implement inclusive education were discussed. So as to guarantee confidentiality, the researcher did not use the real name of the participants. Therefore, the researcher employed assigned codes for the participants as a substitute. As a result, 'A' with the assigned code represented the special educational needs expert and staff development coordinator who participated in key informant interview. 'B' with the assigned code represented the special educational needs teachers participated in the in-depth interview. And 'c' with assigned code represented the school teachers who have a direct interaction with students with learning disability.

Table 1: Socio demographic information of special educational needs expert and special educational needs teachers

Assigned code	sex	age	educational level	Work experience	level of training acquired on working with children with learning disability
A1	M	47	Master degree	9 years	Extensive trainings
B1	F	28	Degree	4 years	Some training (on special needs)
B2	F	29	Degree	7 years	Some training (on special needs)
B3	F	30	Degree	7 years	Some training (on learning disability)
B4	M	28	Degree	3 years	Some training (on special needs)
B5	F	27	Master degree	5 years	Some training on special needs)
B6	F	28	Degree	4 years	Some training(on learning disability)
B7	M	29	Degree	3 years	Some training (on special needs)
B8	F	28	Master degree	5 years	Some training(on learning disability)

Table 2: socio demographic information of school teachers

Assigned cade	sex	age	Educational level	Work experience	Level of training acquired on working with children with learning disability
C1	M	43	Master degree	8 years	No trainings
C2	M	39	Degree	6 years	Some training(on learning disability)
C3	F	37	Degree	5 years	Some training(on learning disability)
C4	M	45	Master degree	7 years	No training
C5	M	44	Degree	10 years	Some training(on learning disability)

4.2 Perception of inclusive education

Both participants from the special educational needs teachers and school teachers expressed their understanding of inclusive education by referring to some common and different aspects. For the school teachers, inclusive education is the process of educating all students together within one setting. Here the participants emphasized mainly on the social aspects of inclusive education.

Data obtained from C2 and C3 indicated that, social adaptation is a very important and necessarily element that should be given a due attention. C2 who is the school teacher and have a direct relation with the students with learning disability described the perception of inclusive education as follows:

It is through this inclusive system that students with learning disability can get basic lessons in life. Inclusive education provides them with a feeling of being equal with their

classmates, that they are not different in any way, communicating their need and mainly developing relationships with other people.

For the special educational needs teachers, inclusive education understood as the way the school teachers understood it but in addition to educating students with learning disability together with in one setting in mainstream schools, considering learning differentiation or diversity among all students with learning disability and even students without learning disability has been taken into account.

According to B5, differentiation has been explained as follows:

let alone students with learning disability but, students without learning disability do not have the same way of learning style but they all have their own way of learning. As there are different styles of acquiring knowledge that we as a teacher even have, each 27 or 26 student in the class has their own styles for learning.

The perception of inclusive education for participants of the special educational need teachers focused mainly on improving the academic performance and social aspects of students with learning disability. The concept differentiation as emphasized by the special educational need teachers is the different methodologies and approaches that is used which best suits the child's learning disability. Inclusive education for special educational needs teachers understood as both education and socialization. Education and socialization are two leading components of inclusive education.

Participant B2 from special educational needs teachers, who have an extensive year of experience teaching students with learning disability, described inclusive education as follows;

“Inclusion is educating and socializing a child with learning disability with their peers in mainstream school using relevant methods and materials”

In addition, finding generated from A1, who is the school special educational needs expert, for describing what inclusive education is described as follows:

Education is a universally recognized fundamental human right that should be accessible to all citizens. It plays a pivotal role in eradicating poverty and promoting socio economic development in any society. Inclusive education is an approach of placement that welcomes diversity among all students in any class. The diversity includes special education, religion, race, gender, ethnicity among others. Including students with disabilities in the mainstream school and class incorporates intrinsic remunerations of participation and learning within a collaborative (among students, teachers and specialists) environment, thus promoting the child’s educational and social attachment.

From the above broad explanation of inclusive education from all of the participants; special educational needs teachers and school teachers, the researcher categorizes the perspectives or point of views from which the understanding of inclusive education is being constructed into three. That is;

1. Education for all
2. Academic improvements
3. Social development

4.2.1 Education for all

Perception of inclusive education that states education for all from the special educational needs expert A1 stated the following;

“The federal democratic republic of Ethiopia has been committed to provide quality education to its citizens, including children with special educational needs (SENs)”

4.2.2 Academic improvements

Mainly considering the term differentiation; the ability, learning style and method for teaching students with different learning disability, contributes for academic improvement of student with learning disability.

Participant from special needs education B4 stated that:

Inclusive education is a process of strengthening the capacity of the education system to reach out to all learners. Since students with learning disabilities have their own styles of learning, they need to be reached in a different possible way as to improve their academic performance from what they know yesterday to add some for today.

In addition to that, participant B5 from the special educational needs understood inclusive education as:

“It is a system of developing the academic performance of students with disabilities. It gives focus of what a student lacks and works on the development of learning growth”

4.2.3 Social development

Findings from the school teachers revealed that, the students' social interaction, adaptation and development accounts much of the activities of inclusive education.

4.3. The available resources

The study under this topic found that there are different available resources that are used for students with learning disability in special educational needs department at the school. The finding that is generated from all of the participants indicated that the available resources could be categorized as human resource, capital resources and teaching aids.

4.3.1. Human resources

All of the participants indicated that the significant resource that is available for the students with learning disability at AIS is sufficient human resource that is 19 trained staff for 35 students with learning disability. The 19 trained staff or special educational needs teachers are people who use their skill to produce different services for the students with learning disability.

4.3.2. Asset

All of the participants indicated that, different goods or materials that are used to make services could be named as capital resources. The finding from participant A1, who is an expert of special educational needs, listed the available resources as follows:

“The classroom itself and the available spaces that is going to be expanded in the future are among the available resources we have”

4.3.3. Teaching aids

The following teaching aids are listed as an available resource from special educational needs teachers.

Manipulative like different objects for teaching shapes, colors and sizes, different assessment tools (language, math, adaptive skills, social skills), audio-visual materials, educational videos for different subjects, puzzles and different educational games, books and printed materials for all the areas of need and modified and adopted educational materials to develop (math calculation, math reasoning, decoding fluency, listening comprehension, reading comprehension, written expression)

4.4. Interventions and ways of application of inclusive education

4.4.1. Interventions

Participant A1 listed the kinds of interventions that are practiced under special educational needs department in Andinet international school.

4.4.1.1. Language skills

Under language skills intervention there are sub skills that are provided. The first is Decoding skill. According to A1 who is the expert:

It is a skill that provides students with learning disabilities with the ability to identify the basic names and sounds of a word. The repetition of the practice of identifying the sounds and names of words enable students to read, know the meaning in the context and to let them use the word correctly in a sentence.

The other intervention is reading fluency. The same participant elaborated the intervention as follows:

It is applied when a given student have a good decoding skill, when the ability to know the sounds and names of letters in reading automatically has already been attained. It focuses on the readers' accuracy in reading and comprehension ability. It is enabling the student to recognize words automatically without struggling over decoding issues.

Listening skill is also the other interventions under language intervention that has been mentioned by the participant A1. It has been described as the following:

“It is working on the students' ability to stay active in a communication. It is an intervention to enable the students to accurately receive information and responds accordingly. It enables students to pay attention and interpret the information”

Listening and reading comprehension is the other intervention that develops and improves the students' ability to listen and comprehend spoken language. It is one of the necessary skills in reading, listening and writing development according to the finding.

Written expression is also the other intervention where students will be motivated to generate ideas, construct meaningful sentences, sequence and organize their ideas into paragraphs, & use grammar appropriately according to the finding.

Participant A1 elaborated this intervention as:

“In this intervention, students are taught to identify the features and structures of texts when reading and work towards transferring their spoken language in to written work in this intervention”

The last intervention under language skills is expressive language. it is an intervention that encompasses the students' ability of both verbal and nonverbal communication skills. According to the finding the intervention teaches the students how to use language. The skills include semantics (word/ sentence meaning), facial expressions, gestures, vocabulary.

4.4.1.2. Mathematics skills

Two sub skills under mathematics skills intervention are provided. they are mathematical calculation and reasoning.

Mathematical calculation skill is an intervention for understanding numbers and simple math facts and operations. According to participant A1:

“It develops and improves the students' ability to count, group objects, and compute simple facts and operations. Number lines and multiplication tables are widely used under this intervention”

The second intervention is Mathematical reasoning. It is the critical skill that enables students to make use of all other mathematical skills.

Participant B5 and A1 mentioned as follows:

With the development and improvement of mathematical reasoning, students recognize that mathematics makes sense and can be understood. Manipulative like different shaped objects, fraction teaching aids, word problems are some of the materials the school is using for the intervention.

4.4.1.3. Fine and gross motor skills

The other skills are gross and fine motor skills under the available interventions.

Participant A1 elaborated as follows:

Fine motor skills are skills of developing and improving the movement of students' small muscles like their fingers, wrists, lips and tongue. It's a practice for student's fingers to hold a pencil properly, to pick up small objects, to respond to finger tasked questions.

During reading, talking and eating students practice moving and exercising their tongues and lips according to the finding. Gross motor skills are the bigger movements such as rolling over and sitting that are exercised outside side of the classroom in the field every day. Special education needs students at Andinet International School have physical exercise schedule on day today basis according to the finding.

4.4.1.4. Adaptive and social skills

Adaptive and social skills are the other skills necessary to effectively and independently take care of one self and to interact with other people according to the finding.

Participant B2 states as follows:

“It is an intervention for building up the students' social relationships and get along with other people, including having friends, showing and recognizing emotions, helping others and following manners”

Participant A1 further explained as follows

The above intervention is based on Individual education plan. Each student's IEP is prepared on the bases of the child's Present level of performance, assessment result, parents input survey result, Doctors recommendation & diagnosis, class observation, teachers input survey result, type of disability, severity of disability and availability of resources (human as well as material).

4.4.2. The practice of inclusive education

The finding from participant A1, who is an expert of special educational needs, stated that the school practice inclusive education mainly on the following segments;

4.4.2.1. Placement

Inclusion – the purpose of the IEP goals are to enable the student to acquire the skills necessary to participate in the regular education curriculum and live as a productive member of the society in the future. For students to participate in the regular education curriculum different factors have to be considered; severity of the child's learning problem according to the finding. for example;- if a child is moderately to severely below grade and age level in reading, she/he must first acquire functional reading skills before being able to successfully access the curriculum.

There is a direct instruction that is systematic and consistent.

Special class – according to the finding, in special class, special educational needs teachers provide direct instruction and reinforcement using a variety of grouping arrangements. The daily schedule and activity is driven by the IEP. As there is high level of collaboration

between special educational needs teachers with the school teachers, all teachers are responsible for completing students' report cards collaboratively.

Reverse inclusion – senior students give regular partially supervised student-to-student indirect lessons that helps in social, adaptive, motor and communication skills.

Students from the same grade and age level also do partially supervised reverse inclusion sessions.

4.4.2.2. Trainings to staff (teachers, administrative bodies, specialists and supporting staff)

According to the finding, all staff in the school gets training of 80 hours under different team taking students with learning disability into consideration in August before school begins for each academic year.

At the end of each term, the school has training for 6 hours based on problem encountered during the term and based on research findings.

4.4.2.3. Awareness creation

Up-to-date articles, research findings, educational news are distributed to staff and parents as appropriate mainly by the special educational needs expert with some support of the special educational needs teachers.

4.5. Challenges to implement inclusive education

The finding from participant B8, who is a special educational needs teacher, describes the challenges and barriers as follows:

Regarding communication with the parents' of students with learning disability, it is sometimes very challenging to understand and communicate the child's general situation of learning. Parents may expect far more than their child's ability due to a very limited knowledge of the child's nature of disability.

The study found that parents' understanding and involvement in their Childs' multidimensional situation and development plays a great role in practicing inclusive education successfully.

Participant B2 and B5 stated the challenges as follows:

“If we have more wide classrooms and available materials based on our student's need, we will contribute more than what we are contributing so as to make the curriculum more accessible for our students”

According to the finding from participant A1, it is possible to categorize the challenges to implement inclusive education in Andinet international school as follows;

General knowledge of learning disability and inclusive education by parents of students with learning disability, parents of the regular students, student population, administrators, teachers, specialists and other supporting staff. The other challenges according to the finding are, in availability of space to receive more students with learning disability, lack of an updated assessment and teaching resources, lack of inclusive culture in school, lack of other professionals that can work with special educational support such as; speech pathologist, special education trained school psychologist, math specialist, reading specialist, occupational therapist, writing specialists and physical exercise specialist.

CHAPTER FIVE: DISCUSSIONS

5.1. Introduction

Based on thematic areas identified, the previous chapter has dealt with the major findings of the study. In this chapter, the findings under each thematic area are examined in light of the existing literature and some educational learning theories. In doing so, the findings are compared with the explanations given in literatures and in critical concepts. This in effect can show whether the findings in this study support the knowledge base in the area. The discussion is organized in accordance with the thematic areas identified earlier.

5.2. Perception of inclusive education

According to findings, participants' understanding of inclusive education is quite similar. However, the school teachers' understanding is very limited to participation of children with learning disabilities in regular school. The special educational needs teachers' understanding coincides with the broader understanding to include some essential elements of definition provided by Peters (2004), which declare that inclusive education is a process of strengthening the capacity of the education system to reach out to all learners and can thus be understood as a key strategy to achieve EFA. Inclusion is thus seen as a process of addressing and responding to the diversity of needs of all children, youth and adults through increasing participation in learning, cultures and communities, and reducing and eliminating exclusion within and from education.

Another important shared feature in participants' view is the social aspect of inclusive education. All the participants pointed out that along with education of students with learning disability, their social adaptation and interaction is the responsibility of inclusive education. This

aspect coincides with Suleymanov (2015), which acknowledges that inclusive education is a goodwill idea to change attitudes toward diversity, and form the basis for a just and non-discriminatory society.

While defining inclusive education, participant B5 who teaches in a special needs education mentioned as follows:

“Using relevant methods and materials is very important”

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

It seems that all the participants are aware of the importance of social interaction of students with learning disability and they are trying to provide students with learning disability with opportunity to socialize with their peers.

The other finding among the elements for the perception of inclusive education is the human right aspect. Students with learning disability at Andinet International School are utilizing their human right as the way students in the mainstream does. Education is provided for each student with learning disability considering that they have the right for education.

Ensuring that children with disabilities receive good quality education in an inclusive environment should be a priority of all countries. The United Nations *Convention on the Rights of Persons with Disabilities* (CRPD) recognizes the right of all children with disabilities both to

be included in the general education systems and to receive the individual support they require (WHO, 2011).

Education is a human right, as reflected in the principle of Universal Primary Education (UPE), and Education for All (EFA) goals by 2015 to which Ethiopia is committed (MoE, 2012).

5.3. The available resources

The finding identified the available resources that are currently in use for teaching students with learning disability. Participants identified human resource as the basic and major resource for inclusive education. For the implementation of inclusive education, the contribution of teachers plays a major role generally and special educational needs teachers in particular. It's through the interaction and relation with the special educational needs teachers that students with learning disability maintains to learn, develop their basic skills and work on their social relationship.

The other resource that was identified by the participants is asset. It is all the materials and the available space that is used by the school to provide the services. The teaching and learning classroom is one of the resources identified as asset as it is providing students and teachers with the available service.

Teaching aids, identified as another resource such as; different assessment tools (language, math, adaptive skills, social skills), manipulative (different objects), audio-visual materials, educational videos for different subjects, puzzles and different educational games, different books and printed materials for all the areas of need and modified and adopted educational materials to develop (math calculation, math reasoning, decoding fluency, listening and reading comprehension and written expression).

5.4. Interventions and inclusive education practice

The study found that the interventions are language, math, gross motor skills, fine motor skills, adaptive skills and social skills with Language and math interventions having sub areas in each. Under intervention language there are interventions for decoding skill, reading fluency, listening skill, listening and reading comprehension, written expression and expressive language. Under intervention math, there are also interventions for math calculation and reasoning.

The interventions under language that are decoding, reading fluency skills, listening and reading comprehension, written and expressive language are the basic skills that enable students with learning disability to identify basic names and sounds of letters in words, develops their accuracy in reading and comprehension ability, enabling them to accurately receive information and respond, to comprehend spoken language, construct meaningful sentences and organize ideas and use grammar appropriately.

The Intervention under mathematics, that are mathematics calculation and reasoning develop the students' understanding of numbers in an expanded and & clear method using the available material like number lines and multiplication tables. Reasoning helps students to make sense of all other mathematical skills together and applying it. The areas that has been identified for the manifestation of learning disability and the available interventions, supports the following literature below.

The diagnosis requires persistent difficulties in reading, writing, arithmetic, or mathematical reasoning skills during formal years of schooling. Symptoms may include inaccurate or slow and effortful reading, poor written expression that lacks clarity, difficulties remembering number facts, or inaccurate mathematical reasoning (Cortiella & Horowitz, 2014).

Students with learning disabilities, seek an intervention for gross and fine motor skills. Students develop in moving their fingers, wrists, lips, tongue, sitting and balancing by doing different exercises. Students' social relationships and independent tendency are developing and strengthening through adaptive and social skill intervention.

According to the finding, three areas to practice inclusive education have been found. They are Placement, trainings to staff and awareness creation. Under placement, interventions are provided in regular class, special class and reverse inclusion. All of the three placements work towards the students' IEP.

The dissemination of examples of good practice could help to improve teaching and learning. Information on relevant research findings would also be valuable. Pooling of experience and the development of documentation centers should be supported at national level , and access to sources of information broadened (UNESCO, 1994).

Accordingly training to staff and awareness creation are the other application of inclusive education in Andinet international school. Through trainings of staff and awareness creation to parents, teachers, administrative and school society, it is possible to create collaborative and skilled professionals for students with learning disability.

Appropriate preparation of all educational personnel stands out as a key factor in promoting progress towards inclusive schools. Pre-service training programmes should provide to all student teachers, primary and secondary alike, positive orientation toward disability, thereby developing an understanding of what can be achieved in schools with locally available support services (UNESCO, 1994).

5.5. Challenges to implement inclusive education

Among the challenges that were gathered from the finding, the main ones are; general knowledge of learning disability and inclusive education, in availability of space to receive more students with learning disability, lack of an updated assessment and teaching resources, lack of inclusive culture in school, lack of other professionals that can work with special educational support such as; speech pathologist, special education trained school psychologist, math specialist, reading specialist, occupational therapist, writing specialists and physical exercise specialist.

The following discussions are made to relate the finding from some educational learning theories perspective.

Behaviorism is one of the theories that guide this study, since external factor or behavioral conditioning sometimes used for eliciting the desired behavior in learning.

There are stimulus response associations made by students with learning disabilities at AIS. Rewarding the desired behaviors and punishing inappropriate behaviors, have contributed for the teaching learning process.

Cognitive theory focuses on, the learners' cognitive developmental level where as the situation or basis of providing students with learning disability with different suitable methodologies for effective teaching learning depends on the nature of their disability.

The approach used by special educational needs teachers seem coincides with **constructivism** theory. Students with learning disability at AIS are experiencing a practical real world experiences from what they learn in each intervention stated above. Manipulative uses for

mathematics are used. There are also some discovery learning and processes to create practical real world experiences. This contributed very well for the teaching learning process.

For teaching and learning to takes place, teachers of special educational needs focus on developing the Childs' self-esteem. Since it is a child centered education, there is an acceptance every student as they are. There is no expectation based on the Childs' age and grade level. Positive feeling about oneself is facilitating learning.

Students with learning disabilities do learn through connectivism. The different interventions and methodologies such as using manipulative and repetitions help them to manage the connection of knowledge in their own way. This connection helps them in acquire, organize and deploy skills and knowledge.

CHAPTER SIX: CONCLUSION, SOCIAL WORK IMPLICATION AND IMPLICATION FOR FURTHER RESEARCH

6.1. Conclusion

This qualitative descriptive research was conducted in Andinet International School, special educational needs department on students with learning disabilities. The general objective was to describe the practice inclusive education for students with learning disabilities. The specific objectives include; to explore the understanding of inclusion by special educational needs teachers and school teachers, to assess the available resources to facilitate inclusive education, to describe the available interventions and ways of practicing inclusive education and to describe the challenges to implement inclusive education. Participants were special educational needs expert, special educational needs teachers and school teachers. Key informant was the special educational needs expert. In-depth interviewees were special educational needs teachers and school teachers.

Key informant interview, in-depth interview and document review were utilized as methods of data collection. The finding indicated that, the perception of inclusive education has three viewpoints. This study identified three view points; education for all, differentiation and social development perspective.

The study also identified the available resources that students with learning disabilities are using. They are human resource, assets and teaching aid. The available interventions that are implementing are classified as skills on the area of language and math with sub skills, fine and gross motor skills and adaptive and social skills.

The school is implementing inclusive education on the basis of placement; inclusion, special class and reverse inclusion. The other inclusive education implementing means is giving trainings to staff (teachers, administrative bodies, specialists and supporting staff). The last means to implement inclusive education is through awareness creation, using articles, research findings and educational news to the staff.

The study also identified general knowledge of learning disability and inclusive education by parents, students, teachers and other supporting staff. In availability of space to receive more students with learning disabilities, lack of teaching resource, lack of inclusive culture and other professionals as the main challenges that are encountered during the implementation of inclusive education.

In general, this study showed how the perception of inclusive education coincides with elements of inclusive education. Students with learning disabilities at Andinet international school, by using the available resources and interventions are trying to access the curriculum and developing their socialization.

6.2. Social work implication

Based on the study findings, the researcher identified the following areas in which social work professionals can intervene in the improvement of the general teaching learning situation of students with learning disabilities in collaboration with other concerned bodies.

The availability of school social workers for understanding & working with learning disabled children and their families is very important as both the school social worker & child's family play a role in the child's development around the learning disability.

School social worker will be the logical person to understand each different family's response to their children's learning differences, limitations and needs of their child with learning disability. One limitation of the intervention at AIS is unattainable expectations due to lack of clear awareness about the children nature of disability.

School social workers will be engaged in the assessment process that is prepared as an entry criteria for special educational needs, as they will provide direct and in-direct services to these children. They will educate families about the developmental & educational needs of children. They will support classroom teachers by assisting in implementing academic & behavioral interventions & facilitating the special education process.

School social worker could be a mediator between the school, children with learning disabilities & family and the community. They may engage in policy change discussion with the school, educational institutions and ministry of education & advocacy surround issues related to the children they serve.

In addition to these, an important role for the school social worker is that of advocacy. They need to help students with learning disability gain and effectively access to the school resources and identify areas of need that are not being addressed by the school environment.

6.3. Suggestions and Implications for further studies

The findings show that there are many constraints and challenges for the implementation of inclusive education at AIS. Some of which have been addressed in this study that needs further studies such as; general knowledge of learning disability and inclusive education by parents of students with learning disability, parents of the regular students, student population, administrators, teachers, specialists and other supporting staff. The availability of space to

receive more students with learning disability, lack of inclusive culture in school and lack of other professionals that can work with special educational support like speech pathologist, special education trained school psychologist, math specialist, reading specialist, occupational therapist, writing specialists, lack of an updated assessment and teaching resources and physical therapy.

Some suggestions that can be useful for the proper implementation of inclusive education in AIS are given below;

Classroom teachers, special educational needs teachers, parents and the community at large in the school should work in collaboration in order to create inclusive environment. So in order to build effective collaboration, every professionals should be able to work as a team, demonstrate commitment to team work, value positive interdependence, set and achieve common goals and participate in professional trainings.

In availability of additional classroom made every 35 students to be segregated together with their teachers. These can cause destructed environment and shall be given due attention by the school for the better implementation of inclusive education.

In addition to providing trainings for parents, teachers, administrative bodies, specialists and supporting staff, experience sharing programs for parents and teachers of students with learning disabilities will enhance trust and motivation to openly discuss and combat social exclusion to promote good environment.

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Appendix I – Interview guide for special educational needs expert

Addis Ababa University

School of Social work

This interview guide is designed mainly for the purpose of gathering firsthand information in order to obtain the required data regarding the situation of inclusive education for students with learning disabilities in Andinet International School. The information gathered through this interview will be used as a major source for the thesis titled *the practice of inclusive education in Andinet International School, Addis Ababa*, prepared for the partial fulfillment of the requirements for the degree of Master of Social Work in Addis Ababa University.

Since the information you provide had a prime importance contributing to the quality and success of this paper, you are kindly requested to forward your genuine response and I can assure you that the information you provided will be confidential.

I thank you in advance for your co-operation!

Background information

1. Assigned code _____
2. Gender
 - a. Female
 - b. male
3. Age
 - a. 18 – 25
 - b. 26 – 35
 - c. above 35, _____
4. Educational level
 - a. Below bachelor degree

- b. Enrolled in bachelor level program
 - c. Completed bachelor degree
 - d. Completed master degree
 - e. Completed specialist level
 - f. Completed Doctoral degree
5. Work experience
- a. Below 2 years
 - b. 2 - 4 years
 - c. 5 - 6 years
 - d. Above 6years, _____
6. Level of training acquired on working with children with learning disability
- a. I have had no trainings.
 - b. I have had some training.
 - c. I have had extensive trainings.

Interview questions

1. What is an inclusive education and how do you understand it?
2. What are the available resources your students have?
3. What are the available resources so as to facilitate inclusive education in AIS?
4. What are the interventions that you are providing for students with learning disabilities?
5. On what bases are you specifying an intervention for a given student with learning disability?
6. How do the school practice inclusive education?
7. How do you assess achievements of your students?

8. Do you use IEP for the intervention & achievements of your students with learning disabilities?
9. What are the challenges to implement inclusive education?
 - Anything you would like to add.....thank you

Appendix II - Interview guide for special educational needs teachers

Addis Ababa University

School of Social work

This interview guide is designed mainly for the purpose of gathering firsthand information in order to obtain the required data regarding the situation of inclusive education for students with learning disabilities in Andinet International School. The information gathered through this interview will be used as a major source for the thesis titled *the practice of inclusive education in Andinet International School, Addis Ababa*, prepared for the partial fulfillment of the requirements for the degree of Master of Social Work in Addis Ababa University.

Since the information you provide had a prime importance contributing to the quality and success of this paper, you are kindly requested to forward your genuine response and I can assure you that the information you provided will be confidential.

I thank you in advance for your co-operation!

Background information

1. Assigned code _____
2. Gender
 - b. Female
 - b. male
3. Age
 - b. 18 – 25
 - b. 26 – 35
 - c. above 35, _____
4. Educational level
 - g. Below bachelor degree

- h. Enrolled in bachelor level program
 - i. Completed bachelor degree
 - j. Completed master degree
 - k. Completed specialist level
 - l. Completed Doctoral degree
5. Work experience
- e. Below 2 years
 - f. 2 - 4 years
 - g. 5 - 6 years
 - h. Above 6years, _____
6. Level of training acquired on working with children with learning disability
1. I have had no trainings.
 2. I have had some training.
 3. I have had extensive trainings.

Interview questions

1. How do you understand an inclusive education?
 2. What are the available resources that your students are using?
 3. What are the interventions that you are using for your students with learning disabilities?
 4. How do you practice the interventions?
 5. How do you assess achievements of your students?
 6. How do the special educational needs department practice inclusive education?
 7. What are the challenges to implement inclusive education?
- Anything you would like to add.....thank you

Appendix III - Interview guide for School teachers

Addis Ababa University

School of Social work

This interview guide is designed mainly for the purpose of gathering firsthand information in order to obtain the required data regarding the situation of inclusive education for students with learning disabilities in Andinet International School. The information gathered through this interview will be used as a major source for the thesis titled *the practice of inclusive education in Andinet International School, Addis Ababa*, prepared for the partial fulfillment of the requirements for the degree of Master of Social Work in Addis Ababa University.

Since the information you provide had a prime importance contributing to the quality and success of this paper, you are kindly requested to forward your genuine response and I can assure you that the information you provided will be confidential.

I thank you in advance for your co-operation!

Background information

1. Assigned code _____
2. Gender
 - a. Female
 - b. male
3. Age
 - a. 18 – 25
 - b. 26 – 35
 - c. above 35, _____
4. Educational level
 - a. Below bachelor degree
 - b. Enrolled in bachelor level program
 - c. Completed bachelor degree
 - d. Completed master degree

- e. Completed specialist level
 - f. Completed Doctoral degree
5. Work experience
- a. Below 2 years
 - b. 2 - 4 years
 - c. 5 - 6 years
 - d. Above 6years, _____
6. Level of training acquired on working with children with learning disability
- a. I have had no trainings.
 - b. I have had some training.
 - c. I have had extensive trainings.

Interview questions

1. How do you understand an inclusive education?
 2. How do your students, co-workers, school administrates and your community at large understand inclusive education and learning disability?
 3. What contribution do you think inclusive education have for students with learning disabilities?
 4. If positive contribution is being mentioned, then how do you assess achievements of students with learning disabilities in your classroom?
 5. What do you think are the needs of students with learning disabilities?
 6. What do you think the available resources that students with learning disabilities have?
 7. What are the challenges to implement inclusive education?
- Anything you would like to add.....thank you